

PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| 'Parent' School (<i>ICE / SAC / SSHS</i>) | SAC |
| Academic Group (<i>or Cluster if clearer</i>) | MFC |
| Professional accreditation body (<i>if applicable</i>) | n/a |
| Final award (<i>eg. BA Hons</i>) | BA (Hons) |
| Title of programme(s) | Media |
| Subsidiary award(s) (<i>if any</i>) | Certificate in Higher Education in Media Diploma in Higher Education in Media |
| Honours type (<i>Single / Joint / Combined</i>) | Single |
| Duration and mode(s) of study | 3 years; full-time |
| Month/year of approval of programme | |
| Start date (<i>this version</i>) (<i>month and year</i>) | September 2018 |
| Periodic review next due (<i>academic year</i>) | |
| JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website) | P300 |
| UCAS course code & route code (available from Admissions) | P300 |
| SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration) | MEDIASH |
| Delivery venue(s) | Leeds Trinity University |

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The Media programme aims to enable students to graduate with: a good knowledge and understanding of the media and the wider culture in which it exists; the skills to both produce and critique professional media artefacts; the skills to enhance their employability within media related

roles and beyond; and sufficient understanding and awareness of social issues to be an engaged citizen of the world.

Aims: -

- To enable students to understand the ways in which media and their relationship with culture and society have been explained by media theorists
- To enable students to understand, apply and evaluate a range of concepts, theories and perspectives in the analysis and production of media artefacts
- To provide students with a good knowledge and understanding of the contemporary media landscape in terms of organisation, power and change
- To enable students to understand the role power plays in the production of knowledge and the role of the media and the storyteller in that process
- To enable students to become a creative and proficient teller of stories across a range of media forms
- To equip students with the skills to make you an effective independent researcher and communicator
- To equip students with skills of effective team-working and collaborative creation and thus enable them to succeed in employment in the media industries and beyond
- To encourage students to explore widely in the search for ideas, inspiration and answers
- To give students the wisdom and confidence to tell the stories that will shape their world for the better

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have demonstrated:

- K1 coherent and detailed knowledge of a range of media forms and processes and their cultural context;
- K2 understanding of a range of concepts, theories and approaches appropriate to the study of these media forms and processes and their relationship with the wider culture;
- K3 knowledge of appropriate research practices, procedures and traditions and some awareness of their strengths and limitations;
- K4 understanding of the contingency of knowledge and of the role of power in its production; with specific reference to the role of media and an awareness of their own responsibility and potential as shapers of truth;
- I1 secure use of analytical techniques appropriate to the study of media and the evaluation and production of media texts;
- I2 an ability to formulate, structure, and present a detailed and sustained argument on the basis of their individual learning making use, where appropriate, of recent scholarly resources and the accurate use of scholarly conventions;
- I3 the ability to devise and present stories tailored to best suit a range of media forms and platforms and to address a range of audiences and thus to enhance their impact;

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Deletion/addition of modules – AG 25.1.19

JOU6002 change of semester delivery – AG Chair's Action 6.2.19

IA – May 2019 (amended June 2019)

Digital skills removed from MFC5012, etc – AG 3.7.19

MFC5032 Revision of LOs and assessments – AG 3.7.19

- I4 the ability to originate, develop and realise their own distinctive and creative work;
- P1 the ability to employ media-specific practical skills in production-based work (creative, technical, and/or vocational), and to utilise theoretical frameworks to inform that work.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

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Statement of congruence with the relevant published subject benchmark statements*(including appropriate references to any PSRB, employer or legislative requirements)*

The programme learning outcomes have been informed throughout by the QAA's subject benchmark statement for 'Communication, media, film and cultural studies' programmes (2008). Those elements of the statement most relevant to a media programme have been directly replicated.

