

Programme Specification

1. Awarding Institution/Body	University of Worcester
2. Teaching Institution	University of Worcester
3. Programme Accredited by	Not applicable
4. Final Award	BA Hons
5. Programme Title	Media and Cultural Studies
6. Pathways available	Single, Major, Joint, Minor
7. Mode and/or Site of Delivery	University of Worcester
8. Mode of Attendance	Full time and part time
9. UCAS Code	Media & Cultural Studies (P392) Media & Cultural Studies and Art & Design (WP13) Media & Cultural Studies and Business Management (NP23) Media & Cultural Studies and Creative Digital Media (WPF3) Media & Cultural Studies and Digital Film Production (WP63) Media & Cultural Studies and English Language Studies (PQ33) Media & Cultural Studies and English Literary Studies (QP33) Media & Cultural Studies and Film Studies (P390) Media & Cultural Studies and History (VP13) Media & Cultural Studies and Journalism (PP53) Media & Cultural Studies and Sports Coaching Science (PCH6) Media & Cultural Studies and Politics (PL32) Media & Cultural Studies and Screen Writing (PW3V) Media & Cultural Studies/Sociology (LP33)
10. Subject Benchmark Statement	Communication, Media, Film and Cultural Studies (2002)
11. Date of Programme Specification preparation/revision	Feb 2009. Updated November 2010. July 2011 updated to latest template. March 2012 Level 6 Joint Pathway requirements amended. New module MECS2017 added. Module MECS2016 deleted, MECS2011 Module Title changed. LANG1002 added to course. FLMS1000 replaced by FLMS1100

12. Educational Aims of the Programme

The course aims to:

- Enable students to critically investigate the role of media and cultural texts in the shaping and circulation of social meanings, and aesthetic and political values.
- Promote an understanding of the processes linking production, circulation and consumption.
- Enable students to understand cultural and communicative activities as central forces in shaping everyday social life.
- Enable students to develop their specific knowledge of a range of texts, genres, aesthetic forms and cultural practices.

- Enable students to produce close analysis of a range of texts, genres, aesthetic forms and cultural practices and to make comparisons and connections.
- Critically investigate the development of media and cultural forms in a local, regional, international or global context.
- Understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change.
- Provide students with a structured learning experience which balances breadth and progression with in-depth study through specialisation.
- Promote a critical use of research tools including the application of IT to Media and Cultural Studies.
- Provide students with cognitive, affective and personal skills on which they can build their subsequent careers and as a sound basis for continued learning.
- Enable students to view the subject analytically and to develop intellectual criticism relating to Media and Cultural Studies that combines research, knowledge of historical context and independent analysis.
- Enable students joining as direct entry (in year two) from HND Media courses to broaden and ground their previous experience of media in a sound theoretical base whilst also providing a programme of study with focused lines of specialist enquiry.

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Knowledge and understanding of:	Examples of learning, teaching and assessment methods used:
<ul style="list-style-type: none"> • The social, political and cultural issues raised by developments in the media and cultural industries of the past and present • The production of social meanings and values of media and cultural texts • The appreciation of contemporary debates in Media and Cultural Studies • The methods of analysing media and culture as they have emerged from disciplines in the Social Sciences and Humanities 	<ul style="list-style-type: none"> • A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and online support • In-depth, self-directed research and tutorial guidance and discussion • A variety of assessment vehicles including essays, oral presentations, reports, group work and research tasks • Reflect on own interpretation of media and cultural texts through seminars, group discussion and reports • Develop self-reflexive and analytical approach to new materials through tutor support
Cognitive and intellectual skills:	Examples of learning, teaching and assessment methods used:
<ul style="list-style-type: none"> • Critical thinking, analysis and synthesis with reference to contemporary and historical debates • Develop self-reflexive and analytical approach to new materials • Critical evaluation of different methods of analysing the media and culture 	<ul style="list-style-type: none"> • Mandatory and optional modules address contemporary and historical debates through essays, reports and research projects. • Reflection on the location and contingency of their own interpretation of media and cultural texts • Modules encourage learners to engage in discussion of key issues and application of key concepts • Formative assessment includes feedback in

