**PROGRAMME SPECIFICATION**

1. **AWARDING INSTITUTION** University of Huddersfield
2. **TEACHING INSTITUTION** University of Huddersfield
3. **SCHOOL AND DEPARTMENT** School ofMusic, Humanities & Media

Department of Media, Journalism and Film

1. **COURSE ACCREDITED BY:** Accreditation will be sought from Creative Skill Set for

Digital Media and Communication

1. **MODE OF DELIVERY** Full time / Sandwich
2. **FINAL AWARD** BA (Hons)
3. **COURSE TITLE** Digital Media and Communication
4. **UCAS CODE**
5. **SUBJECT BENCHMARK** Communication, Media, Film and Cultural Studies, 2019

**STATEMENT**

1. **DATE OF PROGRAMME June 2020**

**SPECIFICATION APPROVAL**

**11. EDUCATIONAL AIMS OF COURSE**

Our suite of Media and Film programmes recognises the broad, interdisciplinary nature of the Communication, Media, Film and Cultural Studies subject benchmark statement. Reflecting the changes to media industries, production, texts, use and technologies articulated through convergence media, mediatisation and platformisation our programmes are rooted in a tripart focus on analytical, technical and creative skills that aim to support continued professional graduate success and efficacy of civil participation. In line with the QAA benchmark statement, graduates of our programmes will hence demonstrate knowledge and understanding of the following:

* the roles of communication systems, modes of representations and systems of meaning in the ordering of societies.
* economic forces that frame the media, film, cultural and creative industries, and the role of such industries in contemporary political and cultural life.
* the role of changing technology, including emergent digital technologies, in media production, content manipulation, distribution, access and participation.
* the diverse modes of reception and use of media technologies and contents.
* the contribution of media organisations to the shaping of modernities.
* the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems.
* the processes linking pre-production, production, distribution, circulation, reception and use.
* key production processes and professional practices relevant to media, film, cultural and communicative industries, and of ways of conceptualising creativity and authorship.
* professional and occupational codes and practices in cultural production, distribution and reception.
* how media products and platforms might be understood within broader concepts of culture.
* the aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms.
* creative processes and practice through engagement in one or more production practices.
* the ways in which forms of media and cultural consumption are embedded in everyday life, and serve as ways of claiming and understanding identities.
* the ways in which creative artefacts are originated, realised and distributed, and the extent to which these processes have changed and continue to change (questions of 'production' and 'distribution')

The course also operates within the general context established by the aims of the School of Music, Humanities and Media and also seeks to achieve the following supra-disciplinary aims:

* to widen choice within the School’s Undergraduate courses by allowing students to follow a course within a framework that enables coherence and progression.
* to provide an intellectually challenging experience throughout all three levels of study by articulating key concepts associated with the discipline.
* to promote independence of study and thought, to encourage working as a member of a team, and to encourage the application of theoretical and practical approaches to the solution of problems.
* to provide students with a range of academic, practical and personal skills that can contribute to their social and career development.
* to prepare students for effective engagement with further education or employment.

1. **INTENDED LEARNING OUTCOMES**

A graduate will have developed the ability to think critically at a high level and to communicate the results of that thinking in a number of modes that are effective and appropriate to the recipient and user. Graduates will be familiar with a range of concepts and theories in media, film and cultural studies, and will be able to use that body of knowledge in developing independent judgements and in communicating discursively and creatively. They will have a critical awareness and understanding of media and their institutional, technological, textual, cultural, social, political and economic premises and consequences.

This course will provide opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

**Knowledge and Understanding (Suite Level)**

Students will build:

KS1 A critical understanding of a concepts, approaches, theories, and thinkers in the interplay of

culture, media, technologies (of production, distribution and reception) and society, with a particular focus on popular culture, consumer and commercial culture, and entertainment (QAA 2019, 5.2.i)

KS2 An understanding and appreciation of historical development of forms of mediated

communication including film, television, online media as structuring and structured structures (QAA 2019, 5.2.ii)

KS3 An understanding of processes of content production of sound, image, text and moving image in

screen, broadcast or online media and appreciation of and capacity to achieve industry

standards (QAA 2019,.5.4.i)