4. Learning outcomes for subsidiary awards

| Guidance | |
|---|--|
| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> | <p>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the Media; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> |
| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> | <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles within Media; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> |

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| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p> | <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques within Media; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p> |
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5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The Media degree programme contains a range of modules organised into three strands. These provide you with knowledge, understanding and skills relevant to media and relating to: analysis and theory; creativity and production; and industry and professionalism.

At Level 4 you are provided with a solid foundation of knowledge and understanding of the ways in which the media and the wider culture in which it exists can be understood and analysed. You also learn the skills necessary for creating and communicating stories across a variety of media. As well as this you also gain an understanding of the changing media landscape and the potential career roles within it and part of this learning takes place during your professional placement in a media related organisation.

At Level 5 you are encouraged to continue to gain production skills and industry knowledge across a range of media whilst starting to specialise. You can choose from options including fiction film and documentary film making, radio and podcast production, digital effects, social media management, journalism and public relations. Feeding into your understanding of the context and potential of these media forms is the 'Media, Culture and Society' module and the experience you once again acquire during another professional placement. To prepare you for Level 6 you also take a research methods module.

This brings you to Level 6 able to tackle larger projects more independently. These include a 40-credit research project as well as your choice of medium for your 40-credit production piece. This is where you get to specialise and show what you can do with the skills and understanding you have gained on the degree. Alongside these major projects you will also choose 40 more credits from a range of modules including *Professional Learning Through Work*.

6. Structure

BA (Hons) MEDIA (Single Honours)

Duration: 3 years full-time / 6 years part-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

| | | | |
|------------------------------|--|------------|------------|
| MFC 4042 | Mapping the Media Landscape | Sem 2 | 20 credits |
| MFC 4362 | Online Storytelling | Sem 2 | 20 credits |
| MFC 4012* | Professional Development and Placement 1 | Sem 1 & 2 | 20 credits |
| MFC 4022* | Analysing Media and Culture | Sem 1 & 2 | 20 credits |
| MFC 4141 | Radio and Podcast Production | Sem 1 or 2 | 10 credits |
| MFC 4151 | Television Production | Sem 1 & 2 | 10 credits |
| MFC 4342* | Image Creation | Sem 1 & 2 | 20 credits |
| Integrated Assessment Block* | | Sem 2 | |

Level 5 – with effect from September 2018

Core: Students are required to take:

| | | | |
|----------|--|-----------|------------|
| MFC 5012 | Professional Development and Placement 2 | Sem 1 & 2 | 20 credits |
| MFC 5022 | Media, Culture, Society | Sem 1 & 2 | 20 credits |
| MFC 5032 | Researching Media, Film and Culture | Sem 1 & 2 | 20 credits |

Option: Students are required to choose 40 credits from:

| | | | |
|----------|-----------------------------------|-----------|------------|
| JOU 5052 | Radio and Podcast for Journalists | Sem 2 | 20 credits |
| MFC 5042 | Script to Screen | Sem 1 & 2 | 20 credits |
| MFC 5062 | Digital Effects | Sem 1 & 2 | 20 credits |
| MFC 5202 | Documentary: Theory and Practice | Sem 1 & 2 | 20 credits |
| MFC 5572 | Digital Narratives | Sem 1 & 2 | 20 credits |
| JOU 5152 | Magazine Feature Writing | Sem 1 & 2 | 20 credits |
| JOU 5992 | PR in Practice | Sem 1 & 2 | 20 credits |

Option: Students are required to choose 20 credits from:

| | | | |
|----------|-----------------------------|-----------|------------|
| MFC 5112 | Understanding Disney | Sem 1 & 2 | 20 credits |
| MFC 5132 | Television Genres | Sem 1 & 2 | 20 credits |
| MFC 5582 | Online Community Management | Sem 1 & 2 | 20 credits |
| MFC 5632 | Negotiated Study Module | Sem 1 & 2 | 20 credits |

