Bournemouth University

Faculty of Media and Communication

Communication and Media, and English Framework

BA (Hons) Communication and Media
BA (Hons) English

FRAMEWORK / PROGRAMME SPECIFICATION

Version number: 2.13-0921

Document date: November 2021

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Document date: July 2015

Circulation: General

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BASIC FRAMEWORK / PROGRAMME DATA

Originating institution(s)	Bournemouth University
Award(s) and title(s)	BA (Hons) Communication and Media BA (Hons) English DipHE Communication and Media DipHE English CertHE Communication and Media Cert HE English
UCAS Programme Code(s) (where applicable and if known)	P300 Media Studies Q300 English Studies
HESA JACS (Joint Academic Coding System) Code(s) per programme/pathway	*Select all appropriate JACS Codes from list available at HESA - Higher Education Statistics Agency - Full JACS3 Listing* P300 Media Studies Q300 English Studies
External reference points(s)	The UK Quality Code for Higher Education: - Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications, Foundation Degree qualification benchmarks and subject benchmark statements - Chapter A2: Degree-awarding bodies reference points for academic standards (October 2013) - Chapter A3: Securing academic standards and an outcomes-based approach to academic standards -
Professional, Statutory and Regulatory Body (PSRB) links	N/A
Place(s) of delivery	Bournemouth University, Faculty of Media and Communication
Mode(s) of delivery	Full-time Full-time sandwich Part-time
Credit structure	Level 4 120 (60 ECTS) Level 5 120 (60 ECTS) Level 6 120 (60 ECTS)
Duration	Full-time: 3 years Full-time sandwich: 4 years Part-time: 6 years
Date of original approval(s)	BA (Hons) Communication 1990 BA (Hons) Communication and Media 2003 BA (Hons) English 2009
Date of first intake	September 2015
Student numbers	BA (Hons) Communication and Media - Minimum : 75 - Optimum: 90 - Maximum: 100 BA (Hons) English - Minimum: 30 - Optimum: 50 - Maximum: 60
Placements	4 weeks (standard) or minimum of 30 weeks (sandwich) compulsory
Partner(s) and model(s)	N/A

Date and version number of this Framework/Programme Specification	Version 2.12-0921
Student intake(s)/cohort(s)	September 2020

This Framework Specification was approved in June 2015 following revalidation by Academic Standards Committee.

Unique reference numbers:
E1415033
P1415 24
BU 1617 01, approved 24/02/2016. Previously v2.1-0916
P1617 04, approved 16/08/2017. Previously v2.2-0917
FMC 1718 07, approved 01/11/2017. Previously v2.3-0918
BU 1819 01, approved 14/11/2018. Previously v2.4-0918
FMC 1819 21, approved 04/08/2019, Previously v2.5-0919
FMC 2021 01, approved 23/09/2020, Previously v2.6-0920
BU 2021 01, approved 30/09/2020, Previously v2.7-0920
FMC 2021 07, approved 17/12/2020, Previously v2.8-0920
FMC 2021 14, approved 25/02/2021, Previously v2.10-0920
FMC 2021 20, approved 26/04/2021, Previously v2.10-0920
FMC 2021 30, approved 23/06/2021, previously v2.11-0921
FMC 212204 approved 11/2/22, previously v2.12.09-20
EC212211, approved 10/2/22, no change to version number

AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the Communication and Media and English Framework
- Specify the programme degree names within the Framework
- Identify programme and level learning outcomes
- Outline the teaching, learning and assessment methods utilised
- Articulate the regulations governing the awards offered through this Framework

PROGRESSION ROUTES

Bournemouth University International College (BUINTCOL)

Students who have successfully completed the Foundation Certificate in Media and Communication Level 3 with a 50% course average and an English exit of 65% with a minimum of 60% in each component will be automatically accepted for entry with advanced standing to the BA (Hons) Communication and Media or BA (Hons) English programme and credited with 120 credits at Level 4, 5 and 6.

This framework is user-friendly to the international college arrangements. Students will also be alongside other international students as BACOM has traditionally attracted students from around the world and have led the Study Abroad agenda at BU.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation route for this framework may be subject to change. Where this happens, students will be informed and supported by the Faculty as early as possible.

ACADEMIC AND PROFESSIONAL CONTEXTS

The framework offers a multi-disciplinary approach to the study of Communication, Media, and English for students who hope to work in the communication industries. It combines approaches from the humanities and social sciences to provide a central core of media units together with distinctive units on separate Communication and English pathways.