KS4 A comprehension and appreciation of the context and consequences of the emergence of media

convergence and the role of participatory media in production, dissemination and reception of mediated content. (QAA 2019, 4.2.vi)

KS5 The capacity to critically assess and reflect one’s own creative, technical and analytical work

through and understanding of the conceptual and methodological canon in the study of media and communication (QAA 2019, 5.2.v)

KS6 An understanding of carrying out research and analysis of media industries, technologies users

and content in a variety of forms involving sustained independent and critical enquiry. (QAA 2019, 5.3.i)

KS7 Knowledge of structures of funding and commissioning in sectors of the creative industries

relevant to specific programmes including those specific to processes of media convergence participatory culture and platformisation. (QAA 2019, 5.4.i.b)

KS8 An advanced understanding – and capacity to reflect on applications and limits – of research

methods pertinent to the field of study including quantitative, qualitative or emergent digital research methods. (QAA 2019, 5.3.iv)

**Knowledge and Understanding (Programme Level)**

1. A critical understanding of the interplay of communication technology, society and culture (QAA 2019, 4.4. vii)
2. An ability to assess the premises and consequences of forms of digital communication, including platformisation and media convergence (QAA 2019, 4.4. vii)
3. A critical understanding of the role of digital media in shaping contemporary identities, interpersonal relationships and everyday life
4. An appreciation of the transformative affordances of digital media and communication on social, economic and political life

**Ability Outcomes**

***Intellectual Abilities & Professional Practical Skills***

Upon completion of the course, students will have gained:

1. Ability to exercise independent critical analysis and reflection of analytical, creative and technical processes of analysis and production specific to the medium or media reflecting the focus of their programme (QAA 2019, 7.3. iii & xi)
2. Command of critical terminology and bibliographic skills appropriate to the field of study.
3. Communicate through a range of media and platforms in content creation, accounting the significance of both texts and paratexts in contemporary media ecologies (QAA 2019, 5.6.v)

**Transferrable/Key Skills and PDP**

Graduates will also have gained the following transferrable and key skills, so they are able to:

1. Work independently and flexibly demonstrating self-direction (QAA 2019, 5.6.i)
2. Assess personal strengths and weaknesses as part of the process of PDP (QAA 2019, 7.5.xii).
3. Systematically collate and order information collate, and to develop ideas and cogently expressed through different textual forms (QAA 2019, 5.6.ii)
4. Undertake systematic, independent research employing appropriate methods (QAA 2019, 5.6.iii)
5. Produce creative, analytical and technical work in in a self-directed manner (QAA 2019, 5.6.iV)
6. Communicate effectively in interpersonal contexts (QAA 2019, 5.6.v)
7. Demonstrate problem solving project management and delivery skills  (QAA 2019, 5.6.vii)
8. Use a variety of computer-based skills including competences in one or more of the following fields: data analysis (including CAQDAS), digital methods (including qualitative and quantitative tools) and digital and screen production (including editing, budgeting and scheduling software) (QAA 2019, 5.6.ix)
9. Anticipate and respond to changing professional demands and opportunities in a digital world (QAA 2019, 5.5.i and 5.6.ix)
10. Use knowledge and understanding of communication, culture and media to critically assess of existing media systems and their premises and consequences with particular regard to their role in processes of democratic participation and citizenship (QAA 2019, 7.5.xiii)
11. **COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

The programme of study is designed as a full-time four-year undergraduate sandwich course with the added benefit of students being able to broaden their educational experience, employability skills and personal confidence by taking a 120 credit Professional Placement Year. All students are encouraged to take a placement year, but may opt out of this and complete the course in three, full-time years of study.

The programme operates through different tiers of options. These ensure that specific learning outcomes are met, while giving the greatest possible degree of optionality to students pursuing diverse career paths in the creative industries and beyond.

