



Approved September 2013

Effective from September 2013

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	n/a
Final award	BA (Hons)
Title of programme	Digital and Social Media
Subsidiary award(s) <i>(if any)</i>	Cert HE Digital and Social Media, Dip HE Digital and Social Media
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	3 years full-time
Start date	September 2013
Periodic review next due	AY 2015/16
UCAS course code & code name	P302 BA/DIGMED
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The aims of the programme, designed to be consistent with the University's vision and values, are:</p> <ol style="list-style-type: none"> 1. To prepare students, through the development of an appropriate range of knowledge and skills, for careers in the digital and social media sectors and other related fields; 2. To develop a range of transferable skills and to create an awareness of their vocational and academic value; 3. To develop an understanding of the contemporary cultural and social, ethical and technological aspects of digital and social media; 4. To provide students with the key practical approaches used in digital and social media management; 5. To develop the capacity to undertake and complete independent research.

3. Student learning outcomes of the programme

Learning outcomes in terms of:	
	<ul style="list-style-type: none">– knowledge and understanding (K)– intellectual / cognitive / 'thinking' skills (I)– physical skills specific to the subject (P)– employability skills (E)
The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.	
K1	An understanding of the role of technology in terms of media production, content manipulation, distribution, access and use;
K2	An understanding of new and emerging media forms and their relation both to their social context and to earlier forms of media;
K3	An understanding of professional, technical and formal choices which realise, develop or challenge existing practices and traditions, and of the possibilities and constraints involved in production processes;
K4	An understanding of multi-media and digital platforms, their role in marketing, creativity and business in the digital sector;
I1	An ability to identify the relationship between theory and practice in the field of study and to critically analyse the issues that arise out of this;
I2	An ability to appreciate the ethical and legal dimensions of the practice, purpose and effect of social communication and related fields;
I3	An ability to conduct research effectively in order to analyse and critique the role and impact of digital and social media, the broader media world and their own work;
I4	Detailed reasoning and critical thinking appropriate to analysis and problem solving and the ability to present a sustained argument on the basis of substantial independent learning;
P1	Produce work which demonstrates the effective manipulation of sound, image, data and/or the written word relevant to and utilising digital and social media;
P2	Produce work which demonstrates an understanding of digital media forms and social communication structures;
P3	Initiate, develop and realise distinctive and creative digital work within various forms of writing, aural, visual, audiovisual, sound or other social media;
P4	Demonstrate initiative, inquiry and time-management, both in self directed and team work;
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 generic objectives set out in section 4 below.	

Statement of congruence with the relevant published subject benchmark statements	
The objectives for the Digital and Social Media programme have been cross-referenced to, and are consistent with, the QAA's Subject Benchmark Statement for Communication, Media, Film and Cultural Studies.	

4. Learning outcomes for subsidiary award(s)

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; 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>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>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of at least 240 credits, 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; ii) application of concepts outside their initial context; iii) use of a range of 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> <p>On successful completion of at least 300 credits, 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; 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

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p> <p>The BA (Hons) Digital and Social Media programme is designed for students wishing to pursue a career in both the digital media and social media related fields. It combines a study of key aspects of both the practical and theoretical and utilises a wide range of technology, social business and learning techniques. Ethical, safety and law considerations are embedded throughout the programme.</p> <p>At Level 4 students are given a grounding in key skills and an understanding of key concepts, essential to work within the field of digital and social media. These include: developing knowledge of the basic principles of marketing (through the <i>Marketing Fundamentals</i> module) and the application of that knowledge into self-branding during the <i>PDP</i> module. Theoretical frameworks which have particular relevance to the collaborative and participatory nature of these areas of media will be studied (through the <i>Real-time Theory</i> module). Students will be given instruction on how to use the research mechanisms associated with social media and how to address these online institutions as both consumer and creator (through the <i>Online Research and Content Generation</i> module).</p> <p>Students will also develop their practical skills relating to visual design and branding (through the</p>

Visual Branding module) and their problem-solving, planning and logical skills (through the *Pathways, Planning and Process* module), which support and further develop their skills relating to online creativity, content generation, project planning and marketing. All Level 4 modules make use of largely open source technology which students will be required to use, manipulate and critique, in order to give them a platform for developing a range of more creative, technical and business orientated skills at Levels 5 and 6.

At **Level 5** the modules continue to deepen and expand the remit of the previous year. Students develop their skills and knowledge in online-specific business and marketing (in the *e-Business and e-Marketing* module) and will be able to apply that knowledge through the remainder of the programme. The theoretical strand continues with the module *Social Media and Audience Theory*, where students will expand their understanding of social media using precise media frameworks and research methodologies. Whereas the Level 4 PDPM was mainly concerned with the individual as a brand, both in the professional world and a social one, the Level 5 PDPM now draws the distinction of the individual into group work and students will develop professional interpersonal skills that will further focus into true team work. It is through this development and the subsequent professional placement that students will reflect on their own achievements and plan their future studies both in the form of options and the Individual Project at Level 6.

