University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England Hong Kong Space CIDP
Delivery Location	Frenchay Campus, University of the West of England, Coldharbour Lane, Bristol BS16 1QY, England Hong Kong Space CIDP, 6/F, United Centre, 95 Queensway, Admiralty, Hong Kong
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Arts, Creative Industries and Education
Department responsible for programme	Arts and Cultural Industries
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	N/A
Highest Award Title	BA (Hons) Media Culture and Practice
Default Award Title	
Fall-back Award Title	
Interim Award Titles	BA Media Culture and Practice CertHE Media Culture and Practice DipHE Media Culture and Practice
UWE Progression Route	
Mode(s) of Delivery	Full time

Codes	UCAS: L6P3	JACS:
	ISIS2: L6P3	HESA:

Relevant QAA Subject Benchmark Statements	Communication, Media, Film and Cultural Studies		
First CAP Approval Date	1st June 2012	Valid from	September 2012
Revision CAP Approval Date	February 2016, March 2016	Revised with effect from	September 2015, September 2016
Version	2.2		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

To develop knowledge and understanding of a range of media forms, industries and processes and their role within contemporary culture and society.

To introduce students to a range of concepts, debates, theories and approaches appropriate to the study of media, culture and society.

To develop skills in research, critical analysis and communication appropriate for both academic and professional contexts.

To develop innovative media production and writing within a digital technical environment.

To enable acquisition of personal and transferable skills that will enhance students' readiness for graduate employment.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning outcomes	Teaching, Learning and Assessment Strategies
A: Knowledge and Understanding	
A Knowledge and understanding of:	**Teaching/learning methods and strategies:**
1. key aspects of the historical formation of contemporary forms of media and culture; 2. the evaluation and use of theoretical and interpretative frameworks for the study of media and culture in rigorous, systematic and imaginative ways; 3. the ways in which media communication and culture is produced and consumed in different professional and cultural contexts in everyday life; 4. approaches and methodologies for analysing and interpreting media texts in relation to diverse professional contexts and audiences; 5. the relationships between media, culture, and technology, and the role they play in citizenship, democracy and global systems of power; 6. media practice including cross-media forms of writing and production, within a critical and exploratory context; 7. the design and realisation of sustained critical and creative research projects; 8. relevant work environments including entrepreneurial and freelance skills;	*Knowledge and understanding is acquired through compulsory and optional modules at levels 1, 2 and 3. Compulsory modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below but most modules make additional contributions which are identified separately in the module specifications. The primary contributions of the compulsory and optional modules are identified below.* *Acquisition of 1 is taught throughout the programme.* *Acquisition of 2 is by the compulsory and optional modules:* Web Media (UPCPAR-30-2), Media Culture 1(UPCAFE-30-2) Media Culture 2 (UPCAFF-30-2), Screen Media (UPCA9B-30-2), and across all theory based modules at level 3. *Acquisition of 3 is developed throughout the programme from level 1 – level 3 and in particular in* Web Media (UPCPAR-30-2), Screen Media UPCA9B-30-2) Media Culture 2 (UPCAFF-30-2), Work Placement & Experience (UPCPMN-30-3) Acquisition of 4 is developed throughout all compulsory elements of the programme but also further honed through optional modules Photo Media (UPCPAU-30-2), Screen Media (UPCA9B-30-2) Web Media (UPCPAR-30-2), Video

9. the ways in which systems of media production and consumption work to promote or inhibit the wider goals of sustainability

Media (UPCAFJ-30-2) Acquisition at UWE of 5 is through the compulsory modules at level 1 and 2 and through optional modules at level 2 and across all modules at level 3.

Acquisition at UWE of 6 is introduced at level 1 through compulsory modules and then further developed through the compulsory and optional modules: Web Media (UPCPAR-30-2), Photomedia (UPCPAU-30-2) Video Media (UPCAFJ-30-2) Independent Production (UPCPCS-30-3) Work Placement and Experience (UPCPMN-30-3) Intensive Production (UPCAFC-60-3)

Acquisition at UWE of 7 is introduced through the compulsory modules at level 1 and developed through the compulsory and optional modules: Media Culture 2 (UPCAFF-30-2) Independent Production (UPCPCS-30-3) Intensive Production (UPCAFC-60-3) and all theory based modules at level 3.

