

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Media, Culture, Communication

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	P30F
JACS Code	P300
Programme Duration	Full-Time: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Communication, Media, Film and Cultural Studies (2016)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	<p>Bachelor of Arts with Honours (Fnd) in Media, Culture, Communication</p> <p>Diploma of Higher Education (Fnd) in Media, Culture, Communication</p> <p>Certificate of Higher Education (Fnd) in Media, Culture, Communication</p>
Programme Leader	Steven Spittle

Educational aims of the programme

To provide an intellectually challenging programme that encourages students to reflect critically on media texts, institutions, communication practices and the cultures in which they are produced and circulated.

To deliver an academic programme that focuses on key analytical and critical issues in the relationship between media, culture and communication.

To develop subject knowledge and transferable skills sensitive to the changing needs of the communication, media and cultural industries which provides the basis for students to pursue a variety of careers.

To support students' learning through diverse teaching and assessment practices; underpinned by staff development and research informed teaching.

To develop knowledge of the ways in which individual and collective identities are constructed and contested through engagements with media, culture and communication.

To show insight into the range of ethical issues and value judgements arising from the complexity and diversity of contemporary media, cultural and communication practices.

To encourage students to engage with employability skills by completing a self-awareness statement.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Students should be able to identify and explain key issues, themes and substantive areas in Media, Culture and Communication Studies.

Students should have developed key skills in academic literacy and specific skills for the undergraduate study of Media, Culture and Communication.

Students should be familiar with research methods for Media, Culture and Communication and be able to identify and explain methodological approaches.

Students should have become familiar with the principles and practice of Personal Development Planning (PDP).

Students should be able to demonstrate an ability to select, present, and evaluate material relevant to the study of media, culture and communication.

Students will have been introduced to work-related learning in teaching and assessment.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Students should be able to demonstrate the ability to evaluate and critique core approaches to Media, Culture and Communication theory.

Students should be able to demonstrate competence in the application of research methods to self-selected case studies and real-world examples of media, communication and cultural practices.

Students will have been required to reflect on the acquisition of graduate skills through the process of Personal Development Planning.

Students will have experienced work related learning in both teaching and assessment.

Students should be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.

Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Engage with theoretical, historical and critical debates in the field of Media, Culture & Communication.
2. Communicate effectively findings about the variety of media forms, cultural practices and industrial contexts in which texts are produced, disseminated and received.
3. Demonstrate a critical understanding of the nature of differentiated access, participation and modes of representation in media and cultural texts.
4. Appreciate the development of communication forms and their role in social change.
5. Critically evaluate media and cultural consumption and their role in identity formation.
6. Apply appropriate methods of enquiry to investigate how media, culture and communication policies are devised and implemented and the ways in which citizens and cultural communities can play a part in shaping them.
7. Critically engage with theoretical perspectives and be able to apply them.
8. Examine forms of media, culture and communication with reference to social contexts, interactions and processes differentiated by media and cultural participation and the relations of social and political power.
9. Analyse media, communication and cultural forms and demonstrate critical judgement in their evaluation.
10. Communicate the consideration and evaluation of their own work in a reflexive manner with reference to academic debates and personal development.
11. Synthesise information, conceptual ideas, critical perspectives and contextual insight.
12. Formulate and investigate problems/issues.
13. Analyse, interpret and apply major theories and concepts in the study of media and cultural texts, practices and industries.
14. Identify a range of research strategies and methods and assess their relative merits.
15. Design, carry out and present various forms of research.
16. Apply key methods and concepts for the purpose of media, communication and cultural analysis.
17. Evaluate and draw upon a range of sources and appropriate conceptual frameworks in carrying out independent study.
18. Critically appraise popular understanding of debates in the field of media, culture & communication.
19. Critically evaluate the texts and practices of the media, communication and cultural industries.
20. Produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers.