Level 6 – with effect from September 2019

Core: Students are required to take:

| | | | |
|----------|----------------------------------|-----------|------------|
| MFC 6234 | Media, Film and Culture Research | Sem 1 & 2 | 40 credits |
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Option: Students are required to choose at least 40 credits from:

| | | | |
|----------|------------------------------------|-----------|------------|
| JOU 6002 | Advanced Radio Production* | Sem 2 | 20 credits |
| MFC 6014 | Media Production Portfolio | Sem 1 & 2 | 40 credits |
| MFC 6044 | Advanced Documentary Production* | Sem 1 & 2 | 40 credits |
| MFC 6322 | Professional Learning Through Work | Sem 1 & 2 | 20 credits |
| MFC 6404 | Advanced Short Film Production* | Sem 1 & 2 | 40 credits |
| MFC 6564 | Transmedia Production* | Sem 1 & 2 | 40 credits |
| JOU 6942 | Specialist Magazine Writing | Sem 1 & 2 | 20 credits |
| JOU 6992 | PR Management | Sem 1 & 2 | 20 credits |

Option: Students are required to choose at least 20 credits from:

| | | | |
|----------|------------------------------|-------|------------|
| MFC 6202 | Contemporary Cult Television | Sem 1 | 20 credits |
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|----------|---------------------------------|-----------|------------|
| MFC 6092 | Contemporary Cultural Issues | Sem 1 & 2 | 20 credits |
| MFC 6162 | Film and Television Adaptation | Sem 1 & 2 | 20 credits |
| MFC 6182 | Science Fiction | Sem 1 & 2 | 20 credits |
| MFC 6242 | Negotiated Media Project | Sem 1 & 2 | 20 credits |
| BMM 6302 | Entrepreneurship and Creativity | Sem 1 & 2 | 20 credits |

* There is a prerequisite for enrolment on this module – please refer to tutor.

+ The indicated module(s) are not available to visiting students.

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching across the programme has been designed to:

- Develop understanding of media and theoretical perspectives relevant to its study
- Develop an understanding of industry perspectives and issues, practical skills and their application in a range of settings
- Allow students to develop a selection of written, audio, video and digital skills applicable across a range of industries

The programme incorporates key aspects of the new Learning and Teaching Strategy, particularly in terms of the way students work to develop practical and research skills. All practical modules and core Level 5 and Level 6 research modules involve interactive workshops, student-led enquiry and formative feedback. In these modules, along with some theory and research modules, students are able to negotiate their assessment and also, in some cases, the mode of assessment.

In the delivery of our modules we emphasise supervised small group activity and student-led enquiry. In the production modules almost all teaching sessions involve working in small groups or individually and the assessments also follow this structure. In the theoretical modules small group work is always included in the range of learning approaches used. Typically this involves students in small seminar discussion groups. Across all modules students are encouraged to identify their own focus for the application of the skills and concepts they are learning. In production modules students choose the topics they wish to create a story about and in the theoretical modules they identify examples to analyse using the concepts and theories they are learning. They are also encouraged to combine the two: crafting and analysing their own production work using the insights and knowledge learnt in their theoretical modules.

Taking into account the range of academic backgrounds of students likely to join the programme, Level 4 delivers a broad, common core of academic, production, and employability skills to enable students to progress on equal terms. At Level 5, students progress on to more complex and specialised areas, deepening their knowledge of the media, acquiring research skills and reinforcing and developing their core practical skills in producing more substantial creative work. At Level 6, students direct their own learning through increased module choice and the opportunity to determine the content of those modules. At this level students apply the skills and knowledge gained at lower levels to explore their own interests and creative work, and a high level of independent study is expected.

The programme uses a range of approaches to learning and teaching appropriate to the subject matter, student numbers, and the need for variety and balance in the use of teaching methods to support different learning styles. Academic modules use a range of teaching methods including lectures, tutorials, screenings, seminars, workshops, and supervisions. Production modules use

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online tutorials, interactive workshops and lectures, tutorials, and supervisions and consultations. Guest speakers from industry or academia may be included in module schedules to provide up-to-date industry or alternative academic perspectives.

