Programme Specification for BA (Hons) Media & Culture

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Media & Culture
6.	Pathways available	Single, major, joint, minor
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Full time and part time, some modules may be offered in the evening,
9.	UCAS Code	<u>Single Honours:</u> Media & Culture BA - P392 BA/MCS <u>Joint Honours:</u> Art & Design and Media & Culture BA - WP13 BA/ArtMcs English Language and Media & Culture BA - PQ33 BA/ELMCS English Literature and Media & Culture BA - QP33 BA/EngMcs Film Studies and Media & Culture BA - P390 BA/FSMCS Graphic Design & Multimedia, and Media & Culture BA - WPFH BA/GDMMCS Human Geography and Media & Culture BA – 7L8P Mod/HGMCS Journalism and Media & Culture BA - PP53 BA/JMCS Media & Culture and Politics: People and Power BA - PL32 BA/MCSPPP Media & Culture and Sociology BA - LP33 BA/MscSoc
10.	Subject Benchmark statement and/or professional body statement	Communication, Media, Film and Cultural Studies (June 2008)
11.	Date of Programme Specification preparation/ revision	January 2013. March 2014 – change of title for MECS1016. Deletion of MECS2002. Pre-requisites updated for MECS3301/2. April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. March 2015 – MECS2005 deleted from Level 5 and added to Level 6 as MECS3015. June2015 – Change of title to MECS1007 and MECS1008.

		July 2015 – Programme title changed from Media & Cultural Studies to Media & Culture.
		January 2016 – New module added MECS3016. MECS3012 removed. MECS2011 module title changed. Excluded combinations removed for MECS2007 and MECS3007. FLMS2002 change of status from n/a to optional for joint pathways. SOCG2108 removed.
		June 2016 – MECS1007 change of title and excluded combinations updated. HIST1108 removed. Section 9 updated.

12. Educational aims of the programme

The course aims are that students will:

The Media & Culture programme is structured to support an understanding of the processes linking production, distribution, circulation and consumption and understanding forms of communication, media and culture as they have emerged historically. Students will encounter different research tools including the application of IT to Media & Culture which will develop their cognitive, personal and affective skills.

The aims and outcomes for this programme are directly applied from the QAA Benchmark statement. The general aims of the programme are to:

1. Critically investigate the role of media and cultural texts in the shaping and circulation of social meanings, and aesthetic and political values.
2. Understand cultural and communicative activities as central forces in shaping everyday social life.
3. Develop their specific knowledge of a range of texts, genres, aesthetic forms and cultural practices.
4. Produce close analysis of a range of texts, genres, aesthetic forms and cultural practices and to make comparisons and connections.
5. Critically investigate the development of media and cultural forms in a local, regional, international or global context.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course, students will be able to:
- analyse the social, political and cultural issues raised by developments in the media and cultural industries of the past and present.
- have an appreciation of contemporary and historical debates relating to Media & Culture.
- critically assess the processes linking production, distribution, circulation and consumption.
- apply different methods of analysing media and culture as they have emerged from disciplines in the Social Sciences and Humanities.
- demonstrate knowledge of particular media forms and genres and the way in which they organise understandings, meanings and affects.
- evaluate the roles of cultural practices and cultural institutions in society.
- have an understanding of how different social groups make use of, and engage with, forms of media and culture.

- research new and emergent media forms and their relation both to their social context and to earlier forms.
- develop a substantial research project of academic weight and validity;
- recognise and communicate the transferable skills gained from their study within contexts applicable to progression and employability.
- evaluate forms of media and culture as they have emerged and appreciate the processes through which they have come into being with reference to social, cultural and technological change.

Examples of learning, teaching and assessment methods used:
- Modules address contemporary and historical debates through essays, reports, journals, portfolios and research projects.
- Reflection on the location and contingency of their own interpretation of media and cultural texts.
- Modules encourage learners to engage in discussion of key issues and application of key concepts.
- Modules encourage learners to apply different methods of analysing media.
- Formative assessment includes feedback in seminars and tutorials.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:
- Demonstrate critical thinking, analysis and synthesis with reference to contemporary and historical debates, thinkers and intellectual paradigms in Media & Culture.
- Develop self-reflexive and analytical approach to new materials through tutor support.
- Summarise, forming arguments and their conclusions.
- Explore their own cultural commitments and positioning.
- Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research topics.
- Carry out various forms of research for essays, projects and other appropriate work.
- Explore matters that may be new and emerging, drawing on personal skills as well as academic and non-academic sources.