The programme aims to deepen students’ understanding of macro themes, phenomena and trajectories in contemporary media and communication cultures and ecologies, while simultaneously advancing students’ capacity to apply broader theoretical, technical and creative skills and understanding to specific fields of cultural production. To this end the following module groups operate through a joint spine of lecture:

Level 4:

* Sports Media Industries and Law
* Digital Industries, Platforms and Law
* Film and TV Industries and Law

Level 5:

* Digital Activism, Fandom and Participatory Media
* Film and Television Fandom and Participatory Media
* Sports Fandom and Participatory Media
* Music Fandom and Participatory Media

While students are expected successfully to complete the programme, interim awards for completion of earlier stages are available as outlined at the end of this section.

A Main Course Assessment Board will be held in a timely manner to ensure the speedy ratification of marks. With an entry date of the end of September the Main Course Assessment Board will be held by the end of June of the following year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | | **Credit** | **Module Type** | **Term** |
| **Year 1 (FHEQ level 4)** | | | | |
| AFC1023 | Analysing Content: Text, Genre and Image | 20 | Core | Yearlong |
| AFC1118 | Media Users, Audiences and Fans | 20 | Core | Yearlong |
| AFC1114 | Platforms, Internet Industries and Law | 20 | Core | Yearlong |
| AFC1024 | Digital Communication Technology | 20 | Core | Yearlong |
| AFC1419 | Digital Video and Audio Production | 20 | Core | Yearlong |
| AFC1113 | Online Tools: Programming and Web Design | 20 | Core | Yearlong |
| **Year 2(FHEQ level 5)** | | | | |
| ***Students take 80 credits from the following Core modules:*** | | | | |
| AIC2910 | Researching Digital Communication, Media and Culture | 20 | Core | Yearlong |
| AIC2111 | From Studio to Social Media: Media Careers & Entrepreneurship | 20 | Core | 1 |
| AIC2115 | Digital Activism, Fandom and Participatory Media | 20 | Core | 2 |
| AIC2506 | Influencers, Promotion and PR | 20 | Core | Yearlong |
| ***Students take 40 credits from the following Optional modules :*** | | | | |
| AIC2001 | Television Journalism | 40 | Option | Yearlong |
| AIC2317 | Digital Audio Production: from Radio to Podcasts | 40 | Option | Yearlong |
| AIC2810 | Global Popular Cinema: Hollywood and Beyond | 20 | Option | Yearlong |
| AIC2421 | Television Entertainment | 20 | Option | Yearlong |
| AIC2420 | On-Screen Training: Becoming a Presenter | 20 | Option | 1 |
| **Year 3\*** | | | | |
| ASX0001 | Work Placement Year | 120 | Optional | Yearlong |
| **Year 4 (FHEQ level 6)** | | | | |
| ***Students take the following Core modules:*** | | | | |
| AHC3015 | Dissertation | 40 | Core | Yearlong |
| AHC3505 | Digital Streaming Platforms: YouTube, Netflix and Beyond | 20 | Core | 2 |
| AHC3123 | Digital Sexuality | 20 | Core | 1 |
| ***Students on a 360 credits pathway also take the following 20 credits Core module:*** | | | | |
| AHC3014 | Media Industry Project and Employment | 20 | Core | Yearlong |
| ***Students choose 20/40 credits from the following Optional modules:*** | | | | |
| AHC3010 | Journalism Innovation and Enterprise | 20 | Option | 1 |
| AHC3915 | Digital Media, Data and Analysis | 20 | Option | 1 |
| AHC3121 | Sports Data and Analysis | 20 | Option | 1 |
| AHC3119 | Stars and Celebrity | 20 | Option | 1 |
| AHC3916 | Video Game Cultures | 20 | Option | 1 |
| AHC3120 | Media and Globalisation | 20 | Option | 2 |

\*The optional placement year is only offered to students who have successfully completed their Foundation and Intermediate years.

Students must take module ASX0001 Work Placement Year to qualify for an award in the sandwich mode.

Students are expected to source their own placements, however the School’s Placement Advisor will offer support and guidance to students in areas such as providing lists of possible placements, advice on writing CVs and cover letters and CRB requests.

Alternatively, students may progress from Year 2 to Year 4 directly to qualify for a BA (Hons) award.

PDP in year 3 will be delivered via the personal tutor system and the module leader. Students will be supported via electronic contact and placement visits.

