

AQH-B2-3a Undergraduate Programme Specification Template

August 2015

AQH-B2-3a Transitional Undergraduate Programme Specification Template

SECTION A: CORE INFORMATION

1. Name of programme: Media, Culture and Communication

2. Award title
BA Honours

3. Programme linkage
Is this part of group of linked programmes between which students can transfer at agreed points?

no

4. Is the programme a top-up only?

no

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

no

6. Level of award (eg *Level 6 for BA/BSc*)

Level 3

Level 4

Level 5

Level 6

x

Level 7

7. Awarding body: University of Sunderland

8. Which department is it in? Media and Cultural Studies

9. Programme Studies Board? Film Media and Culture

10. Programme Leader: Dr Trish Winter

11. How and where can I study the programme?

At Sunderland:	
Full-time on campus	x
Part-time on campus	x
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	x
Part-time overseas	x
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time	5 years	9 years
Distance learning		
Work-based learning		

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

26. Learning and teaching strategy.

The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan 2013-16 whose aims are to:

- develop independent, active and reflective learners
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The main learning and teaching methods employed are a combination of:

Lectures

- to present and explain factual information and give a grounding in the key theories, genres and works associated with design practice.

Seminars

- to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Demonstrations and hands-on tuition

- to show you practical techniques both in the studio and on the computer.

Group critiques

- to allow you to practice presenting your work to others and to develop the ability to become reflective in your practice, and to learn from the feedback of others.

Tutorials

- are very frequent throughout the programme. They are either one-to-one with the tutor or in small groups to discuss your ideas, thinking, approach, analysis, facts.

Electronic learning resources

(electronic journals, internet, self-learning DVDs, videos, etc)

- develop skills of research and analysis, and encourage you to become an independent learner embracing the notion of professional self development.

Independent learning or private study

- encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

Presentations

- Over time, you will gain practice presenting your work as would be expected in industry in a client presentation situation. This not only helps with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points that can sell the idea to your audience.

27. Retention strategy.

The University has a range of strategies in place to guide and support students, which help to maintain retention.

induction

Students enrolling on this programme are taken through a week of induction activities, introducing them to the University, the staff and fellow students. There is normally a range of fun creative projects, a field trip, prizes, library inductions and students union activities all designed to help students make friends, settle in to University life, find their way around and get ready for their studies

student handbook

All students receive a student handbook that explains important things about their academic studies, how and where to get advice and support, and directs them to some of the wider support systems in place for students.

Student Reps

Students on all programmes at each stage elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

Registers and Communications/Meetings

The University has a system of attendance monitoring using registers that students scan into each contact session, electronically. Any absences are noted and admin staff contact each missing student by text message to make sure everything is okay and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

SSLC

Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

personal tutor

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

student experience manager

The Faculty has a Student Experience Manager who they can meet to discuss anything if a student prefers to discuss issues with someone who is outside of their immediate academic community.

comprehensive additional support

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

SECTION C - TEACHING AND LEARNING

28. What is the programme about?

This Programme aims to:

- familiarise students with a range of theoretical and methodological approaches to the multidisciplinary field of media, cultural and communication studies;
- provide students with the opportunity to develop specialist knowledge in specific subject areas within this field, whilst maintaining breadth of study across it;
- develop students' ability to undertake independent research in cultural studies and/or language studies;
- develop students' knowledge and skills in aspects of discourse analysis
- introduce students to a range of learning methods and methodological practices appropriate to the different subject areas;
- develop in students a high level of communication skills in the presentation of critical and creative ideas;
- offer students the opportunity to engage in practice to a specialist level in up to one area of media production/practice.

29. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S1: explain and express theories and concepts in the analysis of media texts
[ANALYSIS]

S2: discuss and define own work and practices [EVALUATION]

S3: write essays that include academic conventions of research [WRITING]

S4: use information technology for the retrieval and production of material
[I.T.]