Examples of learning, teaching and assessment methods used:
- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials, and online support.
- In-depth, self-directed research and tutorial guidance and discussion.
- A variety of assessment vehicles including essays, oral presentations, reports, group work, research tasks, blogs, portfolios, timed essays, extended projects, critical bibliographies.
- Reflect on own interpretation of media and cultural texts through seminars, group discussion, group reflection and reports.
- Formative planning with tutorial support.
- Identification of relevant sources.
- Receiving and reviewing feedback and taking action on feedback.

Practical skills relevant to employment including transferable/key skills:

On successful completion of the course, students will be able to:
- Use organisation and research skills.
- Employ effective oral and written communication.
- Employ effective self-management including time management, planning, motivation and initiative.

- Possess interpersonal and team working skills.
- Respond to different opinions and arguments.
- Exhibit personal development and responsibility.
- The table below details transferable skills relating to employability

Examples of learning, teaching and assessment methods used:
- High-level written and oral communication sills including analysis and synthesis of arguments.
- Formulate arguments cogently and communicate effectively in written, oral and other appropriate forms.
- Respond to different opinions and arguments within formal assessments, seminars and tutorials.
- Construct interpretations and viewpoints that can accommodate or resist those given by reading, teaching or discussion.
- Textual analysis/audience research or extended essay in relation to knowledge from Media & Culture.

14.   Assessment Strategy

Assessment
The forms of assessment are structured over the three years of the degree to allow students to develop certain transferable skills, such as those of presentation (oral and written) and communication, collaboration and self-reflection. They also enable students to develop the ability to think independently, to formulate and research their own topics and to build on their knowledge and interests in the context of the core areas. The core areas include texts and representations, consumption and audiences and production and institutions. The range of assessments included across all three years can be found in the assessment grid.

Summative work is typically assessed at two points in the optional and mandatory modules. Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions. Teaching, group tasks and workshops are also designed to provide formative opportunities to develop the skills, competencies and understanding that will be demonstrated in the summative assessment tasks.

Staff feedback is given electronically with additional feedback, oral or annotated on the submitted work. On the return of work, students are encouraged to discuss feedback with tutors. Work is normally returned to students within 4 weeks of the assessment deadline. The detailed assessment policy is available to students in the online subject handbook for Media & Culture. The assignments vary in range and scope but include essays, critical pieces, reflective analysis, textual analysis, oral presentations, in-class tests, diary synopsis, reports, journals, blogs, scripts and research projects.

Essay writing techniques and skills are developed in the mandatory module MECS1000 and optional modules through formative and summative tasks such as reflective analysis reports, case studies, journals and portfolios, textual analysis, audience research, as well as in-class tests and essays. The programme assessment format develops critical and creative thinking and consolidates key transferable and employability skills. The mandatory 30 credit module focuses on critical analysis and enables students to understand the basics of essay writing. The designated 30 credit module focuses on conducting textual analysis (such as semiotic analysis or content analysis)and audience research (such as questionnaires or interviews).The optional modules at level 4 expand the students' analytical, critical and reflective skills and practices through assessments that range from journals and reports to oral presentations and reflective analysis. Students can also develop practical skills of creating a blog.

Level 5 modules will engage students with a range of critical and theoretical approaches to media and culture. Assessment at level 5 is also designed to develop independent learning and research skills. The two 30 credit mandatory modules at level 5 are designed to offer a range of assessments including a journal or blog, comprehension test and essays alongside acquiring subject specific skills and competencies. The research module (MECS2002) is designed to support students in developing an appropriate research project for level 6. Optional level 5 modules draw on a variety of assessments including in-class test, scripts, diary synopsis, project reports, contextual analysis as well as developing practical skills such as developing a website to showcase skills and competencies.

At level 6, assessment methods are designed to offer students developments for critical thinking and reflection, as well as expression of ideas and independent research in the year 3 mandatory Research Project module (30 credits). The research project is designed to explore students' individual interests, creativity and interdisciplinary pursuits.

