

Programme Specification for BA (Hons) Media & Culture

This document applies to Academic Year 2019/20 onwards

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| 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 | Media & Culture BA - P392 BA/MCS |
| 10. | Subject Benchmark statement and/or professional body statement | Communication, Media, Film and Cultural Studies (June 2008) |
| 11. | Date of Programme Specification preparation/ revision | <p>January 2013.</p> <p>March 2014 – change of title for MECS1016. Deletion of MECS2002. Pre-requisites updated for MECS3301/2.</p> <p>April 2014 – JOIN coded modules added to Level 6 JH options.</p> <p>August 2014 and October 2014 – regulations amended.</p> <p>March 2015 – MECS2005 deleted from Level 5 and added to Level 6 as MECS3015.</p> <p>June 2015 – Change of title to MECS1007 and MECS1008.</p> <p>July 2015 – Programme title changed from Media & Cultural Studies to Media & Culture.</p> <p>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.</p> <p>June 2016 – MECS1007 change of title and excluded combinations updated. HIST1108 removed. Section 9 updated.</p> <p>January 2017 – MECS1016 removed. CULT1001 removed as an Elective module and recoded as MECS1017. Optional modules removed: MECS3015 and LANG1002.</p> |

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| | | <p>August 2017 – AQU amendments.</p> <p>January 2018 – MECS3003 deleted from level 6 and added to Level 5 as MECS2032.</p> <p>August 2018 – AQU amendments.</p> <p>December 2018 – Revisions to award map and AQU amendments.</p> <p>August 2019, AQU amendments to Section 19.</p> |
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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 skills 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. 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.

Course Title: Media and Culture**Year of entry: 2019-20**

| Level 4 | | | | | | |
|--------------------|---|----------------------------------|---|-----------------------|--|--|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | | Pre- requisites (Code of Module required) | Co- requisites / exclusion s and other notes* |
| | | | Single Hons | Joint Hons | | |
| MECS 1000 | Studying Media and Culture | 30 | M | M | | |
| MECS 1010 | Digital Cultures | 30 | M | M | | |
| MECS 1020 | World Cultures | 15 | M | O | | |
| MECS1015 | Popular Music and Culture Change | 15 | M | O | | |
| MECS1003 | Gender and Representation | 15 | O | O | | |
| MECS 1007 | Introduction to Television Cultures | 15 | O | O | | |
| LANG xxxx | Optional modules offered by the Language Centre | 15/30 | O | N/A | N/A | N/A |

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include MECS1000 and MECS1010.

| 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 | | |
| MECS2033 | Researching Popular Cultures | 30 | M | M | M | O | | |
| MECS2030 | Media and Social Change | 30 | M | M | O | O | | |
| MECS2032 | Gender, Philosophy and Popular Culture | 15 | O | O | O | O | | |
| MECS2004 | Crime and the Media | 15 | O | O | O | O | | |
| MECS2007 | Work Project | 15 | O | O | O | O | | |
| MECS2018 | Beyond the Mainstream: Identity and Diversity in Film and TV | 15 | O | O | O | O | | |
| MECS2011 | Social Media | 15 | O | O | O | O | | |
| LANG xxxx | Optional modules offered by the Language Centre | 15/30 | O | N/A | N/A | N/A | N/A | N/A |

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules MECS2033, MECS2030 and optional modules from the table above- which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

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. Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include MECS2033 (30 credits) and one other option from the table above.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include MECS2030 (30 credits) and MECS2033 (30 credits).

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 modules from the table above.

| Level 6 | | | | | | | | |
|-------------|---|------------------|--|-----|----|-----|--|---|
| 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 | | |
| MECS3301/2 | Independent Research project | 30 | M | M | O | O | | |
| MECS3004 | TV Times | 15 | O | O | O | O | | |
| MECS3008 | War, Democracy and the Media | 15 | O | O | O | O | | |
| MECS3013 | Green Media | 15 | O | O | O | O | | |
| MECS3014 | Radio Times | 15 | O | O | O | O | | |
| MECS3016 | Commercial Applications of Social Media | 15 | O | O | O | O | | |
| MECS3007 | Advanced Work Project | 15 | O | O | O | O | | |
| SOCG3105 | Pornography and Modern Culture | 15 | O | O | O | O | | |
| SOCG3107 | Body & Society | 15 | O | O | O | n/a | | |

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include MECS3301 (one semester) or MECS3302 (across semesters).

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.

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 who choose to take their Independent Study (equivalent) in this subject MECS3301 (one semester) or MECS3302 (across semesters) can take any modules to the value of credits specified above.

Joint pathway students who choose to place their Independent Study in their other joint subject must take modules from the table above to the value of credits specified.

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

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include MECS3301(one semester) or MECS3302 (across semesters).

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include modules from the table above excluding SOCG3107 which Minor students are not allowed to take.

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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

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. Regulation of assessment

The course operates under the University's [Taught Courses 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.
- 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 7 days (one week) 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 7 days (one week) 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 please see [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see section 18 above.

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, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map. |
| 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, please see the [Taught Courses Regulatory Framework](#).

21. 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.