	seminars and tutorials
Practical skills relevant to employment including transferable/key skills	Examples of learning, teaching and assessment methods used:
<ul style="list-style-type: none"> • Organisation and research skills • Effective oral and written communication • Effective self-management including time management, planning, motivation and initiative. • Interpersonal and team skills • Respond to different opinions and arguments • Personal development and responsibility 	<ul style="list-style-type: none"> • Modules include opportunities for group discussions. Some modules include group assessments. • Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study and personalised assessment opportunities where students may choose a topic appropriate for MCS • Modules include learning outcomes which require students to use an appropriate range of academic sources • Assessments include a wide variety of formats e.g. essay, report, reflective diary. • Interpersonal and team skills are experienced via group activities and assessments. • Present written, oral, expressive accounts in a clear, coherent fashion. • Respond to different opinions and arguments within formal assessments, seminars and tutorials.

14. Assessment Strategy

Assessment

Assessment of transferable skills is through coursework at all levels. The forms of assessment are structured over the three years of the degree to allow students to develop certain transferable skills, such as those of presentation (oral and written) and communication, collaboration and self-reflection. They also enable students to develop the ability to think independently, to formulate and research their own topics and to build on their knowledge and interests in the context of three key core areas. These are texts and representations, consumption and audiences and production and institutions.

The assessment of knowledge is via coursework including essays of various length, individual and group presentations, individual and group critical self-evaluation, research exercises, individual work-based learning reports, independent studies, project reports and portfolios. There are no examinations. Formal and informal formative feedback is provided through seminars, tutorials and the submission of essay plans and draft work. There is a coherent departmental strategy regarding assessment which enables a variety of different strategies to be implemented in modules.

Intellectual skills are promoted through lectures and applied by students in seminars, group work, tutorials, online study, independent study and the production of assessments. Additionally assessment requires students to synthesise information, understand conceptual ideas, as well as critical perspectives and contextual insights in order to comprehend the relationship between production and institutions, consumption and audiences and texts and representations. Students are encouraged to consider and evaluate their own work in a self-reflexive and evaluative manner with reference to academic debates and personal development within the context of key themes in MCS.

The assessment strategy for MCS includes a maximum loading of 3,000 words at level 4, and up to 4,000 words at levels 5 and 6. However, word lengths vary from module to module according to the nature of the tasks involved. Deviations of more than 10% may, at the tutor's discretion. Incur a penalty of a grade point, while those over 25% or more are liable to be marked down by one full grade band. Specific grading criteria for assessment has been developed in conjunction with the external examiner and the MCS team (see Appendix 2). Media and Cultural Studies complies with the university regulations regarding cheating.

15. Programme Structures and Requirements

This course is available in full and part-time modes. Students have the option of Single, Joint, Major or Minor pathways. Students progressing as direct entrants into year two (level five) from HND Media courses are registered as Single Honours.

The mandatory modules in the course relate to the 'production and institutions, texts and representations, consumption and audiences' model. The level four mandatory modules introduce these three key areas and build on concepts developed at levels five and six. Tutors in optional modules are cognisant of the need to focus attention upon one or more elements of these key areas. Level five mandatory modules take this analysis further by exploring these key areas in more critical detail. MECS2002 is mandatory for all Single and Major honours students. It is also mandatory for Joint Journalism students. However, for other Joint students the MCS Course Leader may grant permission for a student to take an alternative research methodology module in their Joint subject if it is felt that this would provide a more appropriate grounding for the Independent Study. See Appendix 1 for the Award Map.

16. QAA Academic Infrastructure

The course reflects the subject benchmark statement for Communication, Media, Film and Cultural Studies as it applies to Media and Cultural Studies. These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content as well as learning, teaching and assessment strategies of modules. An online copy is available at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/communications.asp>.

The defining principles of 1.1 state that the 'focus [is] on cultural and communicative activities as central forces in shaping everyday social and psychological life' and acknowledges the diversity of degree programmes in this area where 'some degree programmes range across the general areas of culture and/or communications and media' (QAA 2002:2). MCS at Worcester focuses on a number of areas highlighted in the benchmark statements, particularly media and cultural activities in shaping social life. Specifically, the course framework is structured to prioritise the interrelationship between 'the processes linking production, circulation and consumption' (QAA 2002:5). Therefore the mandatory modules address these three core areas. Students also have to place their Independent Study into this context. Other modules focus on one or more of these three core areas, hence highlighting the interrelationship between them.