Acquisition at UWE of 8 is provided by the compulsory and optional modules: Intensive Production (UPCAFC-60-3) Independent Production (UPCPCS-30-3) Work Placement and Experience (UPCPMN-30-3)

Acquisition at UWE of 9 is provided throughout the programme.

All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies, exercises and I.T. laboratory activities where appropriate. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden his or her individual knowledge and understanding of the subject.

Part 3: Learning Outcomes of the Programme

	Assessment *Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1-9), oral presentation (learning outcomes 1-9), tasks undertaken under examination conditions (learning outcomes 1-9).*

B: Intellectual Skills

B Intellectual Skills	**Teaching/learning methods and strategies:**
On completion of the programme students will be able to: 1. read academic and other texts carefully and critically; 2. analyse complex media products and cultural processes within their relevant contexts; 3. extract and present key ideas and significant content from complex material; 4. formulate research questions and, in the light of these, identify, organize diverse and complex discursive and numerical material i.e. locate, select, synthesis, précis and evaluate; 5. present complex ideas with clarity in writing, verbally, diagrammatically and by using other media; 6. construct coherent arguments	Intellectual skills are developed at levels 1, 2 and 3 through a range of learning approaches including lectures, seminars, workshops, group work, case studies, projects, exercises and I.T. based activities. **Outcome 1:** The student is introduced to the skills required at level 1 in all modules and these skills are developed through feedback, independent learning and through further reading exercises and research in level two compulsory and optional modules and with greater complexity at level 3 in all modules. **Outcome 2:** The student is introduced to foundational analytical approaches within all modules at level 1. At level 2 and three these are honed in all compulsory and optional modules in relation to specific subject specialisms. **Outcome 3:** The student is introduced to this skill at level 1 where formative assignments, group discussions, seminars and workshops are designed to support the development of this skill. In level 2 formative and summative assignments in all compulsory and optional modules hone these skills in both written and oral form.

Part 3: Learning Outcomes of the Programme		
7. reflect upon and articulate their own cultural identity and positioning in relation to increasingly cosmopolitan and global context; 8. develop critical and creative solutions in response to problems identified within their subject specialisms.	At level 3 there is far greater independence expected and the students will also be identifying and situating much more complex intellectual debates and traditions. **Outcome 4:** At level 2 the student is given a greater degree of autonomy in the development of research proposals. These are assessed in compulsory and option modules through project briefs and case studies. At level 3 the students will design and implement independent research projects in all modules with an increasing degree of engagement with professional contexts and standards of academic and practical work. **Outcome 5 & 6:** Students are developing this skill in all modules at all levels and assessed on this in a variety of modes – through oral presentations and through written assignments and digital media production. **Outcome 7:** Students are encouraged to develop this skill from level 1 through lectures, screenings, seminars and workshops facilitate discussion about representations of cultural identity and challenge these in relation to the students own 'lived experience'. They are provided with a range of examples and resources through which to begin to articulate this in discussion but also through their practical work at level 2 and increasingly in their practical and written work at Level 3. **Outcome 8:** at level 1 and 2 the students are presented with a range of briefs that increasingly require independent and creative thinking. They are particularly assessed on these in practical projects at level 1 and two. At level 3 these skills are particularly honed through larger scale more demanding practical and written projects where the student is expected to work independently alongside staff supervision. **Assessment**	

	A variety of formative and summative assessment methods is employed to demonstrate the acquisition of intellectual skills. These include reflective essays, learning diaries, research reports, presentations, practical projects, case studies and examinations
C: Subject, Professional and Practical Skills	