S5: present original work and conclusions clearly to others

[COMMUNICATION] S6: successfully organise and use time management
strategies [MANAGE]

Learning Outcomes Stage 1 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K1: knowledge of the theoretical concepts and issues necessary for further study within the fields of media, cultural studies and film [THEORY]

K2: understanding of the impact of historical changes on media, cultural studies and film [HISTORY]

K3: knowledge of the institutional contexts in which the social, political and cultural operate [INSTITUTIONAL]

K4: knowledge of how to construct and structure an argument [WRITING]

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S7: apply appropriate theoretical perspectives and research methods in analysing specific areas of media output and consumption [ANALYSIS]

S8: a detailed understanding of the roles of cultural practices and cultural institutions in society [INSTITUTIONAL]

S9: present a range of ideas clearly to a specific audience, including informal and assessed presentations [COMMUNICATION]

S10: a detailed understanding of the historical development of practices of cultural consumption [RECOGNISE]

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K5: detailed knowledge and critical understanding of key theories and debates relating to the analysis of media texts, audiences, film theory and digital film theory [THEORY]

K6: detailed knowledge of a variety of specialised historical developments in media, film and cultural studies [HISTORY]

K7: detailed knowledge of audience consumption of media and culture [INSTITUTIONAL]

K8 detailed knowledge of appropriate research methods to investigate media, film and cultural studies topics [RESEARCH]

Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S11: an advanced ability to criticise and evaluate concepts specific to specialised media, cultural and film texts [THEORY]

S12: an advanced ability to evaluate appropriate theoretical perspectives and research methods in analysing specific areas of media, film representation, output and consumption [ANALYSIS]

S13: an advanced ability to work effectively in a team in relation to group presentations S14: advanced skills of analysis, synthesis and presentation in written work [WRITING]

S15: an advanced understanding of research skills that ensure the reliability and validity of a research project [RESEARCH]

S16: an advanced ability to independently research, organise and manage a project or dissertation [MANAGEMENT]

Learning Outcomes Stage 3 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K9: a critical awareness of organisational structures, influences and processes within the field of media, film and cultural studies [INSTITUTIONAL]

K10: an advanced knowledge of how to independently research the key theories and current debates within film, media and cultural studies [THEORY]

K11: advanced ability to critically reflect and evaluate theoretical issues and debates within the wider field of media, film and digital studies [THEORY]

K12: advanced knowledge of the research processes, [RESEARCH]

K13 advanced knowledge of how to present independent research and arguments [WRITTEN]

30. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

At Stage 1 students are introduced to the relationship between theory, research, criticism and practice as it applies to academic media studies, film studies, discourse analysis and cultural studies. Furthermore students have the opportunity to undertake production/practice modules to the value of 40 credits.

Stage 2

Stage 2 draws on, and allows students to integrate and refine, the knowledge and skills they have attained as modules further develop the theoretical, analytical and critical skills introduced at Stage 1. They also have the opportunity to further develop production/practice skills.

Stage 3

At Stage 3 the emphasis in modules shifts further towards advanced self-directed learning with tutorial support. Students will be required to develop specialised areas of interest through independent learning.

31. How will I be taught?

Scheduled teaching activities	x
Independent study	x
Placement	x

The Programme uses a diverse range of teaching and learning strategies that assist in the development of technical and professional skills of students. In the early stages of the Programme, the modules are staff led, providing teaching and learning through staff led sessions and seminars. However, by stage 3 the self-negotiated projects/dissertation lead to a greater student-led emphasis within their learning with staff guidance. Each module offers a variety of, for example,

individual tutorials, seminars, hand-outs, demonstrations, peer reviews, and feedback.

The main learning and teaching methods employed are a combination of:

Lectures to present and explain factual information and give a grounding in the key theories and approach to practice.

Seminars to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Independent learning or private study encourages students to become resourceful and self-reliant using their own initiative. With experience they also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

32. How will I be assessed and given feedback

Written examinations	X
Coursework	X
Practical assessments	X

This programme uses the Generic University Assessment Criteria		
This programme uses the Subject Specific Assessment Criteria	x	

The main assessment methods employed are a combination of:

Written assignments, essays and reports

- are used to test knowledge and understanding. They also test your academic research skills and the ability to select critical detail from large amounts of information and to interpret, evaluate, organise and present a coherent argument or report based on that information.