21. Approach tasks in a flexible, independent and disciplined manner.
22. Undertake critical research: formulate a topic; gather, organise and make use of ideas and information in order to formulate arguments; express them effectively in written, oral, electronic and other forms.
23. Demonstrate skills of self-organisation, time management, the ability for self-reflection and self-improvement.
24. Collaborate with others to achieve collective goals.
25. Use ICT and traditional methods for the retrieval and presentation of information (word processing, spreadsheets etc.).
26. Communicate ideas verbally in an effective and fluent manner.
27. Communicate ideas coherently in written form, utilising appropriate academic form.
28. Develop Graduate Skills (e.g. the exercise of initiative, personal responsibility, decision-making, problem-solving and the ability to pursue further training) necessary for future employment.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Media, Culture, Communication is a single honours programme which acknowledges the interdisciplinary nature of its subject area but takes an integrated approach to the consideration of theoretical, historical and critical debates on media, communication and culture. It enables students to develop their critical understanding of media forms and cultural practice through a range of different theoretical perspectives and contextualisation. Students are required to communicate their findings in a variety of forms and to respond to assessment tasks in a flexible, disciplined and independent manner. This approach enables students to pursue employment in a wide range of media, communication and cultural industries.

The level 4 Media, Culture, Communication programme focuses on establishing academic literacy and all modules are core. Students are introduced to formal methods of analysis and a range of conceptual approaches appropriate to the study of Media, Culture and Communication. They consider a broad range of professional issues related to media institutions, cultural practices and communications process.

Level 5 concentrates on developing research skills and critical perspectives. All modules are core and focus on the application of knowledge and the production of independent analysis in response to assessment tasks. The modules are structured in relation to case studies and aim to develop students' ability to analyse and solve research, communication and professional issues taking into consideration innovations in the study of Media, Culture and Communication. The modules examine different media forms, cultural practices and professional and persuasive communications. 5100MEDCUL Public Communication is a work related learning module.

At Level 6 students will study the following core modules: 6103MEDCUL Culture and Identity and 6104MEDCUL Media Policy and Regulation. The programme offers students the opportunity to examine theoretical issues in more detail, through option modules such as 6108MEDCUL Consumer Culture, 6109MEDCUL Digital Writing, 6105MEDCUL Screen Media and 6107MEDCUL Mediating Popular Culture, which will enable them to develop a critical understanding of research perspectives, industrial contexts and contemporary media forms and practices.

Teaching and learning includes both formal and interactive lectures and seminars which provide opportunities to present, discuss and reflect upon ideas and case studies. In addition there are workshops, tutorials, screenings, small group work, independent study, enquiry based learning and work-based learning. These methods are designed to foster student progression; stimulate interest and encourage participation; provide equal opportunities to develop learning skills at all levels; encourage critical analysis and the application of theory and utilise ICT and VLE. Students apply conceptual methodological approaches through seminars, workshops, work-related learning, tutorials and group work. They will experience lectures, seminars and briefings provided by media professionals and external clients. Feedback will be provided in response to presentations, written assignments and critical evaluation by students of their work. Students will be asked to critically reflect upon their production of practical work, their response to and use of different genres of writing, they will be expected to conform to the requirements of a brief. These skills are introduced in the core modules at level 4. Transferable skills are developed through seminars, workshops, group work, tutorials, independent study, PDP tutorials and work related learning. Sustained independent learning is progressively developed in levels 5 and 6 culminating in the choice of one or more of the Directed Core modules. Students receive basic IT skills training at levels 3 and 4 and are encouraged to use these skills across all modules especially in the production of their assignments. VLE is used by students and staff to support student learning. The variety of learning experiences and assessment tasks is designed to stimulate interest and encourage participation and to provide opportunities for students with differing capabilities and aptitudes to develop transferable skills.

Knowledge and understanding is acquired through both staff-led and student centred strategies with a progressive emphasis on the latter as students develop as independent learners and assessed by coursework and examinations. Assessment, as part of the learning process, involves feedback (diagnostic, formative or summative) that is timely and constructive and is designed to be coherent and balanced in order to facilitate the achievement of learning outcomes. The forms of assessment are introduced and developed over the four three years of the degree to allow students to: develop the ability to think independently; critically reflect on their work;