The production pathway will allow students to develop their skills into precise work, which involves the use of audio and video specifically for online distribution (through the *AV Production for Online Distribution* module), front-end website and design skills (in the *Creative Media Technologies* module) and back-end coding/scripting/programming skills (in the *Dynamic Media* module).

At **Level 6** the programme provides the opportunity for students not only to enhance and further develop their academic, professional and practical skills through taught options, but also requires them to apply the full range of their knowledge and skills to a substantial professional project (in the module *Digital Media Portfolio*), as well as offer a small showcase of their chosen practical skills (in the module *Individual Digital Project*). Further marketing skills are taught (through the module *Marketing Strategy and Planning*) and there is an option for students to take an individual and creative business path (through the module *Entrepreneurship, Creativity and Innovation*). There is also a chance to further their professional experience (through the module *Professional Learning through Work*).

For those students wishing to increase their theoretical and analytical understanding there are two options (*Contemporary Cultural Issues* and *Social Media Research*), which incorporate a full range of opportunities for the students to research and critically analyse any related academic area they are interested in. The main project (*Digital Media Portfolio*) is a team-based project and combines everything the students have worked on up to this point from all strands of the programme: the marketing and business, the professional, the academic and the practical. There are however multiple options for those students wanting to specialise in certain production work. *Imagineering* is the culmination of design and digital art applied to the creative professional world, whereas *Mobile Media* is specifically aimed at those students who wish to design apps or further increase their programming knowledge.

6. Structure

BA (Hons) DIGITAL AND SOCIAL MEDIA

Duration: 3 years full-time

Total credit rating: 360

Level 4 – not available for study 2014/15

Core: Candidates are required to take:

BMM 4422	Marketing Fundamentals	Sem 1	20 credits
MFC 4012	Professional Development and Placement	Sem 1 & 2	20 credits
MFC 4312	Real-time Theory	Sem 2	20 credits
MFC 4322	Online Research and Content Generation	Sem 1	20 credits
MFC 4332	Pathways, Planning and Process	Sem 1 & 2	20 credits
MFC 4342	Visual Branding	Sem 1 & 2	20 credits

Level 5 – for study 2014/15 only

Core: Candidates are required to take:

BMM 5442	e-Business and e-Marketing	Sem 2	20 credits
MFC 5012	Professional Development and Placement	Sem 1 & 2	20 credits
MFC 5202	Documentary: Theory and Practice	Sem 1 & 2	20 credits
MFC 5062	Digital Effects	Sem 1 & 2	20 credits
MFC 5032	Researching Media, Film and Television	Sem 1 & 2	20 credits
MFC 5552	Social Business and the Sharing Economy	Sem 1 & 2	20 credits

Level 6 – for study 2014/15 and 2015/16 only

Core: Candidates are required to take:

BMM 6242	Marketing Strategy and Planning	Sem 1	20 credits
MFC 6504	Digital Media Portfolio	Sem 1 & 2	40 credits
MFC 6512	Individual Digital Project	Sem 1	20 credits

Options: Candidates are required to choose 40 credits from:

BMM 6432	Entrepreneurship, Creativity and Innovation	Sem 1 & 2	20 credits
BMM 6452	Professional Learning Through Work	Sem 1 & 2	20 credits
MFC 6082	Media Research B	Sem 1 & 2	20 credits
MFC 6092	Contemporary Cultural Issues	Sem 1 & 2	20 credits

7. Learning, teaching and assessment

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

The programme is consistent with the University's Learning, Teaching and Assessment Strategy as follows:

The University aims to provide a stimulating learning environment:

- i) by aspiring to match best practice in HE in all aspects of the learning environment;
- ii) by embedding the principle of active learning in its work.

The University aims to provide a distinctive learning experience:

- i) by fostering vocationally oriented aspects of learning wherever possible;
- ii) by engaging students with issues of ethics and values in appropriate curriculum contexts;
- iii) by enabling students to become effective lifelong learners and global citizens.

The programme in Digital and Social Media meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, the QAA Subject Benchmark Statement and Leeds Trinity's Strategic Plan and Learning, Teaching and Assessment Strategy. The University's Strategy for Learning, Teaching and Assessment defines key terms and provides for their dissemination to students.