Seminar and presentations

- are used to test your ability to sift key information and present it coherently and succinctly to an audience. Depending on the nature of the project, the assessment may require that you present individually or as part of a team.

Marking Procedure, Marks at level 4 are discussed and agreed by the assessment team, if the assessment was made by one member of staff then a second marker will view the work and moderate or agree the marks before the module assessment board. Modules at Levels 5 and 6 are marked individually by staff. Marks are collated then discussed by the internal marks Team. The Levels 5 and 6 Modules are also sampled by an External Examiner.

Student feedback on assessment is provided both verbally and in written form, in both cases referring clearly to the assessment criteria and learning outcomes of the module.

This enables students to understand the level of their mark, and draws their attention to areas for improvement.

33. [Teaching, learning and assessment matrix](#)

How does research influence the programme?

The programme benefits from its proximity to the University's Centre for Research in Media and Cultural Studies, rated in the 2014 Research Excellence Framework as having 25% world leading and 38% internationally excellent research. The majority of the on-campus teaching team who contribute to the programme are members of the Centre and its active research culture, including fortnightly research seminars and conferences. The Centre continues to consolidate and develop its research activities, skills and methodologies through initiatives based on individual projects, collaborative exchange, and contact with external scholars and funding partners such as the Arts and Humanities Research Council.

Most members of staff hold research degrees at Doctoral and Masters level and are presently engaged in the wider academic community as external examiners on undergraduate and postgraduate programmes at other institutions.

The teaching team's research interests and publications have a major impact on the content of the programme. Indeed students have noted that it is valuable to be taught by staff that can be considered experts in their chosen field. Staff research has helped to shape the core modules. A number of option modules are centred on staff research interests and minor modifications to various modules have been made in relation to on-going staff publications. Notable expertise can be found in the areas of sexuality, star studies, and ethnographic research (among others).

Learning through doing research is an important aspect throughout the programme, and this culminates in an independent research project at Stage 3.

The Prospect Building at St Peter's Campus is equipped with a cross-Faculty Learning Resource Centre and specialist Library provision. Staff liaise regularly with these resource providers, who are supportive and generally responsive to expressed needs and provide excellent help with the development of online learning resources (e.g. My Module resources).

SECTION D EMPLOYABILITY

34. How will the programme prepare me for employment?

The knowledge and transferable skills gained on this programme will be relevant to roles in many areas of employment including businesses, the public sector, the voluntary sector and education. This programme also provides an excellent foundation for a wide range of careers in the media, in sectors including: Organisational Communications; Advertising; TV; radio; New Media; Journalism; Marketing; and Public Relations. Another option at the end of your course is to continue your studies to Masters or PhD level.

You can also choose to undertake a number of practice-based modules that involve practical projects. Many students get involved in Spark FM, a community radio station based at the University. Students are responsible for all news-gathering, programme production and advertising.

The programme allows students to study abroad at stage 2, which enables them to gain higher levels of independence and maturity while simultaneously broadening their cultural experience and social network. At Stage 2 students may study in the USA, Canada, Australia and a number of EU countries, where University or subject-specific agreements exist. In each case, students are interviewed and study abroad approved only subject to satisfactory progress on their degree programme. Students must also have approval for their proposed programme of study. During the period of study abroad tutors maintain contact with students via email. Credits for approved study abroad are counted towards the student's degree programme.

Language skills can increase your international mobility, and it is usually possible to take a module from the free University Language Scheme, which will earn credits towards your degree. The language module can be taken on top of or as part of the 120 credits needed to complete a year. You can choose between French, German, Spanish, Japanese and Chinese at a range of levels.