Skills of intellectual analysis include the ability to 'understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change' (QAA 2002:6).

The learning outcomes highlight the development of research skills to 'carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry' (QAA 2002:6). The independent study is the culmination of such independent research and builds on skills

developed specifically in previous modules. These skills are also developed throughout their undergraduate studies. Hence, progression through MCS at Worcester 'will lead to an increasing emphasis on student self-direction and self-responsibility in the learning and teaching strategies deployed' (QAA 2002:8).

The programme also conforms to the requirements of the Framework for Higher Education Qualifications FHEQ, and hence aims to support Honours graduates to:

- Develop an understanding of a complex body of knowledge, some of it at the current boundaries of academic discipline
- Develop analytical techniques of problem-solving skills that can be applied in many types of employment
- Evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively
- Develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

These examples offer insights into the MCS programme and demonstrate adherence to the benchmark statements as set out in the QAA Benchmark Statements for Communication, Media, Film and Cultural Studies.

17. Support for Students

- Media and cultural studies students experience a wide variety of teaching and learning e.g. lectures, seminar group work, tutorials, screenings.
- Students undertake a one week induction programme at the beginning of their first semester. A summer school is usually offered to direct entry students.
- Course handbook online and paper version.
- Student handbook online and paper version.
- Information for students on subject intranet pages.
- Information for students available through Media and Cultural Studies Blackboard, email and notice boards.
- All students have an academic/personal tutor who offers guidance on academic and personal development.
- Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).
- Library induction and information skills packages.
- General support and referral to the University's Welfare and Support Services.
- A subject specific library induction is offered as part of MECS1000 and a more advanced library session is offered in the research methods modules.
- Opportunities to develop information technology skills.
- Opportunities to take modules in careers development specifically tailored for MCS students.
- The University's Career Service provides additional training opportunities for career planning.
- Opportunities to undertake work placements.
- Students are excellently supported by Learning Support Services (Library, IT, Media and Print) and from the Equal Opportunities Centre.
- Writing support from the Royal Literary Fund Writers in Residence.

- Writing support for international and EU students from the Language Centre.
- Opportunities to study abroad for one semester (optional) and to study alongside visiting international students.
- Support and guidance readily available through one-to-one tutorials.
- Access to health, finance, learning support and disability guidance from Student Services.
- The University has an Equal Opportunities Policy, together with equality schemes and action plans in promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

18. Admissions Policy

Admissions Policy for the course

The admissions policy for Media and Cultural Studies seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry Requirements:

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3 ½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Accreditation of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (P392)

Part-time applicants apply directly to University of Worcester

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

- External Examiner's reports and visits
- Annual review of the quality of the course
- Each module provides opportunities for student evaluation
- Student representation on MCS Subject Committee, Staff/Student Forum and Departmental Advisory Committee.
- University Learning and Teaching Committee and the Learning and Teaching Centre promotes learning and teaching across the institution

- Peer assessment of teaching by academic staff
- A teacher accreditation course (PG Cert Learning and Teaching) for new staff with less than 3 years full time teaching experience, and Institute of Learning and Teaching membership

20. Regulation of assessment (UMS)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher

Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

21. Indicators of Quality and Standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

The MCS Course is part of the Department of Arts, Humanities and Social Sciences. Courses are subject to continuous evaluation and have been commended by external examiners. Staff have post-graduate qualifications and engage in research, publications and staff development. Tutors are committed to continuous enhancement of learning and teaching.

22. Employability and graduate destinations

We have excellent links with local employers and media organisations. Guest lectures are provided by practitioners in media industries and links with employers are maintained through the work project modules.

Graduates in MCS often pursue careers that are communicative and social in their orientation including arts, administration, civil service, marketing, mass media, teaching, social work, personnel, public relations, journalism and the voluntary sector. Graduates can also choose to pursue further academic study.

MCS at UW is a non-vocational course and does not aim to vocationally train students to work in media careers. However, the skills developed are of a general applicability to all graduate careers such as awareness of social contexts, critical and reflective thinking, problem solving, time management, independent research skills oral and written communication skills.