The programme in Digital and Social Media has been designed to ensure that students are provided with a coherent and progressive learning experience. Staff will liaise within and between levels of study to ensure the effective delivery of modules, to prepare students for progression from each level to the next and to foster a sense of the wholeness of the experience of the individual student.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Level 4 Core							
BMM 4422 Marketing Fundamentals	Lectures, tutorials/ case study work/ break-out sessions	3 assessed weekly online quizzes Examination	30 minutes each 2 hours	3 x 10% 70%	Mid-Sem 1 End of Sem 1	Nick Beaton	
MFC 4012 Professional Development and Placement	Lectures, workshops, tutorial interview, site visit/placement liaison	Portfolio Placement Placement report	2,000-word equiv. 6 weeks equiv. 2,000 words	50% Pass/Fail 50%	During Sem 1 During Sem 2 End of Sem 2	Eric Williams	
MFC 4312 Real-time Theory	Lectures, seminars, individual consultancy	Essay proposal Essay	1,000 words 3,000 words	25% 75%	During Sem 2 End of Sem 2	Liz Cable	
MFC 4322 Online Research and Content Generation	Lectures, workshops, individual consultancy	Essay Portfolio	2,000 words 2,000 words	50% 50%	End of Sem 1 End of Sem 1	Eric Williams Liz Cable	
MFC 4332 Pathways, Planning and Process	Lectures, workshops	Portfolio Presentation	1,500-word equiv. 2,500 words	40% 60%	End of Sem 1 End of Sem 2	Eric Williams Liz Cable	
MFC 4342 Visual Branding	Lectures, workshops	Portfolio Portfolio	1,500-word equiv. 2,500-word equiv.	40% 60%	End of Sem 1 End of Sem 2	James Rothschild	
Level 5 Core							
BMM 5442 e-Business and e-Marketing	Lectures, tutorials/ case study work, break-out sessions	Report Examination	2,000 words 2 hours	50% 50%	Mid-Sem 2 End of Sem 2	Nick Beaton	
MFC 5012 Professional Development and Placement	Lectures, workshops, tutorial interview, site visit/placement liaison	Portfolio Placement Report	2,000-word equiv. 6 weeks equiv. 3,000 words	40%, Pass/Fail 60%	During Sem 1 During Sem 2 End of Sem 2	Graham Roberts Eric Williams	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
MFC5032 Researching Media, Film and Culture	Lectures	Group presentation	10 mins	50%	End Sem 1	Kostas Maronitis	
		Proposal and literature review	2,500 words	50%	End Sem 2		
MFC 5062 Digital Effects	Lectures	Essay	2,000 words	50%	End of Sem 1	James Rothschild	
	Workshops	Portfolio	2,000 words	50%	End of Sem 2		
MFC 5202 Documentary: Theory and Practice	Lectures	Artefact	2,000 word equiv	50%	End of Sem 2	Graham Roberts	
	Tutorials	Report	2,000 words	50%	End of Sem 2		
MFC 5552 Social Business and the Sharing Economy	Lectures, tutorials/ seminars, group consultancy	Portfolio 1 Portfolio 2	2,000-word equiv. 3,000-word equiv.	30% 70%	End of Sem 1 End of Sem 2	Liz Cable	
Level 6 Core							
MFC 6504 Digital Media Portfolio	Lectures, team consultations	Project Proposal Project portfolio Peer review	1,000 words 7,000-word equiv. 1,000 words	10% 80% 10%	During Sem1 End of Sem 2 End of Sem 2	Eric Williams James Rothschild	
MFC 6512 Individual Digital Project	Lectures, individual consultations	Artefact Report	3,000-word equiv. 1,000 words	75% 25%	End of Sem 1 End of Sem 1	Eric Williams James Rothschild	
BMM 6242 Marketing Strategy and Planning	Lectures, tutorials/ case study work, break-out sessions	Scenario-based e-learning x 4 Presentation Marketing Plan	 15 mins 3,000 words	4 x 5% 10% 70%	During Semester During Semester End of Semester	Nick Beaton	
Level 6 Options							
MFC 6082 Media Research B	Lectures Tutorials	Proposal Essay	1,000 words 5,000 words	P/F 100%	During Sem 1 End Sem 2	John Poulter	

8. Entry requirements

Honours degree programmes
<p>Applicants should normally have achieved the following, prior to registration for the programme:</p> <p>5 academic or vocational qualifications, of which at least 2 should be 'A' levels (or equivalent at level 3) and 2 should be GCSE English Language at grade C (or equivalent) and GCSE Mathematics at grade C (or equivalent).</p> <p>Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus.</p> <p>For students whose first language is not English, a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).</p> <p>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 the College's Assessment of Prior Learning (APL) procedures.</p>

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 <u>must</u> be achieved in a specific module; any deviation from the standard University stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
<p><i>Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.</i></p> <p>Standard University Regulations apply.</p>

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
NA

11. External examining arrangements

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)
<p>External examiner for DSM to be nominated during 2013/14 for 2014/15.</p>

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)
N/A.

13. Additional support needs

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

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Disabled students are welcome on the programme and reasonable adjustments will be made wherever possible to accommodate their individual needs. Potential students are welcome to contact the programme leader to discuss their needs, the implications of different elements of the programme for them and what support can be provided.