Placement modules are also available to students on the programme, subject to relevant pre-requisites. Students are prepared for placements via a series of seminars and tutorials by supervising academic staff and appropriate officers from Student Services before their work placement. Assessment is by academic staff. In addition, the University offers a number of centrally based programmes designed to support student innovation. These include the *Media Hub* (which includes *Sportsbyte*, *Northern Lights*, *Fashion North* and *SRNews*), *Made TV* and *FabLab*, which seek to support students who wish to develop work in both voluntary and business sectors, and *The Enterprise Place*, which offers students initially free and later subsidized facilities, support and mentoring with a view to helping develop creative ideas into viable business propositions. Students can contribute to the University's student magazines, such as *Spark* and *Vibe*, and work on presenting and/or managing Spark FM, the University's award-winning Community Radio Station. Students also enter their work in a variety of prestigious national and international competitions, including National Student Television Awards (NASTA), Royal Television Society awards, Nations and regions, Radio production Awards and Student Radio Awards.

Other activities that students can attend and participate in include the Wednesday lunchtime Master-classes, a series of lectures and workshops running throughout the academic year featuring invited industry practitioners. Furthermore, action-planning, career and goal-setting are central to Sunderland Futures, which includes the Sunderland professional Award (SuPA) and Higher Education Achievement Report (HEAR).

35. Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	X
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PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 39 and 40

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below:

Stage 1 (Certificate of HE):

By the end of stage 1, successful students will be able to:

S1: explain and express theories and concepts in the analysis of media texts

[ANALYSIS]

S2: discuss and define own work and practices [EVALUATION]

S3: write essays that include academic conventions of research [WRITING]

S4: use information technology for the retrieval and production of material [I.T.]

S5: present original work and conclusions clearly to others

[COMMUNICATION] S6: successfully organise and use time management

strategies [MANAGE]

Stage 2 (Diploma of HE): as above plus:

S7: apply appropriate theoretical perspectives and research methods in analysing specific areas of media output and consumption [ANALYSIS]

S8: a detailed understanding of the roles of cultural practices and cultural institutions in society [INSTITUTIONAL]

S9: present a range of ideas clearly to a specific audience, including informal and assessed presentations [COMMUNICATION]

S10: a detailed understanding of the historical development of practices of cultural consumption [RECOGNISE]

Stage 3 (BA with Honours): as above plus:

S11: an advanced ability to criticise and evaluate concepts specific to specialised media, cultural and film texts [THEORY]

S12: an advanced ability to evaluate appropriate theoretical perspectives and research methods in analysing specific areas of media, film representation, output and consumption [ANALYSIS]

S13: an advanced ability to work effectively in a team in relation to group presentations
S14: advanced skills of analysis, synthesis and presentation in written work [WRITING]

S15: an advanced understanding of research skills that ensure the reliability and validity of a research project [RESEARCH]

S16: an advanced ability to independently research, organise and manage a project or dissertation [MANAGEMENT]

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the university regulations. Programme-specific requirements which are in addition to those regulations are given below.

Entry from a University of Sunderland Foundation Year

Can students enter with advanced standing?	yes	
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If yes, to which Stages?

Stage 1	
Stage 2	x
Stage 3	x
Stage 4	

If yes, with what qualifications?

Transnational students can enter with advanced standing providing they have completed:

- MQA diploma in Broadcasting from IACT (Subang Jaya, Malaysia) (Stage 2)
- CPE Diploma and Advanced Diploma in Mass Communication from MDIS (Singapore) (Stage 3);
- HKCAAVQ 2 Year Undergraduate Degree Creative Media Production (Journalism) from Zhejiang University of Media and Communications (Stage 2).

The course will also take direct entry to stages 2 and 3 two or three depending on prior experience or having suitable qualifications such as HND or Foundation degree. The key criteria here will be based on relevant previous experience and this will be assessed at interview.

42. What kind of support and help will there be?

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.

Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available. All students are asked to complete induction evaluation questionnaires to comment on the effectiveness of the induction programme.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who offer expertise to deal with issues of a more personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials. The careers service delivers aspects of the programme at Stages 2 and 3.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

a. in the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

43. What resources will I have access to?

On campus	x	In a partner college		By distance learning	
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On campus

Tick all that apply

General Teaching and Learning Space	x
IT	x
Library	x
VLE	x
Laboratory	
Studio	
Performance space	
Other specialist	Media Centre; Cinema; Editing and Recording Suites, including the TV Studio and Chroma Room
Technical resources	Cameras, lights and sound recording equipment for the purposes of audio and

	AV production
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Text for details listed above:

University Library resources

University Library Services offer a range of resources, both in print and online, in support of University learning, teaching and research activities. The three site libraries provide information collections, a variety of study spaces, IT facilities and experienced library staff during core hours, with online services and support available at any time off-campus. In addition, both The Murray and St. Peter's libraries offer 24/7 access during main teaching weeks.

On joining the University, all students attend a Library Induction session and library staff are available to help with enquiries during library opening hours. In addition, library staff are experienced in working with academic colleagues in designing and delivering customised Information Skills workshops, either timetabled sessions embedded into core modules or individual sessions provided on request. These workshops provide students with the skills they need to identify and evaluate information from both print collections and electronic sources, including subject specific databases and gateways, online journals and other quality sources available on the Internet. Students can also access subject specific help sheets, online tutorials, FAQs and many more sources of information on the Library website www.library.sunderland.ac.uk

Information about the University's facilities can be found [here](#).

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some additional costs for optional activities associated with the programme (see below)	x
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new

ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union. The University's student representation and feedback policy can be found [here](#).

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Experience Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

We encourage students to contact staff either face to face or via email if that have any questions or problems. We are also very keen that our student representatives take a full role in feeding back on the programme. A strong partnership between staff and students is important to us and we will actively seek student feedback when considering developments to modules or the programme.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	yes	
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The subject benchmark(s) for this programme is/are: Media

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

PART B - PROGRAMME REGULATION/S

Name of programme: Media, Culture and Communication

Title of final award: BA with Honours

Interim awards¹: Certificate in Media, Culture and Communication; Diploma in Media, Culture and Communication; Ordinary degree; BA Honours in in Media, Culture and Communication. The BA Honours in is awarded to students who gain a degree under the University's progression regulations but do not meet the additional progression requirements specified below to meet PSRB requirements.

Accreditation: N/A

University Regulation (please state the relevant University Regulation): N/A

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage): N/A

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	2015/6	2015/6
Stage 2	2015/6	2014/5
Stage 3	2015/6	2013/4
Stage 4	N/A	

Stage 1

Core modules:

Code	Title	Credits
MAC101	Introduction to Media and Cultural Studies	20
MED112	Media Histories	20

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

MED122	Introduction to Digital Media Cultures	20
MED123	The Making of Popular Culture	20

Optional Modules –

Choose modules to the value of 40 credits from the following list

Code	Title	Credits
MED124	Television Cultures	20
MAC170	Introduction to Film Studies	20
MED113	Celebrity Cultures	20
MED125	History of Cinema	20
MED121	Contemporary Cinema	20
All MAC or MED Modules (no more than 40 credits from Media Production)		

Elective Modules

You may choose any Stage 1 module from within the Faculty to the value of 40 credits subject to the approval of the programme leader and to timetable compatibility.

Progression Regulations

There are no programme-specific progression regulations²

Stage 2

Core modules

Code	Title	Credits
MAC201	Media Studies 1	20
MAC202	Cultural Theory and	20

² This will be the norm – university regulations apply

	Popular Culture	
MED217	Academic Research Skills	20
ME216	Researching Media in Everyday Lives	20

Optional Modules –

Choose modules to the value of 40 credits from the following list:

Code	Title	Credits
MED218	Sexual Cultures	20
MAC203	American Film and Society	20
MAC217	Film Theory and Criticism	20
MAC222	European Cinema	20
MAC234	British Cinema	20
MAC285	Animated Film	20
All MAC or MED modules (no more than 40 credits from Media Production)		

Elective Modules

You may choose any Stage 2 module from within the Faculty to the value of 40 credits subject to the approval of the programme leader and to timetable compatibility.