**Programme Transfers**:

If students have met learning outcomes required at FHEQ level 4 for a given programme through study on another programme in the department, or will meet all missing learning outcomes through core modules at FHEQ level 6 and core modules and confirmed option choices at FHEQ level 5, students are permitted to transfer from one programme of study in the department to another at before they commence study FHEQ level 5.

**Exit Awards**:

Students on Digital Media and Communication course:

|  |  |
| --- | --- |
| **Exit Awards** | **Intended Learning Outcomes** |
| 120 credits at L4 or higher = Certificate of Higher Education in Digital Media and Communication | KS1, KS2, KS3, KS4, KS5, KS6, KS7, KP1, KP2, KP3, KP4, A1, A2, A3, T1, T2, T3, T8, T10 |
| 240 credits, with at least 120 credits at L5 or higher = Diploma of Higher Education in Digital Media and Communication | KS1, KS2, KS3, KS4, KS5, KS6, KS7, KS8, KP1, KP2, KP3, KP4, A1, A2, A3, T1, T2, T3, T4, T5, T6, T7, T8, T9, T10 |
| 300 credits, including a minimum of 60 credits at L6 = BA Digital Media and Communication | KS1, KS2, KS3, KS4, KS5, KS6, KS7, KS8, KP1, KP2, KP3, KP4, A1, A2, A3, T1, T2, T3, T4, T5, T6, T7, T8, T9, T10 |
| 360 credits – BA (Hons) Digital Media and Communication | KS1, KS2, KS3, KS4, KS5, KS6, KS7, KS8, KP1, KP2, KP3, KP4, A1, A2, A3, T1, T2, T3, T4, T5, T6, T7, T8, T9, T10 |
| 480 credits = BA (Hons) Digital Media and Communication (Sandwich) (of which must include 120 credits from the placement year). | KS1, KS2, KS3, KS4, KS5, KS6, KS7, KS8, KP1, KP2, KP3, KP4, A1, A2, A3, T1, T2, T3, T4, T5, T6, T7, T8, T9, T10 |

See University’s Regulations for Awards (section C2.2)

<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

All modules are available for condonement.

Twenty credits may be taken from outside the subject area but within the School’s subjects, as an option module where feasible and subject to academic approval and timetabling restrictions.

1. **TEACHING, LEARNING AND ASSESSMENT**

Through the use of a range of activities and methods of learning and assessment, the course ensures that a student achieves the specified learning outcomes and works in a variety of situations that give opportunities to develop both individual and group-based skills. These include lectures and seminars and students will also experience small group tutorials, workshops and individual tuition as appropriate and including student involvement in PDP activities.

In line with the requirements of the Equality Act 2010, for students with disabilities, arrangements can be made to alter the pattern of attendance to allow the learning experiences to be achieved without causing unnecessary burdens on the person involved. This can include making adjustments to timetables within the week and across the year; altering the pattern and nature of assessment activities, and providing an extended range of learning resources and support.

Throughout the course, extensive use is made of C & IT facilities. In year one students take classes in IT, in DTP, and in the use of digital audio editing equipment, skills that they are expected to use as a normal part of their study and learning activities as the course develops. The University’s VLE is used as the basis of providing supporting information within modules, and students will use a variety of IT-accessed sources for their academic research activities and for their journalism.

* The assessment tariff equates to roughly 200 learning hours per 20-credit module.
* Each module will be assessed according to the rationale set out in the module specification and assessment criteria set out in the Course Handbook.
* Forms of assessment are varied to allow students to demonstrate knowledge, understanding, practical skills and transferable skills.
* Formal assessment will take place in accordance with the University’s Academic Administration timetable.
* All modules will have a formative element of assessment.