The BA (Hons) Intended Learning Outcomes align with the Level 4/C, 5/I and 6/H descriptors of the FHEQ. Thus the programme requires students to demonstrate:

i) A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of professional practice.

ii) A comprehensive understanding of techniques applicable to their own advanced scholarship.

iii) Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

iv) Conceptual understanding that enables students to evaluate critically current research and advanced scholarship in the discipline, and evaluate methodologies and develop critiques of them.

The ***BA (Hons) Communication and Media*** degree aligns with the Subject Benchmark Statement for Communication, Media, Film and Cultural Studies, especially its expectation that programmes in the subject area should engage in “forms of pedagogy that place emphasis on developing critical and creative independence, flexibility, sensitivity to audience and self-reflexiveness across individual and group work, and critical and production work”. These programmes should share in the aim of “producing graduates who have an informed, critical and creative approach both to understanding media, culture and communications in contemporary society, and to their own forms of media, communicative and expressive practices”. In line with the SBS, BACOM has aimed to develop intellectual and analytical skills, research skills, journalism production competencies, creativity and innovation, and an understanding of the social, political and economic context of communication, together with a range of generic skills including team working, research, communication and IT.

The curriculum of BACOM seeks to develop knowledge and understanding of the following topic areas listed in the Subject Benchmark Statement.

Subject Knowledge and Understanding:
Communication systems; Role of media in different societies; Media forms and genres; Role of technology; Narrative and text; Media organisations; Public and every day discourses; Text and context; Verbal and non-verbal communication; Representation and creative processes; Construction of identity

Subject Specific skills:
Intellectual analysis and critical thinking; Reflexive evaluation of individual work; Conduct independent research; Demonstrate an understanding of media forms and structures; Produce work informed by relevant theoretical issues and debates; Analysis of media and cultural policy; Distinctive and creative work using various forms of writing and media.

Generic skills
Work flexibly and independently; Research and present arguments; Interpersonal communication skills in academic and professional environments, Team working; Deliver to a brief; IT skills.

The ***BA (Hons) English*** degree aligns with the Subject Benchmark Statement for English, which seeks to “articulate principles” rather than prescribe or specify a “regulatory framework”. It chimes with the recognition that “the responsive nature of the discipline, its intellectual range and diversity of approach open it up to the knowledge and procedures of other subjects”. Hence, the programme takes a “multi-disciplinary approach” which incorporates creative writing, film and the study of non-literary texts.

The programme, which shares a common core with BACOM places emphasis on developing graduates who can "demonstrate powers of textual analysis and critical argument and display competence in written English". It aims to produce graduates who are able to "consider views other than their own and exercise a degree of independent critical judgement in the close reading of texts".

In line with the SBS the curriculum of the programme of BA (Hons) English aims to develop knowledge and understanding of the following areas listed in the Subject Benchmark statement:

Subject Knowledge;
Principal literary genres of fiction, poetry, drama and other kinds of writing and communication; Range of literatures in English and regional and global varieties of the English language; Critical traditions in shaping literary history; Linguistic, literary, cultural and socio-historical contexts; Relationship between literature and other media; Critical terminology including linguistic and stylistic terminology; The range and variety of approaches to literary study; Awareness of how literature and language produce and reflect cultural change and difference; Multi-faceted nature of the discipline

Subject specific skills:

Close reading, description, analysis or production of texts or discourses; Understanding of texts, concepts and theories relating to English; Sensitivity to generic conventions; The central role of language; Broad range of vocabulary; Accurate citation of sources in the presentation of scholarly work; Awareness of how different social and cultural contexts affect language and meaning.

Generic and graduate skills:
Present sustained and persuasive written and oral arguments; Analyse and critically examine diverse forms of discourse; Drafting and redrafting of texts

In addition to FHEQ and Subject Benchmarks, our provision is informed and shaped by a number of ***strategic institutional and external resources***, such as:

- Bournemouth University's Vision & Values Strategic Plan (2012-2018) on Creating, Sharing and Inspiring. Central to our curriculum design are the principles of providing our students with an outstanding, impactful and globally engaged pedagogic experience.
- The Faculty of Media and Communication's and the J&C academic group's mission, identity and delivery planning, which supports research-led teaching, industry-oriented skills and research of international excellence.
- Our collaborations and ongoing work with industry stakeholders (e.g. OfCom, BBC College of Journalism, leading media and news organisations), learned societies (Media, Communication and Cultural Studies Association – MeCCSA, Political Studies Association - PSA), partner universities across the world (Study Abroad partners, Salzburg Academy partners). Our aim is for our curriculum to reflect best pedagogic practice across the board and to become an incubator of innovation that can then be transferred back to external audiences.