Progression Regulations

There are no programme-specific progression regulations³

Stage 3

Core modules

³ This will be the norm – university regulations apply

Code	Title	Credits
MAC301	Media Studies 2	20
MAC390*	Dissertation and Research Methods	40

*Under exceptional circumstances, students may with the agreement of the Programme Leader be permitted to take a practical equivalent to the dissertation, eg MAC391/MAC393/MAC394 or MED326 instead of MAC390. Students should be able to demonstrate that they have the necessary skills or pre-requisites.

*In those instances whereby overseas delivery of the programme takes place (eg MDIS Singapore) MAC390 may be replaced with MAC392/MAC394 or MED326 if this best matches the needs of all parties.

Optional Modules

Choose modules to the value of 60 credits from the following list:

Code	Title	Credits
MAC302	Cultural Theory and Popular Culture	20
MAC387	Science Fiction and Fantasy TV	20
MED335	Media, Place and Mobility	20
MED332	Popular Music Cultures	20
MED334	Body and Culture: Ethnographic Approaches	20
MED333	Film Studies Special Topic	20
MAC366	Film, Horror and the Body	20
MED305	Hitchcock	20
MED324	Film and Feeling	20
MED336	Researching Sound	20
All MAC or MED modules (no more than 40 credits from Media Production)		

Elective Module

You may choose any Stage 3 module from within the Faculty to the value of 40 credits subject to the approval of the programme leader and to timetable compatibility.

Progression Regulations

There are no programme-specific progression regulations⁴

⁴ This will be the norm – university regulations apply

Programme structure for University partner franchises Example: MDIS Singapore

Stage 3 direct entry – prescriptive route – Stages 1 & 2 mapped against MDIS Diploma and Advanced Diploma in Mass Communications

	STAGE ONE	STAGE TWO	STAGE THREE
CORE MODULES	MAC101 20 CREDITS INTRODUCTION TO MEDIA AND CULTURAL STUDIES	MAC201 20 CREDITS MEDIA STUDIES I	MAC301 20 CREDITS MEDIA STUDIES 2
	MAC116 10 CREDITS INTRODUCTION TO ACADEMIC RESEARCH SKILLS	MAC202 20 CREDITS CULTURAL THEORY & POPULAR CULTURE 1	MED326 40 CREDITS MEDIA PROJECT
	LAC171 20 CREDITS LANGUAGE AND CULTURE	MAC220 10 CREDITS ACADEMIC RESEARCH SKILLS	
	MAC129 10 CREDITS INTRODUCTION TO CYBERCULTURE	LAC271 20 CREDITS LANGUAGE AND POWER	
TOTAL CORE CREDITS	60 credits	70 credits	60 credits
PLUS			
DESIGNATED OPTIONS	AT LEAST 20 CREDITS FROM	AT LEAST 10 CREDITS FROM	60 CREDITS
	MAC 177 WRITING GENDER	MAC218 10 CREDITS THE MAKING OF POPULAR CULTURE	MAC302 20 CREDITS CULTURAL THEORY & POPULAR CULTURE 2
	MAC118 10 CREDITS POPULAR TV GENRES	MAC221 10 CREDITS SEXUAL CULTURES	MAC361 20 CREDITS ADVANCED PUBLIC RELATIONS
	MAC124 20 CREDITS HISTORY OF BROADCASTING	MAC224 10 CREDITS POWER, POLITICS & THE MEDIA	MED312 20 CREDITS MEDIA ETHICS
		MAC247 10 CREDITS RADIO STUDIES	
	MAC170 20 CREDITS INTRODUCTION TO FILM STUDIES	MAC 281 10 CREDITS CYBERCULTURES	
TOTAL DESIGNATED CREDITS	20 credits	10 credits	20 credits
PLUS			
OPTIONS	ALL MAC, LAC MODULES	ALL MAC, LAC MODULES	ALL MAC, LAC MODULES
	NO MORE THAN 40 CREDITS FROM MEDIA PRODUCTION	NO MORE THAN 40 CREDITS FROM MEDIA PRODUCTION	NO MORE THAN 40 CREDITS FROM MEDIA PRODUCTION