C Subject, Professional and Practical Skills	**Teaching/learning methods and strategies:**
On successful completion of this award students will be able to demonstrate the following skills: 1. A technical and creative confidence in the use of industry standard hardware and software in the production of one or more key digital media forms 2. A critical understanding of significant aspects of contemporary media culture, its institutions, economics, histories, geographies, politics, ethics, practices and lived experiences 3. The ability to initiate, plan and execute a substantial, innovative, project in cultural research or digital media production relevant to their chosen specialism 4. The understanding of, and ability to select and adapt, qualitative and quantitative research methods according to audience and context 5. The ability to work collaboratively in the production of cultural research and digital media production relevant to their chosen specialism	Core competences in selection, editing and manipulation of information are extremely valuable in the new knowledge based economy. Media Culture and Practice students are encouraged to identify the core transferable skills they learned over the three years and to articulate those in their CVs. These skills are acquired accumulatively through seminar discussion, tutorial guidance, workshops and feedback on assignments give to students across their programme of study. The acquisition of these skills will form the basis of level 1 and be elaborated primarily through practical project based modules at level 2 and specifically honed in more challenging modules at level 3. Students are encouraged to take work placements from the start of the programme. We use our own staff network to assist student placements across all areas of the Creative Industries. The Work Placement and Experience (UPCPMN-30-3) module provides further opportunities to enhance the development of these skills in more demanding and professional contexts. **Assessment** *A variety of formative and summative assessment methods is employed to demonstrate the acquisition of subject and*

Part 3: Learning Outcomes of the Programme		
6. The ability to produce cultural criticism and research in written, oral, and audiovisual form, using languages and conventions appropriate to audience and context, including rigorous citation and referencing **Specific Communication skills** Writing • with clarity • to a brief in different styles (depending on audience) copy-editing and proof reading editing, sub-editing and proof-reading Interviewing techniques (developing curiosity, competitiveness, social interaction) Blogging, tweeting and social networking Presentation Research skills (academic and professional) Analytical Criticism **Specific Technical skills** Multimedia software packages for editing, graphics and web media Lighting, sound recording, camera operation Data management and visualization Ability to filter key information from complex reports Basic understanding of statistical analysis, data synthesis	*professional skills. These include learning diaries, research reports, presentations, practical projects and case studies.*	

D: Transferable Skills and other attributes

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On successful completion of the programme students will be able to:

1. Communicate effectively in writing and verbally;
2. Engage with local and global issues both as citizens and apprentice professionals and so increase their intercultural awareness.
3. Engage with significant ethical issues raised by the changing nature of contemporary media and culture.
4. Work independently on complex tasks;
5. Organise and self-direct substantial projects;
6. Access and evaluate bodies of information from diverse sources;
7. Develop information literacy and numeracy skills
8. Manage time and work effectively within given limits;
9. Use appropriate information technology effectively for research, presentation, and media production;
10. Work as a supportive member of a team or group.
11. Demonstrate self-reflexivity in their own work and that of others

Specific Life Skills
Self-confidence
Self-expression Self-criticism
Networking - within industry/community Pitching ideas
Project management – work individually and within teams
Co-operation Time management
Criticality Analytical skills
Awareness of cultural diversity in global context

Teaching/learning methods and strategies

Teaching/learning methods and strategies
Transferable skills are developed through an integrated programme of learning which is built into all compulsory modules at levels 1, 2 and 3. Additional support is given by the optional modules at levels 1, 2 and 3.

UWE's **Graduate Development Programme** is embedded within key modules across all three levels. At Level One the focus is on study skills, so particular sessions on researching, referencing and other academic writing and presenting skills will be timed to link to particular assignments. At levels 2 and 3 the focus is still on embedded sessions linked to developing academic skills although these sessions are combined with sessions focusing on employability skills. At level 2, students receive advice and guidance on volunteering in order to gain key skills and experiences and relevant work experience. At level three, there are sessions specifically aimed at 'life after university' - such sessions typically include CV workshops, presentation skills and workshops to identify key skills and attributes, often run with both academic tutors and careers advisers. External speakers and alumni from a wide range of creative and cultural industries are invited to speak to students across all three years of the programme.