Students are supported on modules by the module tutor and other specialists where required, as well as through secondary material. Module documentation and support materials are located on the module Blackboard site and other virtual learning environments as appropriate. The grading criteria for assessment has been developed in conjunction with the external examiner.

15.   Programme structures and requirements

The course is available in full and part-time modes. Students may combine their Courses in different 'Pathways': Joint Pathway in which students take two Courses equally weighted; Major/Minor Pathway and Single Honours Pathway, in which, from year 1 students can specialise almost entirely in the Media & Culture course. For Single Honours students there is an opportunity to select a 30 credit Module from an Elective pathway, for example, World Cultures, Sustainability, Explorations in Education, Healthy Lifestyles, Languages and Business and Social Enterprises. Students can elect to move from Joint to Single Honours following the first year of study.

Award map
Please note the award map is a complete list of modules validated for Media & Culture and each year we make available the majority of modules from this list. The choice of modules offered in any one year will be determined by student numbers, current staff availability and the coherence of the programme for students in each cohort and so is subject to change.

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Award map

Course Title: Media & Culture	Year of entry: 2016/17 onwards

Level 4						
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M), Designated (D) or Optional (O))**		**Pre-requisites (Code of Module required)**	**Co-requisites/ exclusions and other notes**
			Single Hons	**Joint Hons**		
MECS1000	Studying Media and Culture	30	M	M	None	None
MECS1003	Gender and Representation	15	O	O	None	None
MECS1007	Introduction to Television cultures	15	O	O	None	None
MECS1008	Introduction to Internet Cultures	15	O	O	None	None
MECS1015	Popular Music and Cultural Change	15	O	O	None	None
MECS1016	Media and Culture: Key Concepts	30	D	O	None	None
LANG1002	Improving English Usage and Style in Academic Writing	15	O	O	None	Excluded combination SOCG1102
SOCG1105	Democracy? the story of an ideal	15	O	O	None	Excluded Combinations POLP1101, (POLP1001, SOCG1007)

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include MECS1000 (30 Credits) and MECS1016 (30 credits).

Single Honours students can take no more than one non-MECS coded module from LANG1002 or SOCG1105.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include MECS1000 (30 credits).
Joint Honours students can take no more than one non-MECS coded module from LANG1002 or SOCG1105.

Level 5								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
MECS2004	Crime and the Media	15	O	O	O	O	None	None
MECS2006	Gender and Popular Fiction	15	O	O	O	O	None	None
MECS2007	Work Project Module	15	O	O	O	O	None	None
MECS2011	Social Media	15	O	O	O	O	None	None
MECS2017	Screening the Nation: Continuity and Change in British TV	15	O	O	O	O	None	None
MECS2030	Media and Social Change	30	M	M	O	O	None	None
MECS2031	Popular Cultures	30	M	M	O	O	None	None
FLMS2002	Representation of gender, sexuality and 'race' in film	15	O	O	O	N/A	None	None

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total, at least 60 of which must be drawn from the table above to include and MECS2030 (30 credits) and MECS2031 (30 credits).

Single honours students can take no more than one non-MECS coded module from FLMS2002.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

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Major Pathway students must take at least 60 and no more than 90 credits from the table above to include MECS2030 (30 credits) and MECS2031 (30 credits).

Major honours students can take no more than one non-MECS coded module from FLMS2002.

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include **either** MECS2030 (30 credits) **or** MECS2031 (30 credits) **or both** MECS2030 and MECS2031 if they wish.

Joint pathway students intending to complete their Research project in this subject must take either MECS2030 or MECS2031.

Minor Pathway Requirements at Level 5
Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include **either** MECS2030 (30 credits) **or** MECS2031 (30 credits). Minor pathway students can also take both MECS2030 (30 credits) and MECS2031 (30 credits).