1. **SUPPORT FOR STUDENTS AND THEIR LEARNING**

University level

The University of Huddersfield provides a range of central facilities to support students and personal tutors, year tutors, and course tutors refer students as appropriate. The main facilities are as follows:

<http://www.hud.ac.uk/library/>

<https://studenthub.hud.ac.uk/Pages/JobsCareers.aspx>

<http://www.hud.ac.uk/wellbeing-disability-services/disabilityservices/>

[http://www.hud.ac.uk/wellbeing-disability-services/wellbeing//](http://www.hud.ac.uk/wellbeing-disability-services/wellbeing/)

<http://www.hud.ac.uk/wellbeing-disability-services/faithcentre/>

<https://www.hud.ac.uk/uni-life/accommodation/>

<http://www.hud.ac.uk/careers/employmentopportunities/jobshop/>

<http://www.hud.ac.uk/sport-fitness-health/>

<https://www.hud.ac.uk/international/>

School level

* The school has dedicated Academic Skills Tutors who deliver a range of generic skills. The AST offers help and advice with general study skills, IT, literacy and numeracy as well as research skills. The AST may also refer students for specialist support and assessment e.g., for Dyslexia.
* In line with the Equality Act 2010, the School will make reasonable adjustments in order that disabled students can fully access their course. The University's Disability Support Service provides information and advice to disabled students about the support available and liaises with members of staff on disability related issues.
* The School has a Placements Advisor who works with students in the second year to help them source appropriate placements, including but not limited to CV writing, interview technique, approaching potential placement providers, completing DBA procedures etc. The School maintains a database of possible placement providers and the Advisor helps match these up with the appropriate student. Once on placement the Placement Advisor acts as an additional point of contact alongside the student’s supervisor.

Course level

* Each student enrolling on a course will be allocated a personal tutor who will normally retain pastoral responsibility for that student throughout the course. Personal tutors are responsible for reviewing the academic progress of a student and for offering advice and support on academic and non-academic matters. Where professional help seems advisable, tutors can refer a student to the University Student Services.
* The personal tutor is also responsible for administering Personal Development Planning (PDP) for his/her tutees. The provision of PDP at undergraduate level is adapted to the 2004 QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, which provides students with ‘appropriate opportunities for personal and professional development’, and that institutions provide for the identification, regular review and recording of each student’s development needs. PDP is embedded into modules at Foundation level, Intermediate level, and honours level. These include: Film and TV Industries and Law, From Studio to Social Media: Media Careers & Entrepreneurship and Media Industry Project and Employment.
* Module tutors are responsible for monitoring students’ performance and attendance, and systems are in place for reporting problems in either so that Year Tutors and/or the Course Leader are alerted to causes of concern.
* All students on the course are provided with a Course Handbook, updated annually, which gives all relevant information on the course, and includes key regulations and advice on the presentation of coursework. Students also receive a module handbook for each module which provides a schedule of work for the year, details about assessment requirements, details of essay titles (where relevant) or of other tasks, and suggestions for detailed and background reading. The content of module handbooks is also available on the University’s VLE, where it is augmented with further information and source materials. All students are encouraged to make appointments for individual tutorials with the Academic Skills Tutors.

In line with the Equality Act 2010 the School will make reasonable adjustments for students with disabilities where there is an expectation that making these adjustments will enable the student to achieve the outcomes for the course. A Disability Support Service exists to give information and advice to students with disabilities and to advise subject areas on the needs of disabled students.

Equal Opportunities

In admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Music, Humanities and Media policies on equal opportunities.

1. **CRITERIA FOR ADMISSION**

The University’s policy for admissions is outlined in section D of the Regulations for Awards handbook which is available online at: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

Students entering from full-time post-16 education should normally have:

* A total of 112 UCAS tariff points or equivalent or a Pass from an accredited Access course with 45 level 3 credits at Merit or above.
* Applications from international students will be considered on an individual basis, and with advice from the University's International Office. Where necessary, applicants will be expected to demonstrate their spoken and written English language skills by achieving a minimum IELTS score of 6.0.
* Mature students’ (over the age of 21) applications will be considered on an individual basis taking into account any previous learning and life experience applicable to the particular programme of study.
* Applicants with prior learning or prior experiential learning will be considered individually by the School of Music, Humanities and Media Accreditation and Validation Panel, to assess whether it is appropriate to grant general or specific credit towards the course.