AIMS OF THE FRAMEWORK / PROGRAMME(S)

The framework is designed for students who enjoy studying how people communicate through literary and media texts and want to work in the communication and media industries, but keep their options open rather than specialising in one specific area too soon. The framework offers a shared central core in media with two pathways. The Communication and Media pathway offers distinctive units with a professional and industry emphasis and the English pathway offers distinctive units with the emphasis on the study and analysis of literary texts within the context of media.

The framework aims to produces flexible graduates who can think rigorously, critically, analytically and imaginatively and apply knowledge to practical situations. Both pathways aim to develop professional writing skills.

All students explore the fundamental roles played by narrative in thought, society, literature and the media. They learn to evaluate a variety of texts drawn from literature, media and popular culture. They also study the language and practices of persuasive communication throughout the media, and analyse various professional communication processes. The placement provides the opportunity to see and use some of these skills in the workplace.

By the end of the course students will have developed strong oral, written and multimedia communication skills and learned to present themselves and their ideas in a professional manner. Our graduates will be able to write creatively and employ professional standards of writing for a variety of different audiences and media, having developed skills of journalism including writing for new electronic and interactive media, during the three or four years of the course.

Employers of Communication, Media and English graduates are looking for lifelong independent learners who have strong communication skills and the ability to work in teams.

This is reflected in the aims and intended learning outcomes of the programme. Graduates of the framework enter a wide range of careers, including management, in the communication and media industries: some go on to further study and teaching. Our research with prospective, current and former students, employers and stakeholders has historically shown that the comprehensive scope of our framework is key to our graduates being versatile, flexible and open-minded.

INTENDED LEARNING OUTCOMES

This framework provides opportunities for students to develop and demonstrate knowledge and understanding, and skills, as follows.

Programme level and Level 6:

By the end of their programme, all students are expected to be able to demonstrate:

A SUBJECT KNOWLEDGE AND UNDERSTANDING
(A 1- A4 are common outcomes. A5 and A6 are pathway-specific)

A1 Critical engagement with major thinkers, debates and intellectual paradigms relevant to communication, cultural studies, media and English

A2 A critical understanding of contemporary culture and society

A3 Knowledge and understanding of a wide variety of written and visual texts including new media

A4 Substantive and detailed knowledge in one or more designated areas of the field eg journalism, publishing

A5 **(BACOM)** A detailed understanding of the mass media and communication industries

A6 **(English)** Knowledge and understanding of the distinctive character of texts written in the principal literary genres of fiction, poetry and drama

B INTELLECTUAL SKILLS (common skills)

By the end of their programme, all students are expected to be able to demonstrate the ability to:

B1 Think critically, logically and creatively

B2 Consider and evaluate own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.

B3 Retrieve and generate information and evaluate sources in carrying out independent research

B4 Apply a problem-solving approach to activities such as research, group work, practical projects, artefact creation

B5 Analyse, synthesise and respond to a range of ideas, concepts and attitudes

C SUBJECT-SPECIFIC / PRACTICAL SKILLS
(C1- C4 are common outcomes. C5 and C 6 are pathway-specific)

By the end of their programme, all students are expected to be able to demonstrate the ability to:

C1 Produce competent professional writing and artefacts for the intended audience/readership

C2 Undertake textual analysis of a variety of forms and genres

C3 Use appropriate communication skills to interact effectively in a variety of social and professional contexts

C4 Conduct primary and secondary research and present it appropriately using current conventions

C5 **(BACOM)** Use media production technologies

C6 **(English)** Critique, analyse and close-read literary texts

D TRANSFERABLE SKILLS (common skills)

By the end of their programme, all students are expected to be able to demonstrate the ability to:

D1 Communicate effectively in academic and professional contexts in a variety of forms including digital and/or analogue artefacts

D2 Work productively both independently and in groups/teams

D3 Construct complex arguments

D4 Present and defend ideas orally and in writing

D5 Produce appropriately referenced work to a given format, brief and deadline

Level 5 and Diploma:

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, and skills, as follows.