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 s/he 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 module study 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 Higher Education.

Key sources of information about the Course can be found in:

- Student Handbook (reviewed annually)
- Work Project Handbook (reviewed annually)
- Web address: <http://www.worcester.ac.uk>

Appendix 1: Award Map

LEVEL 4

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory [M] or Optional [O])				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations (Code of Module required)
				Single Hons	Major	Joint	Minor			
MECS1000	Open	Studying Media and Culture	30	M	M	M	M	-	-	-
MECS1003	Closed	Introduction to Gender and Representation	15	O	O	O	O	-	-	-
MECS1007	Closed	Introduction to Television	15	O	O	O	O	-	-	SOCG1004
MECS1008	Closed	Introduction to New Media	15	O	O	O	O	-	-	-
MECS1009	Closed	Globalisation, Communication and Culture	15	O	O	O	O	-	-	-
MECS1011	Open	History of Media and Cultural Studies	15	M	M	M	M	-	-	-
MECS1014	Closed	Media and the Modern World	15	O	O	O	O	-	-	-
MECS1015	Closed	Popular Music and Cultural Change	15	O	O	O	O	-	-	-
FLMS1100	Open	Introduction to Film: Theory and Practice	30	O	O	O	O	-	-	DFPR1000 DFPR1003 FLMS1000 FLMS1003
LANG1002	Open	Improving English usage and style in academic writing	15	O	O	O	O	-	-	-
SOCG1004	Closed	On TV and on-line: the small screen and the 'active' audience	15	O	O	O	O	-	-	MECS1007
SOCG1007	Closed	Democracy: People, Politics, Media and Ideas	15	O	O	O	O	-	-	POLP1001

Single Honours Pathway Requirements at Level 4

Single Honours students must take 45 credits from the two (2) Mandatory modules MECS1000 (30 Credits) and MES1011 *plus* Optional modules to the value of 45 credits from those listed above.

Major, Joint and Minor Pathway Requirements at Level 4

All Major, Joint and Minor students must take 45 credits from the two (2) Mandatory modules MECS1000 (30 Credits) and MES1011.

In addition:

All Single, Major, Joint and Minor students at Level 4, are permitted to choose Free Choice modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or from further Optional modules from Media and Cultural Studies as listed above (including the shared modules from other subject areas) subject to availability.

LEVEL 5

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory [M] or Optional [O])				Prerequisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations	Core Areas (P&I T&R C&A)
				Single	Major	Joint	Minor				
MECS2001	Open	Popular Cultures	15	M	M	M	M	MECS1000 or MECS1011	-	-	P&I T&R C&A
MECS2002	Closed	Research in Media and Cultural Studies	15	M	M	O	O	-	-	-	P&I T&R C&A
MECS2004	Open	Crime and the Media	15	O	O	O	O	-	-	-	T&R
MECS2005	Open	Making Monsters	15	O	O	O	O	-	-	-	T&R
MECS2006	Open	Gender and Popular Fiction	15	O	O	O	O	-	-	-	T&R C&A

MECS2007	Open	Work Project Module	15	0	0	0	0	-	-	JOUR2007, JOUR3005, MECS3007	NA
MECS2011	Closed	New Media	15	0	0	0	0	-	-	-	P&I C&A
MECS2012	Open	European Media	15	0	0	0	0	-	-	-	P&I C&A
MECS2013	Open	American Popular Television	15	0	0	0	0	-	-	-	P&I T&R C&A
MECS2014	Open	Censorship	15	0	0	0	0	-	-	-	P& I
MECS2015	Open	Media and Social Change	15	0	0	0	0	-	-	-	P& I
MECS2017	Closed	Screening the Nation: Continuity and Change in British TV	15	0	0	0	0	-	-	-	T&R C&A
AMST2003	Open	The Metropolis and Cultural Production 1885-1925	15	0	0	0	0	-	-	-	T&R
FLMS2002	Open	Representation of gender, sexuality and 'race' in film	15	0	0	0	0	FLMS1000	-	-	C&A
HIST2015	Closed	(Re)Presenting the Past: History in Film	15	0	0	0	0	-	-	-	T&R
JOUR2004	Open	Journalism and Society	15	0	0	0	0				C&A
SOCG2012	Open	Culture, Society and Film	15	0	0	0	0	-	-	-	T&R
SOCG2054	Open	Consuming Lives	15	0	0	0	0	-	-	-	C&A