1. **METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

The University’s Teaching and Learning Committee has the ultimate responsibility for quality and standards of teaching and learning in the University. Full details of the methods for evaluating and improving the quality and standards of teaching and learning can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook, which is available online at: <http://www.hud.ac.uk/registry/regulationsandpolicies/qa/>

* The Student Panel meets a minimum of twice a year and matters of concern are reported to the Course Committee.
* The University strongly encourages student representation on all major committees within the University.
* Staff Appraisals: Staff development priorities in the University include a focus on achieving excellence in learning, teaching and scholarship.
* Course and module evaluation questionnaires are distributed annually to students; the results are considered by Course Committee and reported to the Annual Evaluation Committee.
* School Teaching and Learning Committee.
* Peer Observation of Teaching.

1. **REGULATION OF ASSESSMENT**

The course operates within the University’s regulations:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

* All students are regarded as equal at the point of assessment. Where students have declared disabilities, and on the advice of the Disability Support Service, the School will endeavour to have put in place before the assessment begins, a programme of support that enables disabled students to be assessed on the same basis as all others.

1. **INDICATORS OF QUALITY AND STANDARDS**

* The Subject Area of Media & Journalism was reviewed in Spring 2014.
* NSS : All Courses within the overall suite provided by the subject area respond to the annual National Student Survey results by adapting to the needs of students. This process occurs at both module and course level.
* QAA Institutional Audit 2010.

***Please note****: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she 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 study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for HE.*

**Key sources of information about the course can be found in:**

* <http://www.hud.ac.uk/>

Additional sources of information: Course Handbook, Module Handbooks (hard copies and on the University’s VLE)

**APPENDIX 1**

**Demonstration of how course learning outcomes map onto the relevant benchmark statement**

A close analysis of the communication, media, film and cultural studies benchmarking document suggests the course is appropriate in its aims, outcomes, curriculum, and learning and teaching arrangements.

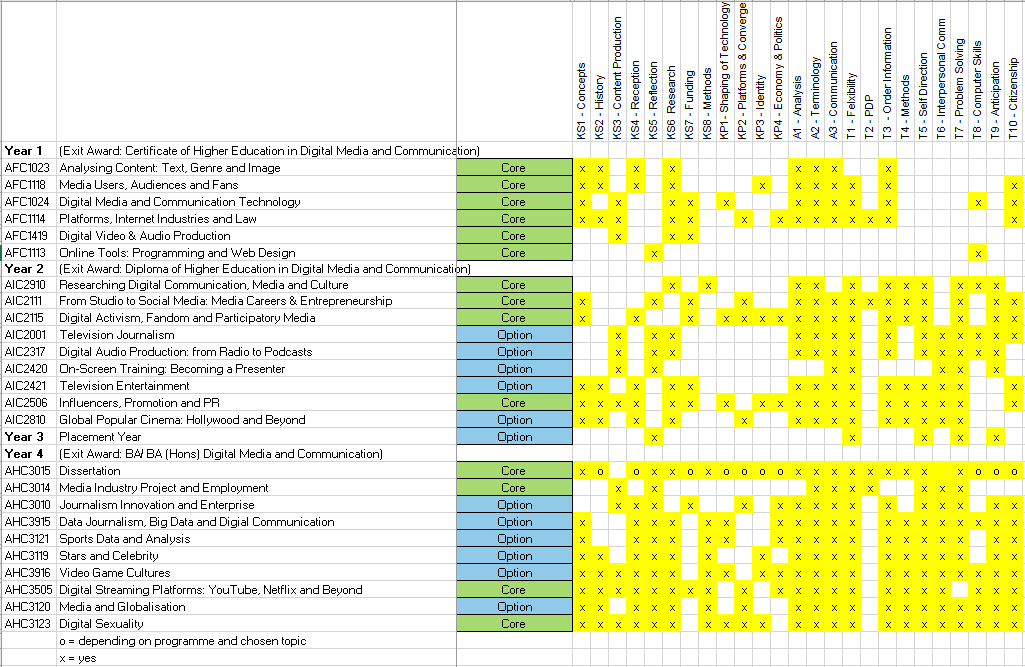
The document clearly states that within the broad context of the benchmark statement, course and programmes range within a wide variety of media-related areas. These include broadcasting, communication studies, cultural studies, film or screen studies, journalism, media production, media studies, digital or interactive media, popular culture, advertising, public relations and publishing. Although this is indeed a wide area, the course is in keeping with the key defining principles of producing graduates with informed, critical and creative approaches to understanding the media, culture and communications in society, and to their own forms of media, communicative and expressive practice. In addition, the course aims to foster employability by developing students’ creative, intellectual, analytical and research skills as well as their efficacy as citizens and professionals alike. The course is committed to forms of pedagogy that places emphasis on developing critical and creative independence, and self-reflectiveness, across individual and group work and critical and production work.