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Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
MECS3003	Gender, Philosophy and Popular Culture	15	O	O	O	O	None	None
MECS3004	TV Times	15	O	O	O	O	None	None
MECS3007	Work Project Module	15	O	O	O	O	None	None
MECS3008	War, Democracy and the Media	15	O	O	O	O	None	None
MECS3013	Green Media	15	O	O	O	O	None	None
MECS3014	Radio Times	15	O	O	O	O	None	None
MECS3301/2	Independent Research Project	30	M	M	O	N/A	MECS2030 or MECS2031	Taken in one or two semesters. Excluded combination: for Joint students equivalent Independent Study/Research project modules in other subjects.
MECS3015	Making Monsters	15	O	O	O	O	None	Excluded Combination (MECS2005)
MECS3016	Commercial Uses of Social Media	15	O	O	O	O	None	None
SOCG3105	Pornography and Modern Culture	15	O	O	O	N/A	None	Excluded combination (SOCG3034)
SOCG3107	Body & Society	15	O	O	O	N/A	None	Excluded combination (SOCG3043)

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include **either** MECS3301 (30 credits) **or** MECS3302 (30 credits).
Single Honours students can choose no more than 1 non-MECS coded module from SOCG3105 or SOCG3107.

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include **either** MECS3301 (30 credits) **or** MECS3302 (30 credits).

Major pathway students can choose no more than 1 non-MECS coded module from SOCG3105 or SOCG3107.

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.
Joint pathway students can choose no more than 1 non-MECS coded module from SOCG3105 or SOCG3107.

Joint pathway students taking their Research project (equivalent) in this subject must take **either** MECS3301 (30 credits) **or** MECS3302 (30 credits).
Joint pathway students who choose a 30 credit Research module or 30 credit Independent Study (or equivalent) in their other joint subject are not allowed to take MECS3301 (30 credits) or MECS3302 (30 credits).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6
Minor pathway students must take either 30 or 45 credits from the table above.

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Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and Professional Academic Standards and Quality

The course reflects the subject benchmark statement for Communication, Media, Film and Cultural Studies as it applies to Media & Culture (2008). These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content as well as learning, teaching and assessment strategies of modules. An online copy is available at:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/CMF08.pdf

The defining principles of 1.1 (QAA 2008:5) recognise the importance of studying media and culture 'In a regional, national and global order in which the cultural and communications industries play an increasingly central role and forms of social and political organisation and creative expression are touched at every point by media forms and practices, such study becomes even more vital.' The diversity of degree programmes in this area is also acknowledged where programmes 'are characterised by diversity of emphasis' (QAA 2008:7). Media & Culture at Worcester focuses on a number of areas highlighted in the benchmark statements, particularly focusing on material culture and everyday cultural practices, established and new media as well as ranging across the general areas of culture and media.

Specifically, the course framework is structured to support 'an understanding of the processes linking production, distribution, circulation and consumption' (QAA 2008:11).This framework provides the bases for placing into context other relevant subject benchmarks including 'modes of representations and systems of meaning' (QAA 2008:10), 'cultural practices and institutions in society' (QAA 2008:10); 'an understanding of particular media forms and genres' (QAA 2008:10); 'a historically informed knowledge of the contribution of media organisations to the shaping of the modern world' (QAA 2008:10); 'an understanding of the ways in which people engage with cultural texts and practices and make meaning from them' (QAA 2008:12); an understanding how 'social divisions play key roles in terms of both access to the media and modes of representation in media texts' (QAA 2008:12) and 'an understanding of the relationship between discourse, culture and identity' (QAA 2008:12). Modules that relate to such benchmarks are placed into the wider context of production, consumption and representation.

Skills of intellectual analysis include the ability to 'engage critically with major thinkers, debates and intellectual paradigms' (QAA 2008:13). Modules also enable students to 'analyse closely, interpret and show the exercise of critical judgement in the understanding' of these forms (QAA 2008:13). Students also 'develop substantive and detailed knowledge and understanding in one or more designated areas of the field' (QAA 2008: 13).

The learning outcomes highlight the development of research skills to 'carry out various forms of research' (QAA 2008:13). The research project is the culmination of such research skills and builds on proficiencies developed in previous modules. These skills are also developed throughout their undergraduate studies. Hence, progression through Media & Culture at the University of Worcester will enable students to progressively 'work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity' (QAA 2008:15).

The Course is located at level 6 of the Framework for Higher Education qualification (FHEW 2008).

17.   Support for students

The Media & Culture Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the Mandatory module. Direct entry students are also provided with a brief and informal induction.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. In Media & Culture, academic tutoring operates during the mandatory modules MECS1000 Studying Media and Culture and in Worcester Weeks. Subject groups have been established using online media.