UMCS2010		Career and Personal Development	15	O	O	O	O					NA
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Core Areas Key

P&I = Production and Institutions, T&R = Texts and Representations, C&A = Consumption and Audiences

NA = Not Applicable

Single Honours Requirements at Level 5

Students must take 30 credits from the two Mandatory modules (MECS2001 and MECS2002) **plus** Optional modules to the value of 60 credits from those listed above, of which one module **must** be taken in each of the three core areas (including those modules listed that are shared with another subject).

Major Pathway Requirements at Level 5

Major Pathway students must take 30 credits from the two Mandatory modules (MECS2001 and MECS2002) **plus** Optional modules to the value of 30 credits from those listed above. The Optional modules **must** be taken in different core areas (including those modules listed that are shared with another subject).

Joint Pathway Requirements at Level 5

Joint Pathway students must take 15 credits from the one (1) Mandatory module (MECS2001).

Students intending to complete their Independent Study in Media and Cultural Studies **must** also take 15 credits from MECS2002 **plus** an Optional module to the value of 15 credits from those listed above (including modules listed that are shared with another subject).

Students not taking their Independent Study in Media and Cultural Studies **must** take Optional modules to the value of 30 credits from those listed above. The Optional modules **must** be taken in different core areas (including those modules listed that are shared with another subject).

Minor Pathway Requirements at Level 5

Minor Pathway students must take 15 credits from the one (1) Mandatory module (MECS2001) **plus** an Optional module to the value of 15 credits from those listed above (including those shared with another subject).

In addition:

All Single Honours, Major, Joint and Minor Students at level 5, are permitted to choose Free Choice modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or from further Optional modules from Media and Cultural Studies as listed above (including the shared modules from other subject areas) subject to availability and satisfying any pre-requisites.

LEVEL 6

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory [M] or Optional [O])				Prerequisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations	Core Areas (P&I T&R C&A)
				Single	Major	Joint	Minor				
MECS3001	Closed	Independent Study (taken over one semester)	30	M	M	O		MECS2002	-	MECS3002	P&I T&R C&A
MECS3002	Closed	Independent Study (taken over two semesters)	30	M	M	O		MECS2002	-	MECS3001	P&I T&R C&A
MECS3003	Open	Gender, Feminism and Popular Culture	15	O	O	O	O	-	-	-	T&R C&A
MECS3004	Open	TV Times	15	O	O	O	O	-	-	-	T&R C&A
MECS3005	Open	Evil	15	O	O	O	O	-	-	-	T&R C&A
MECS3006	Closed	Extension Module in Media and Cultural Studies	15	O	O	O	O	#	-	-	NA
MECS3007	Open	Work Project Module	15	O	O	O	O	-	-	MECS2007, JOUR2007, JOUR3005	NA
MECS3008	Open	War, Democracy and the Media	15	O	O	O	O	-	-	MECS2008	P&I
MECS3009	Open	Media and the Developing World	15	O	O	O	O	-	-	-	P&I C&A

MECS3011	Open	Advertising, Consumption and Identity	15	0	0	0	0	-	-	-	T&R C&A
MECS3012	Open	Absence, Memory and Memorial in the Twentieth Century	15	0	0	0	0	-	-	-	T&R C&A
MECS3013	Open	Green Media	15	0	0	0	0	-	-	-	P&I T&R
AMST3003		The Western	15	0	0	0	0				T&R
DRAM3140	Open	Contemporary Television Drama	15	0	0	0	0	-	-	-	T&R
HIST3008	Closed	Hollywood Goes to War	15	0	0	0	0	-	-	-	P&I
HIST3012	Open	Propaganda and Politics in the 20 th Century	15	0	0	0	0	-	-	-	P&I
SOCG3034	Closed	Pornography, Men and Feminism	15	0	0	0	0	SOCG2001 or MECS2001	-	-	T&R C&A
SOCG3043	Open	Body and Society	15	0	0	0	0	-	-	-	T&R C&A
UMSC3010		Career and Personal Development	15	0	0	0	0				NA