Group work is an integral part of the programme and is a part of both the academic and production pathways. For academic modules this takes the form of collaboration in small groups in research and problem-solving. Group assessment also takes place in the form of group presentations in some modules. Practice-based modules typically break down a cohort into small groups for project work. Wherever group work results in the award of a single mark to the whole group a report reflecting on the group work experience is also required.

An awareness of ethical issues relating to media is built into the programme through its core academic and production modules, and through the development and application of research skills as part of the Level 5 research methods module and Level 6 research modules.

Assessment on the Media programme:

Modes of assessment used include essays, dissertations, reports, reflective reports, individual and group presentations, films, audio recordings, artefacts, photography, other digital online media forms, scripts, blog posts and portfolios. Formative assessment, either formally assessed or in the form of module tutor and supervisor feedback on proposals, plans, designs, etc. is built into all modules. Informal peer and self-assessment are also included in several modules e.g. those involving the production of textual analyses at Level 4 and of films at Level 5. Students are also encouraged to be reflexively critical of their work in their reflective reports on production modules and of their performance and experience in the workplace in their weekly reflective reports for their professional placement. Students also produce online portfolios as part of their Professional Development and Placement modules which encourage them to look at their creative output through the eyes of an unknown professional who might be considering offering them employment.

The two professional placements are also crucial learning experiences within the degree programme. Students are also encouraged to take up other opportunities to engage with external organisations/clients through working with Trinity Vision. The links Trinity Vision have built up with third sector organisations also enables students to learn about the range of ways in which they could get involved in ethical causes and encourages them to become more socially aware and engaged.

Students engage in Integrated Assessment at Level 4. It brings students together from all MFC programmes to work together on projects requiring the application of the full range of their developing knowledge and skills. This project generally takes the form of a television programme presented as live and containing several pre-recorded pieces filmed on location. The Integrated Assessment is not independently credit-bearing but it is integral to the phase one roll-out of integrated assessment in that it is assessed and marked, and these marks fulfil 30 percent of the module learning objectives as noted in the structure above (*).

We make every effort to make the programme accessible to all. This includes making learning materials available in advance of sessions, providing these in an accessible form, liaising with specialists, e.g. RNC College for the Blind, to share best practice in terms of supportive software and hardware, making adjustments to accommodate specific needs in relation to assessment and, if necessary, devising bespoke assessments and projects for individual students.

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We believe that our flexible approach to learning and teaching can work as an example to the students of how embracing adaptation and innovation in tackling new problems can invigorate professional life and bring about solutions to problems you didn't realise you had and improvements far beyond those initially hoped for.

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8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations apply.

The following modules are exempted from condonement:

MFC 4012 *Professional Development and Placement*

MFC 5012 *Professional Development and Placement*

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

The specialist production option modules listed below are the only modules that require a pre-requisite.

MFC 5042 *Script to Screen* is a pre-requisite for MFC 6404 *Advanced Short Film Production*: the Level 5 module provides key creative and practical skills and knowledge without which students will be at a disadvantage at Level 6.

MFC 5042 *Script to Screen* or MFC 5202 *Documentary: Theory and Practice* are pre-requisites for MFC 6044 *Advanced Documentary Production* to ensure students have the required production film skills for this module.

JOU 5052 *Radio and Podcast Production* is a pre-requisite for JOU 6002 *Advanced Radio Production*: the Level 5 module provides key creative and practical skills and knowledge without which students will be at a disadvantage at Level 6.

MFC5572 *Digital Narratives* is a pre-requisite for MFC 6564 *Transmedia Production*: the Level 5 module provides key creative and practical skills and knowledge without which students will be at a disadvantage at Level 6.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. Students with serious visual or hearing impairments may be unable to achieve some of the learning outcomes of some modules and wherever possible alternative forms of learning and assessment will be devised to compensate for this. The specific details of each individual student's needs can be discussed at the application stage.