

Appendix A: Programme Specification (PSP) and Curriculum Map

1. GENERAL INFORMATION

1. Programme Title:	Media and Communication
2. Final Award:	BA (Hons) Media and Communication
3. Exit Awards:	Cert HE untitled/ Dip HE untitled/ BA Media and Communication
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	October 2018
6. School:	Glasgow School for Business and Society
7. Host Department:	Media and Journalism
8. UCAS Code:	PP93
9. PSB Involvement:	
10. Place of Delivery:	Any GCU Campus
11. Subject Benchmark Statement:	QAA Communication, Media, Film and Cultural Studies October 2018
12. Dates of PSP Preparation/Revision:	September 2023

2. EDUCATIONAL AIMS OF THE PROGRAMME

An introduction should be included here which describes the overall aim of the programme together with the educational aims of the programme at the exit points

Students will be able to identify enterprising and responsible leadership behaviours and apply this knowledge to a programme specific business/societal issue or challenge in an ethical and entrepreneurial way. The programme aims to offer foundational skills and knowledge in the subject of media and communication complimented alongside the optionality to specialise in a specific area of the media mix, e.g. public relations or journalism, or to adopt a portfolio approach and study a range of complementary modules essential for modern communication, media and creative industries sectors, e.g. languages, digital media literacy, etc.

The aim of the honours pathway is to provide a substantive, honours degree level education in Media and Communication within the context of an appropriate exposure to wider subjects and to undertake a substantial research project and substantial practical project which together can be used as a portfolio to show potential employers.

The programme adheres to the latest QAA Benchmarks for all Communication, Media, Film and Cultural Studies (2016) where all graduates within these fields should display:

- coherent knowledge of the communication, media, film and cultural forms and processes chosen for study within their degree programme
- understanding of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these
- skills in critical analysis, research, production and communication appropriate to the learning tasks set by their programme, as well as an array of generic and creative skills.

The broad nature of programmes and their respective compositions is acknowledged by the QAA under this subject benchmark.

The aim of this Media and Communication programme is to provide students with a critical understanding of the media industries, incorporating a balance of theoretical and practical

studies, whilst gaining a comprehension of the business contexts, as well as the specialist and transferable skills needed to perform as professionals within and outwith the industry. The programme gives students the opportunity to critically analyse the ways in which the media industries shape contemporary culture and society and to learn and develop the creative and practical skills necessary to succeed in the multi-faceted and converged media environment. The programme also examines the on-going changes that continue to affect the media and communications environment. This includes examining areas such as: technological, political, social, environmental and other forces, which are located within the historical evolution of communication and media studies, and combined with social science perspectives, humanities and critical and cultural theories. Therefore, for its educational aims, this programme adopts many of the indicative learning outcomes of the QAA Benchmark for Programmes in Communication, Media, Film and Cultural Studies (2016):

- i. knowledge of the central role that communications, media, film and cultural agencies play at local, national, international and global levels of economic, political and social organisation, and the ability to explore and articulate the implications of this
- ii. awareness of the history and context of their particular objects of study
- iii. knowledge of appropriate research practices, procedures and traditions, and some awareness of their strengths and limitations
- iv. awareness of the diversity of approaches to understanding communication, media, film and culture in both historical and contemporary contexts, and of the uses and implications of these approaches
- v. knowledge of a range of texts, genres, aesthetic forms and cultural practices, and the ability to produce close and informed analysis of these
- vi. engagement with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication
- vii. understanding of production processes and professional practices within media, cultural and communicative industries
- viii. critically informed competencies in the management and operation of production technologies, procedures and processes
- ix. the ability to engage with and to advance creative processes in one or more forms of media or cultural production
- x. knowledge of a range of communicative situations and cultural practices, along with the ability to produce detailed analyses of these, and to make comparisons and connections
- xi. the ability to consider critical, ethical, and analytical views other than their own, and exercise a degree of independent and informed critical judgement in analysis
- xii. the ability to work across a variety of group and independent modes of study, and within these to demonstrate flexibility, creativity and the capacity for critical self-reflection
- xiii. the ability to use their knowledge and understanding of communication, cultural and media processes as a basis for the examination of policy and ethical issues, and intervention whether in the public domain or in other aspects of democratic participation and citizenship.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A Knowledge and Understanding:

- A1 the roles of communication systems, modes of representations and systems of meaning in the ordering of societies
- A2 the economic forces that influence and frame the media, film, cultural and creative industries, and the role of such industries in contemporary political and cultural life
- A3 the roles that media, film and cultural institutions play in different societies

- A4 particular media forms and genres, and the way in which they organise understandings, meanings and affects *and* the role of changing technology in media production, content manipulation, distribution, access and participation.
- A5 the dynamics of public and everyday discourses in the shaping of culture and society
- A6 the role of public and private regulation of the practices and products of media and film.
- A7 Responsible leadership behaviours, policies and practices to address business/societal challenges in an enterprising, ethical and entrepreneurial manner

3B Practice: Applied Knowledge, Skills and Understanding:

- B1 the processes linking pre-production, production, distribution, circulation, reception and use
- B2 key production processes and professional practices relevant to media, film, cultural and communicative industries, and ways of conceptualising creativity and authorship
- B3 professional and occupational codes and practices in cultural production, distribution and reception *and* the legal, ethical and other regulatory frameworks, including the intellectual property framework, that are relevant to media and cultural production, manipulation, distribution, circulation, and reception
- B4 how work is organised in the 'creative industries' whether individually or collaboratively
- B5 how media products and platforms might be understood within broader concepts of culture
- B6 the ways in which data are stored, organised and used and the social and political implications thereof

3C Generic Cognitive Skills:

- C1 engage critically with major thinkers and debates within the field, putting them to productive use
- C2 understand forms of communication, media, film 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
- C3 comprehend how different social groups variably make use of, and engage with, forms of communication, media, film and culture
- C4 make critical judgements in the understanding and evaluation of these forms
- C5 consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates
- C6 appreciate and apply ethical consideration and judgement to analysis of production, distribution and consumption in communication, media, film and culture.

3D Communication, Numeracy and ICT skills:

- D1 locate, retrieve, evaluate and draw upon the range of data, sources and the conceptual frameworks appropriate to research in the chosen area
- D2 draw on the strengths and understand the limits of the major quantitative and/or qualitative research methods, and be able to apply this knowledge critically in their own work
- D3 draw on and evaluate and apply research enabled by established and emergent technologies
- D4 produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved
- D5 employ production skills and practices to challenge or advance existing forms and conventions and to innovate
- D6 be adaptable, creative and reflexive in producing output for a variety of audiences and in a variety of multi-platform media

3E Autonomy, Accountability and Working with Others:

- E1 critically appraise public debate relevant to communications, media, film and culture
- E2 analyse how media and cultural policies are devised and implemented, both nationally and internationally, and the ways in which citizens and diverse communities, as well as organisations do, or can, play a part in shaping them
- E3 analyse the role which community and participatory media forms do or can play in contributing to cultural debates and the contesting of power

- E4 understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.
- E5 Regularly undertake both individual and group work at all levels of the programme with appropriate self and peer evaluation measures respectively
- E6 Regularly undertake work and assessment which is informed by, assessed by or set and commissioned by industry bodies, e.g. SMEs, Third Sector, BBC etc.

*Insert the **Strategy for Learning** ([Strategy for Learning 2015-2020](#)) for the programme and provide details on how the above Learning Outcomes will be developed, demonstrated and assessed, including how transferable skills are incorporated. This section should also demonstrate how the achievement of the Common Good Attributes ([Common Good Attributes](#)) is embedded in the programme.*

The SfL for the programme is designed specifically to meet the overall educational aims of the programme as well as the specific learning outcomes expected of students. The teaching/learning approaches – while pedagogically varied – are all student-centred, practical, participative and relevant to the needs of the student, taking into account the availability of resources and effective use of the time available. These methods in conjunction with traditional approaches to student centred learning allow students to engage with learning and move from being a passive receiver of knowledge towards a more independent learner. Many of the media modules demonstrate ‘active learning’ by having students apply theories and concepts to texts, cases or in the creation of practical projects. These methods also allow students to generate and critically evaluate theory and practice demanded by industry, resulting in students progressing through their studies, culminating in the final dissertation and practical media projects respectively.