Grade B- or above in any Level Five or Level Six optional module in the MCS Course

Core Key Areas

P&I = Production and Institutions, T&R = Texts and Representations, C&A = Consumption and Audiences

NA = Not Applicable

Single Honours Requirements at Level 6

Single Honours students must take 30 credits from the double Mandatory Independent Study module MECS3001 or MECS3002 over one or two semesters *plus* Optional modules to the value of 90 credits from those listed above, of which one (1) module *must* be taken in each of the three core areas, (including those modules listed that are shared with another subject).

Major Pathway Requirements at Level 6

Major Pathway students must take 30 credits from the double Mandatory Independent Study module MECS3001 or MECS3002 over one or two semesters *plus* Optional modules to the value of 60 credits from those listed above, of which one (1) module *must* be taken in each of the three core areas, (including those modules listed that are shared with another subject).

Joint Pathway Requirements at Level 6

Joint Pathway students *must* take 30 credits from an Independent Study module (either MECS3001 or MECS3002 or equivalent in their Joint subject)

Joint Pathway students who take their Independent Study in Journalism must take 30 credits from MECS3001/MECS3002 (30 credits), *plus* an **Optional module to the value of 15 credits** from those listed above (including those modules listed that are shared with another subject).

Joint pathway students who choose to place their Independent Study in their other Joint subject must choose Optional modules to the value of **45 credits** from those listed above, one module (1) of which must be taken in each of the three core areas (including those modules listed that are shared with another subject).

In addition, Joint Pathway students *must* take modules to the value of 30 credits from those **Optional modules listed above, or from their Joint Subject, or a combination of both subjects.**

Minor Pathway Requirements at Level 6

Minor Pathway students do not have any Mandatory module requirements at Level 6. However they must take 30 credits from two (2) Optional modules from those listed above, taken in different core areas (including those shared with another subject).

Appendix 2 – Grading Criteria

Grade	A+/A/A-	B+/B/B-	C+/C/C-	D+/D/D-	E Failing Work
Argument	Excellently argued. Able to analyse and synthesise arguments to reach their own independent conclusion.	Fairly well argued. Able to engage in some critical analysis and interpretation of arguments, but does not conduct their own independent analysis	Generally fairly well argued. Able to describe arguments and debates but describes and reports rather than conducting own critical analysis	Poorly argued. Able to describe some arguments and debates but there are gaps in the knowledge and understanding of the topic area	There is no clear, coherent argument formed. The debates and arguments are not clearly described or analysed
Research	There is evidence of excellent research. The arguments are supported by a wide range of appropriate sources which are excellently referenced and acknowledged in a bibliography	There is evidence of some good research. The arguments are generally supported by an appropriate range of sources which tend to be well referenced and mostly acknowledged in a bibliography	There is evidence of some research. The arguments are sometimes supported by appropriate sources which are sometimes referenced correctly, although there are some mistakes in the bibliography	There is an acceptable level of research at this level. There is some acknowledgement of sources but often not referenced correctly and often not acknowledged in the bibliography	Little evidence of research having been conducted. There are either inappropriate sources used or little acknowledgement of sources. Hence the arguments are not supported by appropriate referencing and there is an inadequate bibliography
Writing	Excellent clarity of expression, grammar and spelling. Writes in a fluent and coherent style	Good clarity of expression. Grammar and spelling are generally clear	Satisfactory expression. Grammar and spelling are usually clear although there are some errors.	Mostly acceptable expression. Some inaccuracies in grammatical structures and or spelling tend to detract from the assignment	Very poor clarity of expression. The assignment lacks a clear coherent structure and suffers from numerous grammatical and/or spelling errors
Comprehension	Clearly comprehends the assignment and gives original or creative response to task set	Comprehends the assignment and gives a critical response to task but does not involve their own interpretation	Comprehends the assignment fairly well and gives an adequate response, but largely descriptive	Some comprehension of the assignment. There are some gaps in the response, but it is adequate	Does not comprehend what was required by the assignment and the response is inadequate. They do not address the task set.