The modules offered on this course are consistent with overall standards of the benchmark statement. Specifically, on completion of the course, graduates will be able to display coherent knowledge of the communication, media and cultural forms and processes that are central to the course. In addition, graduates will understand a range of concepts, theories and approaches appropriate to the study of these objects and processes, and will be able to apply these skills in critical analysis, research, production and communication to the learning tasks set by the course.

All learning outcomes except Transferable Skill 20 (which is informed by KU5) are identified in the updated QAA benchmark statement for Communication, media, film and cultural studies (April 2016). Overall, graduates will demonstrate the three overarching learning outcomes identified in the benchmark statement:

1. coherent knowledge of the communication, media, film and cultural forms and processes chosen for study within their degree programme
2. understanding of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these
3. skills in critical analysis, research, production and communication appropriate to the learning tasks set by their programme, as well as an array of generic and creative skills.

**APPENDIX 2: Mapping Of Modules To Learning Outcomes**



**APPENDIX 3: Indicative Assessment Timetable**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR 1** | | | | | | | | | | | | |
| **Module Code** | | **Module Title** | | **Module Type** | **Credits** | | | **Length** | **Scheduling** | | **Assessment Weeks** | |
| AFC1023 | | Analysing Content: Text, Genre and Image | | Core | 20 | | | Year | Year | | 11, 22 | |
| AFC1118 | | Media Users, Audiences and Fans | | Core | 20 | | | Year | Year | | 12, 20, 24 | |
| AFC1024 | | Digital Media and Communication Technology | | Core | 20 | | | Year | Year | | 7-11, 20, 23 | |
| AFC1114 | | Platforms, Internet Industries and Law | | Core | 20 | | | Year | Year | | 10, 23 | |
| AFC1419 | | Digital Video & Audio Production | | Core | 20 | | | Year | Year | | 10, 24 | |
| AFC1113 | | Online Tools: Programming and Web Design | | Core | 20 | | | Semester | Year | | 17, 22 | |
| **YEAR 2** | | | | | | | | | | | | |
| AIC2910 | Researching Digital Communication, Media and Culture | | | Core | | 20 | Year | | | Year | | 2-21, 22 |
| AIC2111 | From Studio to Social Media: Media Careers & Entrepreneurship | | | Core | | 20 | Semester | | | Autumn | | 12, 23 |
| AIC2115 | Digital Activism, Fandom and Participatory Media | | | Core | | 20 | Semester | | | Spring | | 20, 24 |
| AIC2001 | Television Journalism | | | Option | | 40 | Year | | | Year | | 5-19, 22 |
| AIC2317 | Digital Audio Production: from Radio to Podcasts | | | Option | | 40 | Year | | | Year | | 7,12, 16, 22, 24 |
| AIC2420 | On-Screen Training: Becoming a Presenter | | | Option | | 20 | Year | | | Autumn | | 2-10, 11 |
| AIC2421 | Television Entertainment | | | Option | | 20 | Year | | | Year | | 13, 22 |
| AIC2506 | Influencers, Promotion and PR | | | Core | | 20 | Year | | | Year | | 3-7, 17, 22 |
| AIC2810 | Global Popular Cinema: Hollywood and Beyond | | | Option | | 20 | Year | | | Year | | 10, 21, 22 |
| **YEAR 4** | | | | | | | | | | | | |
| AHC3015 | | | Dissertation | Core | 40 | | Year | | | Year | | 24 |
| AHC3014 | | | Media Industry Project and Employment | Core | 20 | | Year | | | Year | | 6, 22, 24 |
| AHC3010 | | | Journalism Innovation and Enterprise | Option | 20 | | Semester | | | Autumn | | 5, 11 |
| AHC3915 | | | Data Journalism, Big Data and Digial Communication | Option | 20 | | Semester | | | Autumn | | 5, 12 |
| AHC3121 | | | Sports Data and Analysis | Option | 20 | | Semester | | | Autumn | | 7, 12 |
| AHC3119 | | | Stars and Celebrity | Option | 20 | | Semester | | | Autumn | | 11, 12 |
| AHC3916 | | | Video Game Cultures | Option | 20 | | Semester | | | Autumn | | 10, 12 |
| AHC3505 | | | Digital Streaming Platforms: YouTube, Netflix and Beyond | Core | 20 | | Semester | | | Spring | | 17, 23 |
| AHC3120 | | | Media and Globalisation | Option | 20 | | Semester | | | Spring | | 22, 24 |
| AHC3123 | | | Digital Sexuality | Core | 20 | | Semester | | | Autumn | | 7, 12 |