It is a programme that is informed academically by media studies, social science, humanities and cultural and critical analyses. It is equally driven by the fast-paced industry knowledge required in the sector(s), and committed to providing a professional practical and active learning pedagogy at every level of the programme. This mix of theory and practical experience has been the unique spine of media and communication at GCU for much of its existence since the 1980s. Its long history also helps maintain the programme as an industry-facing mode of study. This combination of tradition exploring communication in all forms and how it impacts on individuals and societies while exposing students to professional practice and behaviours expected in public facing roles and in production means that our learning and teaching strategy fully supports the rationale to have GCU’s common good characteristics ‘act as guiding principles for all aspects of Programme and University QEA activity and associated behaviours’ (QEAH, 2016:8).

The programme does not have examinations but offers a blend of theory, practice, professional, workshop and team-based learning throughout its modules.

Learning and Teaching Technologies

The programme team includes the Department’s Blended Learning Lead, as well as Senior lecturers who regularly deliver Staff Development Sessions on a multitude of digital applications, platforms and methods, from Rubrics and Innovative Assessment to Prezi and Socrates. The media and journalism staff have been forward thinking in terms of blended learning; being among the first to use Turnitin in the University. Staff regularly deploy Wikis, blog assignments, Twitter, Padlet, audio feedback. Some staff are also now using our 360 cameras to record their lectures which has been popular with the students who have experienced this version of lectures in VR so far.

It is our desire to also enhance the digital capabilities of the students on the programme by being able to deliver in another cycle what has already been delivered for the first time in this one: two full year-long study subjects in the areas of Broadcast and Online Production 1 and 2. These make sure the students are competent videographers by the end of their second year, and this is a vital digital skill for the media and communication industries (and increasingly in other industries), making it a beneficial graduate skill overall. We will continue to allow the students to evolve those skillsets with the pitching to industry element in Media Industries 2 and then again in other modules like Creative Advertising and PR: Campaigns and Proposals where students are encouraged to use all of their digital

production skills, most recently with using 360 cameras for Public Relations campaigns on social media. In particular, we will seek to develop the synergy of creativity and digital skills in the Creativity for Media module. This is what the sector requires according to Russell Walker's Market Analysis: BA Media & Communication, 2017.

Strong Research Active- and Industry-Active/Experienced Team

As noted above we have many active members involved in international research and these research areas are also underpinned with the University's research themes which help with the design of the modules and the programme itself when it comes to our learning and teaching strategies. Links with research are multiple and wide-ranging. Our programme is delivered by staff with excellent research outputs, having submitted to a higher percentage of quality journals than Stirling in the REF 2014. Dr Andrew McWhirter, Dr Catriona Miller, Professor John Cook, Dr Helena Bassil-Morozow, Dr Douglas Chalmers and Professor Hugh O'Donnell all publish regularly and use their research to shape their teaching in either core or option modules on the programme. Publishers and journals of note include Taylor & Francis, I.B. Tauris, The Journal of British Cinema and Television, The Radio Journal; International Studies in Broadcast and Audio Media; and the Catalan Journal of Communication and Cultural Studies, Screen, Journalism Practice, International Journal of Jungian Studies and more.

In much the same way these researchers use their work in the learning and teaching strategies on their modules many of the staff are also experienced in industry and some still operate as working video producers, journalists and in public relations. This is a twofold approach which keeps our content robust and our learning and teaching approaches up-to-date and 'real world' and therefore of most use to our students. Those students also benefit from many industry opportunities, such as work experience with BBC or STV, local radio and production houses or with SMEs or Third Sector. The programme is also heavily involved with student media such as Radio Caley and The Edit. Staff on the programme also regularly attend relevant CPD such as Mobile Journalism training at the BBC, or Grit Professional Development and Leadership training and also periodic industry and government events such as The Media Production Show, or Scottish Parliament panels and sessions.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SHE1 Level

Module Code	Module Title	Credit
	Broadcast and Online Production 1	20
M1P325448	Media Analysis 1	20
M1P325447	Media Industries 1	20
M2P325452	Introduction to Public Relations	20
	Fundamentals of Financial Management	20
	GCU/GSBS/Media and Journalism Option	20
	Options:	
	M1P525449 Newswriting and Journalism	
	Foundations in Psychology	
	Principles of Marketing	
	The Business of Social Science	

120

Languages modules according students' prior language experience. French, Spanish, German and Italian are offered; all languages modules follow the same format.