Assessment
Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, case studies, live briefs, practical projects, self-assessment, tests, presentations, and research essays

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY

		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UPCAKG-60-1 Contemporary Digital practice UPCAL5-30-1 Experience and Identity UPCAL6-30-1 The City, Modernity and Network Culture	There are no optional modules at this stage of the award.	CertHE Credit requirements: 120 UWE credits at the appropriate level

		Compulsory Modules	Optional Modules	Interim Awards
	Year 2	UPCAFE-30-2 Media Culture 1 UPCAFF-30-2 Media Culture 2	Students must take one or two of the following; UPCPAU-30-2 Photomedia UPCPAR-30-2 Web Media UPCAFJ-30-2 Video Media If students take only one From above, they must take the following module: UPCA9B-30-2 Screen Media	DipHe Credit requirements: 240 UWE at the appropriate level

		Compulsory Modules	Optional Modules	Interim Awards
Year 3		There are no compulsory modules at this level	Students should take 120 credits from the list below Not all modules will be offered in any one year. **Please note UPCPCS-30-3 & UPCAFC-60-3 are excluded combinations.** UPCPCS-30-3 Independent Production UPCAFC-60-3 Intensive Production UPCPMN-30-3 Work Placement & Experience UPCPCU-30-3 MCS Dissertation UPCPBQ-30-3 Photography and Visual Culture UPCAGV-30-3 Urban Cultures and Modernity UPCAGW-30-3 Games, Simulation and Media UPCPCQ-30-3 Youth Culture and Consumption	**Pre-requisite requirements** 200 UWE credits at the appropriate level Awards: Target/highest title: BA (Hons) Interim title: BA Credit requirements: BA (Hons): 360 UWE credits at the appropriate levels BA: 300 - 340 credits at the appropriate levels

GRADUATION

Part 5: Entry Requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels
Tariff on entry is a minimum 280 tariff points. English minimum Grade B
GCSE. BTEC – Minimum of DDM (280 UCAS Tariff points)

Part 5: Entry Requirements

Irish Highers – A minimum of 280 UCAS Tariff points from at least 3 Irish Highers at grade C3 or above

Access Courses – Achievement of the Access to HE Diploma; achievement of level 2 credits in English Language.

Baccalaureate – European : Minimum Overall average of 76%.

International Baccalaureate: Minimum equivalent to 280 UCAS Tariff points.

Entry at levels 2 and 3

The programme supports direct entry at level 2 and 3 using AL and AEL processes where appropriate.

If English is not your first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test, NEAB or Cambridge Proficiency grade C are required.

Entry at levels 2 and 3
The programme supports direct entry at level 2 from Diploma in or equivalent.

Part 6: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy
The programme encompasses a range of **assessment methods** including exams, presentations, reports, dissertation and portfolio that combine practical and written coursework. There are detailed in the following assessment map;

Assessment Map for BA (Hons) Media Culture and Practice

		Type of Assessment*						
		Unseen Written Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Level 1	**UPCAKG-60-1 Contemporary Digital Practice**				A (40)	A (60)		
	UPCAL5-30-1 Experience & Identity		A (20)		A (30)			A (50)
	UPCAL6-30-1 City, Modernity & Network				A (40)			A (60)

Part 6: Assessment

Level	Module							
	Culture							
Level 2	UPCAFE-30-2 Media Culture 1							A (100)
	UPCAFE-30-2 Media Culture 1				A (25)	A (75)		
	UPCA9B-30-2 Screen Media		A (25)		B (25)	B (50)		
	UPCPAU-30-2 Photomedia				A (33)	A (34)		A (33)
	UPCPAR-30-2 Web Media				A (10)	A (15)	A (50)	A (25)
	UPCAFJ-30-2 Web Media				A (10)	A (15)	A (45)	A (30)
Level 3	UPCPCU-30-3 Dissertation						A (100)	
	UPCPCS-30-3 Independent Production				A (40)	A (60)		
	UPCAFC-60-3 Intensive Production				A (20)	A (80)		
	UPCAGW-30-3 Games, Simulation & Media			A (25)		A (75)		
	UPCAGV-30-3 Urban Culture & Modernity	A (35)		A (25)	A (40)			
	UPCPBQ-30-3 Photography & Visual Culture	A (30)				B (70)		
	UPCPMN-30-3 Work Placement & Experience				A (40)	A (20)	B (40)	
	UPCPCQ-30-3 Youth Culture and Consumption	A (30)			B (70)			

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

UNDERGRADUATE PROFILE:

Our degree students understand that communications and media are at the heart of culture, politics, the economy and society in the 21st century. They fully appreciate the opportunities and wider implications that come with expanding their understanding in this field in a period of

rapid change as the digital revolution accelerates, bringing with it new challenges that affect every aspect of our lives. They also recognize the value of having studied media and culture in a global context and it is this breadth that will inform their future career choices.