**APPENDIX 4 - Indicative CAB Schedule**

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| --- | --- | --- | --- |
| Mode of Study | Course Start Month | Length before Main CAB | Expected Month for Main CAB |
| UGT FT | September | 9 months | June |

**APPENDIX 5 - PDP Mapping**

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| T1 Work independently and flexibly demonstrating self-direction (QAA 2019, 5.6.i) | AFC1118, AFC1024, AFC1114, AIC2910, AIC2111, AIC2115, AIC2001, AIC2317, AIC2420, AIC2421, AIC2506, AIC2810, AHC3015, AHC3014, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |
| T2 Assess personal strengths and weaknesses as part of the process of PDP (QAA 2019, 7.5.xii). | AFC1114, AIC2111, AHC3015 |
| T3 Systematically collate and order information collate, and to develop ideas and cogently expressed through different textual forms (QAA 2019, 5.6.ii) | AFC1023, AFC1118, AFC1024, AFC1114, AIC2910, AIC2111, AIC2115, AIC2317, AIC2421, AIC2506, AIC2810, AHC3015, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |
| T4 Undertake systematic, independent research employing appropriate methods (QAA 2019, 5.6.iii) | AIC2910, AIC2111, AIC2115, AIC2421, AIC2506, AIC2810, AHC3015, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |
| T5 Produce creative, analytical and technical work in in a self-directed manner (QAA 2019, 5.6.iV) | AIC2910, AIC2111, AIC2115, AIC2001, AIC2317, AIC2421, AIC2506, AIC2810, AHC3015, AHC3014, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |
| T6 Communicate effectively in interpersonal contexts (QAA 2019, 5.6.v) | AIC2001, AIC2420, AIC2421, AIC2506, AIC2810, AHC3014, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |
| T7 Demonstrate problem solving project management and delivery skills (QAA 2019, 5.6.vii) | AIC2111, AIC2115, AIC2001, AIC2317, AIC2420, AIC2421, AIC2506, AIC2810, AHC3015, AHC3014, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3120, AHC3123 |
| T8 Use a variety of computer-based skills including competences in one or more of the following fields: data analysis (including CAQDAS), digital methods (including qualitative and quantitative tools) and digital and screen production (including editing, budgeting and scheduling software) (QAA 2019, 5.6.ix) | AFC1024, AFC1113, AIC2910, AIC2001, AIC2317, AIC2420, AHC3915, AHC3916, AHC3120, AHC3123 |
| T9 Anticipate and respond to changing professional demands and opportunities in a digital world (QAA 2019, 5.5.i and 5.6.ix) | AIC2001, AIC2317, AIC2420, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |
| T10 Use knowledge and understanding of communication, culture and media to critically assess of existing media systems and their premises and consequences with particular regard to their role in processes of democratic participation and citizenship (QAA 2019, 7.5.xiii) | AFC1118, AFC1024, AFC1115, AFC1114, AIC2111, AIC2001, AIC2421, AIC2506, AHC3010, AHC3915, AHC3121, AHC3119, AHC3916, AHC3505, AHC3120, AHC3123 |