(Students can take one language per academic term)

French Language – Introductory and Preliminary 20

Spanish Language– Introductory and Preliminary 20

Italian– Introductory and Preliminary 20

German – Introductory and Preliminary 20

Exit Award – Certificate of Higher Education

SHE2 Level

Module Code	Module Title	Credit
	Broadcast and Online Production 2	20
	Media Industries 2: Enterprise & Employability	40
	Creativity for Media	20
	GSBS/Media and Journalism Option	20
	GSBS/Media and Journalism Option	20

Options:

M2P524021 Reporting & Newspaper Journalism
M2P524020 Feature Writing & Magazine Journalism
M2P322875 The Business of Music
Event Delivery and Management
Culture and Society
Sport Management
Consumer Buying Behaviour
Brand Management

Languages modules according students' prior language experience.
French, Spanish, German and Italian are offered; all languages modules follow the same format.

(Students can take one language per academic year)

French Language – Introductory and Preliminary 20

Spanish Language– Introductory and Preliminary 20

Italian– Introductory and Preliminary 20

German – Introductory and Preliminary 20

Exit Award – Diploma of Higher Education 240

SHE3 Level

Module Code	Module Title	Credit
MHP322856	Media Ethics	20
M3P323254	Media Analysis 2: Enterprise & Employability	20
M3P322879	Public Relations: Campaigns and Proposals	20
New Module	Business Research Methods: Theory and Practice	20
	GSBS/Media and Journalism Option	20
	GSBS/Media and Journalism Option	20

Options:

M3P322872 TV Drama
M3P322859 Analysing Music Media
M3P324427 Creative Advertising
M3P322858 Dramatic Writing
M3P320712 European Film History
M3P325445 Introduction to Podcasting
International Marketing Communications
Communications Law and Regulation
MHP324508 Fan Cultures

Languages modules according students' prior language experience.
French, Spanish, German and Italian are offered; all languages modules follow the same format.

French Language – Intermediate general 20

Spanish Language– Intermediate general 20
 Italian– Intermediate general 20
 German– Intermediate general 20

Exit Award – BSc or BA

360

SHEH Level

Module Code	Module Title	Credit
MHN222557	Dissertation	40
MHP330314	Media Project	40
	GSBS/Media and Journalism Option	20
	GSBS/Media and Journalism Option	20

Options:

MHP324507 Digital Media & Society
 MHP322880 Scotland, the Media & National Identity
 MHP330315 Film Theory Goes to the Movies
 MHP522878 Arts & Entertainment Journalism
 MHP324508 Fan Cultures
 Global Sport
 The Body, Identity and Society
 Crime, Media and Culture
 Event Tourism in Context
 Global Brand Marketing
 International Advertising Strategy

Languages modules according students' prior language experience.
 French, Spanish, German and Italian are offered; all languages modules follow the same format,
 French Language – Professional 20
 Spanish Language– Professional 20
 Italian–Professional 20
 German– Professional 20

Exit Award – BSc (Hons) or BA (Hons)

480

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Academic Advisers (PPACT)
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication

- GCU Student Association
- GCU Alumni Association

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Entry to the programme will normally be on the basis of a candidate having achieved

Scottish Higher: ABBBB (Grade Specific – no equivalent UCAS tariff), including English OR Media Studies A-Levels: BCC or equivalent HND entry to SHE Level 3 relevant subject area, e.g. Communication, Advertising and Public Relations, with AB/BA in Graded Units

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5).

Flexible Entry - Credit Transfer and RPL:

An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Evaluation Survey
- Student Experience Survey
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Learning, Teaching and Quality Committee (LTQC)
- School Board (SB)
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group

- Student representation on Programme Board
- Student representation on School Learning, Teaching and Quality Committee
- Student representation on School Board
- Module Evaluation Survey
- Student Experience Survey
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income
- High percentage of staff with industry experience, PhDs or teaching qualifications and in a few instances all three combined
- Assessment carried out with industry support on media industry and Public Relations modules
- Membership of Public Relations and Communications Association
- Membership of the Digital Production Partnership
- Executive Board on the Creative Media Network (Scotland)
- Founding member of the BAFTA albert in Education Partnership

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

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 assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: 1 August 2018