Our students appeal to potential employers is that they could fit into a range of professional roles at entry level and also have the potential to develop more specialist skills as their career develops. Not only have they developed their functional knowledge that underpins a sound understanding of media and culture, they have also developed the strategic thinking, intercultural communication skills and other transferable skills that equip them to develop into an effective, confident, reflective manager in a range of occupations.

Our students may also go on to a graduate traineeship, or continue with more specialized postgraduate study to develop higher level skills in a particular field or profession.

At UWE, in addition and supporting the student's progression from level 1 to level 3, all students will have the opportunity to participate in the University's Graduate Development Programme (GDP) (for the generic UWE GDP specification see www.uwe.ac.uk/gdp). GDP lasts throughout the student's programme of study and each level focuses on different aspects of the student's overall development. For example, level 1 focuses on developing the students' learning styles and approaches to learning, whereas employability is the predominant focus at level 2.

Description of Distinctive Features and Support

- Central engagement with the contemporary media and culture in its local, national and global contexts
- Innovative approaches to critical and creative learning, including blended learning, student-led research and extensive field-work.
- Comprehensive handbooks, readers, manuals, and online resources for all modules Tutorials and online forums for student support and communication
- Industry standard specialist media production facilities and resources. Expert technical instructors
- Strong links with the regional media, cultural and creative industries Work placement and experience opportunities
- A wide range of teaching and learning strategies and modes of assessment
- A strong emphasis on the development of technical, critical and creative skills and aptitudes.

TEACHING, LEARNING AND ASSESSMENT

At UWE the teaching, learning and assessment strategy encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. The UWE 'blend' consists of face to face learning in large and small groups (lectures, seminars,

reading groups and workshops) supported by on-line learning through the institutional Virtual Learning Environment and bespoke module websites, together with exposure to real life examples through case studies, field trips and guest lectures. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three. Workshops and field trips develop students understanding of the historical, social, cultural and political-economic contexts in which their immediate experiences are placed, through collaborative research practice, media practice, analysis and reflection. By level three these workshops and field trips are much more tightly focussed around specific student projects.

Reading groups start by introducing basic but influential concepts and frameworks which students can debate and discuss and start to correlate with their own findings. These centre around questions of how to define and identify media and culture. At level three these reading groups facilitate engagement with more complex materials and are more closely tailored to the students' own research interests and ongoing projects.

Lectures show by example various techniques of explanation, argument, close analysis and connective thinking, and help students to identify the range of issues and objects of study they can examine during the course of their degree. At level three these lectures (including guest speakers from a range of professions and industries) will increase in complexity and introduce more direct engagement with professional contexts and expectations both in terms of academic scholarship and practical projects.

Seminars provide opportunities for the students to engage directly with the lecture, reading and screening materials and to develop their skills in articulating their understanding and for the development of oral skills in debate and discussion.

Screenings expand students' knowledge of key moments in film and media history and offer exemplars for their own practice. They may also offer visual materials that enhance and diversify students' understanding of broader cultural and historical forces and processes both locally and globally.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage critical creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways. Teaching is based on research literature, professional experience and significant use of debate and discussion. Through discussion and through written feedback students are challenged to defend their thinking.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

   test the students' ability to integrate concepts, theories and practice;
   ascertain their learning strengths and weaknesses and continuing development needs;
   provide opportunities for formative assessment and feedback;
   expose them to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The Award specified supports the University Academic Regulations and Procedures and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, portfolios of

small experimental practical and written assignments, self-evaluations, individual and group projects and supervised mini-projects, practical projects, critical diaries, dissertations and work-based learning reports.