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online –support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. Online support is additionally provided via Facebook, Blackboard and through Media & Culture online website.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18.   Admissions

Admissions Policy
The admissions policy for Media & Culture seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements
The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning
Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures
Full-time applicants apply through UCAS (P392 BA/MCS for Single Honours).
A list of codes for Joint Honours combinations is detailed in section 9 above).
Part-time applicants apply directly to University of Worcester (UW)
Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

Admissions/selection criteria
The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

19.   Methods for evaluating and improving the quality and standards of teaching and learning

The Media & Culture course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report(AER). These include:
- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met . The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners

and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.

- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner .

- **Complaints -** Full details of student complaints procedures can be found in the <u>university academic regulation</u>.

- **Academic Appeals** - Full details of procedures to make an appeal can be found in the university academic regulations.

The Media & Culture team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA University and external activities aimed at enhancing the quality and standards of student learning these include:
- University Teaching and Learning Conferences and staff development workshops provided by ADPU
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

### 20.	Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline and the grading criteria can be found in the student handbook.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less that 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21.   **Indicators of quality and standards**

- Positive features identified by the external examiners for the course are:
  o Excellent dialogue between staff.
  o Openness, discussion and debate amongst staff in relation to teaching and marking.
  o Evidence of a team ensuring parity and professional pride.
  o Enthusiasm, support, vigour and detail of the learning and teaching process.
  o Breadth of curriculum as well as detail and precision.

  NSS Scores for Media & Culture have steadily improved in recent years. Recent examples of the quality of the course include:
- Teaching on the course 4.0 (2011).
- Academic support 4.0 (2011).
- Personal development to 4.0 (2011).
- Comments from the NSS survey included:
  o 'The tutors approach to the students, the way they communicate to the students is good.'
  o 'Course content has been relevant, module choices have been very good'

  Individual module evaluation feedback
  All Media & Culture modules were given an overall positive rating of at least over 85% satisfaction including the mandatory modules. For example, for MECS1000 (30 credit level 4 mandatory module) 96% were satisfied with this module, and similarly for MECS2001 there was 100% overall satisfaction. MECS2002 had 89% that were satisfied overall with that module. Positive comments included
- friendly and structured teaching,
- lively and informative group discussions,
- Group work in seminars,
- Good range of texts studied.

Progression has improved with the most encouraging feature that 21 out of 22 first year students progressed from level four to level five. This represents a higher proportion of a much larger cohort of single and major honours students. There has also been improvement in the final degree classification with more students achieving a 2:1 in 2011/12.

The MCS Course is part of the Institute of Humanities and Creative Arts. Courses are subject to continuous evaluation and have been commended by external examiners. Staff have post-

graduate qualifications and engage in research, publications and staff development. Tutors are committed to continuous enhancement of learning and teaching.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Graduate destinations
Graduates in Media & Culture pursue careers that are communicative and social in their orientation including arts, administration, civil service, marketing, mass media, broadcasting, media research, teaching, social work, personnel, public relations, journalism, events organising and the voluntary sector. The alumni Facebook page seeks to keep contact with our graduates and allows us to know how they progress in their careers. Graduates have also gone on to further studies. According to graduate destinations data 62% of Media & Culture students were employed and 9% were in other forms of employment. Nearly 62% of students who were employed were also in graduate employment. These figures reinforce the importance of 'employability' and employability has now been embedded into mandatory modules.

Student employability
Media & Culture at the University of Worcester is a non-vocational course and does not aim to vocationally train students to work in media careers. However, the skills developed are of a general applicability to all graduate careers such as awareness of social contexts, critical and reflective thinking, problem solving, time management, independent research skills oral and written communication skills. Additionally, students can take the work project modules at level 5 or level 6. The careers service is invited into mandatory modules to highlight their support for students in preparing their CVs, interview skills. The Subject Leader regularly emails the class lists on mandatory modules with voluntary work experience opportunities, as well as job vacancies. Students benefit from the IHCA CareersFest in the third Worcester Week which provides them with the chance to discuss potential careers with a wide range of professionals from different industries.

Links with employers
Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers such as Youthcomm, BareFace Media, CareersFest and Royal Television Society events. The students that have undertaken work project modules have participated in a wide range of areas including local radio, teaching, marketing, events management and local newspapers.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information

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contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#)