formulate and research their own topics and to build upon their own knowledge and interests. Assessment meets the criteria (QAA, School and JMU) of validity, reliability and consistency and takes account of students with particular needs (SENDA compliant). Coursework artefacts include: individual and group essays based on given titles or titles negotiated with tutors; reviews; individual and group presentations; individual critical self-evaluation; logbooks; self-reflective portfolios; research exercises; class tests; annotated bibliographies; work based learning reports; independent study projects and dissertations. Examinations both seen and unseen and research examinations are part of the assessment diet. Placement learning experience will be delivered and reviewed and/or assessed. Assessment methods comply with the University's guidelines on assessment methods or Erasmus Learning or Training Agreement. QAA Chapters B3 (Learning and Teaching) and B10 (Managing Higher Education Provision with Others) of the UK Quality Code for Higher Education: Indicator 8 'Degree-awarding bodies take responsibility for ensuring that they retain proper control of Placement Learning Code of Practice. 'the academic standards of awards where learning opportunities are delivered with others'. Indicators 18 'Degree awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity which leads to their awards. Information is produced for prospective and current students, which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support'.

Programme structure - programme rules and modules

Level 3, 4 and 5 modules are all core. The programme will offer the opportunity to study a 60 credit Study Abroad module (5108MEDCUL) at Level 5. Students will be enrolled on a 480 credit honours study abroad programme. The 60 credit Level 5 study abroad module will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on 600 credit honours with the study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module (code 5107MEDCUL). The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6 extends the opportunity for self-directed learning and independent research. Students must choose one of the following WRL / Research modules: 6100MEDCUL Dissertation or 6101MEDCUL Media and Cultural Industries.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6103MEDCUL Culture and Identity (20 credits) 6104MEDCUL Media Policy and Regulation (20 credits)	6100MEDCUL Dissertation (40 credits) 6101MEDCUL Media and Cultural Industries (30 credits) 6105MEDCUL Screen Media (10 credits) 6107MEDCUL Mediating Popular Culture (20 credits) 6108MEDCUL Consumer Culture (20 credits) 6109MEDCUL Digital Writing (20 credits) 6110MEDCUL Popular Fiction and Publishing (20 credits)	40 core credits at level 6 80 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5100MEDCUL Public Communication (20 credits) 5101MEDCUL Analysing Entertainment Media (20 credits) 5102MEDCUL Research Methods (20 credits) 5103MEDCUL Media and Cultural Theory (20 credits) 5104MEDCUL Public Relations (20 credits) 5105MEDCUL Popular Journalism:		120 core credits at level 5 0 option credits at level 5

Research in Practice (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100MEDCUL Studying Culture (20 credits) 4101MEDCUL Media Texts (20 credits) 4102MEDCUL Researching Cinema (20 credits) 4103MEDCUL Media Institutions and Audiences (20 credits) 4104MEDCUL Professional Writing (20 credits) 4105MEDCUL Introduction to Media and Cultural Industries (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3105FNDHSS War: Conflict in the Arts and Humanities (20 credits) 3106FNDHSS Peace: The Pursuit of Harmony in the Arts and Humanities (20 credits) 3113FNDMED Media & Society (20 credits) 3114FNDMED Communication & Culture (20 credits)		120 core credits at level 3 0 option credits at level 3

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

The programme offers students the opportunity for WRL at level 4 in the core module 4105MEDCUL Introduction to Media and Cultural Industries where students response to a client brief and prepare and evaluate a practical portfolio.

At level 5 the assessment for the core module 5100MEDCUL Public Communication requires students to respond to a brief for a public information campaign created by a partner from the media, cultural and communication industries or the public sector and to prepare and evaluate a practical portfolio of persuasive communication.

At level 6 students may take the work based learning option 6101MEDCUL Media and Cultural Industries.

Criteria for admission

A/AS Level

72 UCAS tariff points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

BTEC National Diploma

72 UCAS tariff points.

Irish Leaving Certificate

72 UCAS tariff points with a maximum 20 UCAS Tariff points from Ordinary Level.

Scottish Higher

72 UCAS points to include Advanced Higher.

International Baccalaureate

24 IB Diploma points.

Access

At least 24 Merits and 21 Passes or any other combination which equates to 72 UCAS Tariff points in a relevant subject.

Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

Overseas qualifications

International applications will be considered in line with UK qualifications.

Any Applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component).

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.