LEARNING RESOURCES
Students benefit from an enriched taught curriculum through high level research and engaged knowledge exchange undertaken by the staff teaching on the programme. In addition, they are taught by an experienced, international staff of media practitioners. They are also taught by expert technical support staff. The library resources (physical and online) are excellent, having been in development since the early 1990s when UWE's media course was introduced and continually updated to ensure that students have access to up to the minute academic and professional research publications relevant to their subject specialisms. Geographically students will benefit from learning in the centre of the South West's creative and cultural industries. In addition, students will benefit from work placement and knowledge exchange links with Bristol's local and regional media including the Bristol Evening Post (Northcliffe), BBC Bristol Television, BBC Bristol Radio, the Watershed and Arnolfini arts and media centres, the Pervasive Media Studios and the concentrated clustering of independent creative and media companies within the region. Students on this programme also directly benefit from the research and knowledge exchange generated through the highly successful Digital Cultures Research Centre (www.uwe.ac.uk/research/dcrc). Lead researchers regularly contribute to the teaching on the programme and are directly involved in the process of curriculum review and innovation that ensures that this award responds to technological, cultural and social change.

Media production facilities at UWE have a phased programme of upgrading and co-location to meet contemporary professional standards and to replace the already extensive facilities at the St Matthias and Bower Ashton campuses. This includes industry standard studios and editing suites, potable camera, lighting and sound recording equipment, multimedia computer labs with industry standard software.

STUDENT SUPPORT AND GUIDANCE
Student support is provided at UWE by all academic staff, and module leaders in particular for or all issues relating to the content and delivery of the module. Additional support and guidance is provided by Programme Managers and Year Tutors who are also responsible for ensuring both the collection of and response to student feedback using student representatives and

Programme Management Committees. The University's Graduate Development Programme offers tailored student support focusing on academic study skills and employability. Further support is provided through the One University Administration, including the Programme Administrators, and Student Advisers. Where necessary, student advisers can provide timely, accurate and confidential advice on all aspects of the provision. This may include advice relating to fees, assessment arrangements, late work and extenuating circumstances procedures, option choice, timetabling, examination and progression counseling, as well as where and how to access the support provided by the University

The Global Student Support team provides information and advice as well as social events and activities to assist international students in adapting to life in the UK. These include a 'global guide' mentoring team, an additional induction week, and the provision of specific literature and language and academic writing programmes to assist with their study. Further support is provided by the Faculty's International Student Coordinator.

All students have a formal induction process to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. We offer students regularly updated guides to university policies and procedures as well as advice on where

Part 7: Student Learning

to find further online and face to face sources of support. There are a range of central services offered to all students. These include: Accommodation services, the Health and Wellbeing Centre, for support on emotional and well being issues, the Advice and Enquiry centre for queries relating to fees and funding, and central advice and information on careers, volunteering, and internship opportunities. The university has a range of sports facilities, and libraries on each campus with study zones and assistive technology for disabled users. The Living Centre offers inclusive, pastoral care to students of all faiths.

There are also opportunities to join the Centre for Performing Arts, and an active and inclusive Student Union, which runs its own student newspaper and radio station.

Students seeking employment opportunities during their studies have access to UWE Careers consultants and are also encouraged to develop valuable skills by volunteering within the Community.

The University's Disability Resource Service offers holistic support for disabled students and can provide specialist help and advice on funding and resources. The Disability Service works with teaching staff in order to provide effective support for individuals and offers a coordination service for support workers. The service also coordinates staff development on disability issues and provides information and advice to academic, administrative and support staff, and to students.

Part 8: Reference Points and Benchmarks

UWE
University Mission and Vision The university strategy guiding developments at Faculty level are at this link http://www1.uwe.ac.uk/aboutus/visionandmission/strategy/strategydocuments.aspx

Subject benchmarks Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations for Communication, Media, Film and Cultural Studies. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices.

SEEC Southern England Consortium for Credit Accumulation and Transfer Credit - Level Descriptors have been consulted in the design of the learning outcomes. These can be found at www.**seec**.org.uk/.../**seec**-credit-**level**-descriptors-2010-revised-2004

UWE teaching and learning policies: A full description of the regulations and policies governing student learning and teaching can be found at http://acreg.uwe.ac.uk/

S*taff research and professional expertise:* All members of the Media Culture and Practice teaching team are engaged in research or professional practice and engage with a wide range of professional contacts and published work to inform the academic content of this programme.

Employer interaction/feedback: Staff are actively involved in their own practice and knowledge exchange activities with partnerships across a broad range of commercial and non-commercial organisations within the fields of media, cultural sector and the creative industries.

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 and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.