By the end of the level I all students are expected to be able to demonstrate:

A SUBJECT KNOWLEDGE AND UNDERSTANDING
(A 1 – A 4 are common. A5 – A6 are pathway-specific)

A1 Critical engagement with theoretical approaches to popular culture and literary texts including structuralism, feminist theory, narrative theory, reader response and reception theory

A2 Knowledge and understanding of a range of research methods and approaches

A3 Understanding of the power of words and images to generate meaning and exert influence

A4 Critical engagement of key issues and theoretical approaches to the study of media and its audiences

A5 **(BACOM)** Critical engagement with major approaches to the study and analysis of group interaction in different cultures and contexts

A6 **(English)** Knowledge of a variety of literary texts and their historical and social contexts.

B INTELLECTUAL SKILLS (all common)

By the end of the level I all students are expected to be able to demonstrate the ability to:

B1 Evaluate and apply major principles and theoretical frameworks

B2 Apply underlying concepts and principles to a range of contexts including their own professional placement

B3 Critically engage with different approaches to media and cultural texts

B4 Exercise independent critical judgement in the close reading of texts

B5 Synthesise a range of views and opinions

C SUBJECT-SPECIFIC / PRACTICAL SKILLS
(C1 – C3 are common outcomes. C4 and C5 are pathway-specific)

By the end of the level I all students are expected to be able to demonstrate the ability to:

C1 Analyse a variety of narrative texts including films, television, news journalism, popular culture

C2 Express ideas using professional writing conventions and formats

C3 Write and develop material for a variety of media

C4 **(BACOM)** Develop a critical awareness of media representations and effects

C5 **(English)** Evaluate a variety of critical and theoretical perspectives on literature and society

D TRANSFERABLE SKILLS (all common outcomes)

By the end of the level I all students are expected to be able to demonstrate the ability to:

D1 Write quickly, accurately and to brief

D2 Retrieve data using electronic sources

D3 Manage communication process in groups and teams

D4 Present material using effective oral presentation skills

D5 Reflect upon and appraise personal development

Level 4 and Certificate:

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, and skills, as follows.

A SUBJECT KNOWLEDGE AND UNDERSTANDING
(A1- A5 are common outcomes. A6 and A7 are pathway-specific)

By the end of level C all students are expected to be able to demonstrate:

A1 The principles of good written English

A2 Theoretical approaches to the media and its audiences

A3 Basic theoretical approaches to genre

A4 Key interpersonal communication skills

A5 **(BACOM)** Communication of branding to the consumer

A6 **(English)** The relationship between literature and the media

B INTELLECTUAL SKILLS (all common outcomes)

By the end of the level C all students are expected to be able to demonstrate the ability to:

B1 Think creatively and critically

B2 Put forward an argument

B3 Assess and compare different forms of communication

B4 Assess different ideas and concepts

C SUBJECT-SPECIFIC / PRACTICAL SKILLS (all common outcomes)

C1 Produce effective, appropriately presented and targeted materials

C2 Write accurately and persuasively

C3 Reference accurately

C4 Analyse and assess individual texts

C5 Apply concepts of interpersonal communication to practical situations

D TRANSFERABLE SKILLS (all common outcomes)

D1 Use written communication in several of its most common modes and conventions

D2 Design and deliver effective presentations appropriate to the audience

D3 Work as a member of a team

D4 Manage own time and workload

D5 Work to a given brief.

LEARNING AND TEACHING STRATEGIES AND METHODS

Our **learning and teaching strategy** is structured around the following principles:

- **Multidisciplinary and multimedia ethos:** students across the framework are provided with a truly comprehensive blend of topics, theoretical perspectives, industry practices, research paradigms and multimedia texts and tools. We believe that interdisciplinarity is key to both critical thinking and employability.
- **Academic excellence with employability:** our curriculum content and design are informed by an awareness of the demands of the media and communications industries, developed through our close links and ongoing collaborations with practitioners across sectors. At the same time our teaching team have an award-winning international pedagogic and research track record and academic excellence is at the heart of our philosophy.
- **Research-led teaching and co-creation:** faculty are research active and by mapping their research expertise onto the curriculum they allow students to 'learn from learners', while providing them with numerous opportunities to become co-creators of knowledge.
- **Innovation and student experience:** the framework employs a range of innovative teaching, learning and assessment techniques that simulate and emulate professional practice. The latest developments and tools in media literacy and communication studies are evaluated and incorporated both within the curriculum and through extra-curricular activities.
- **Global outlook**: through our Erasmus and Study Abroad partnerships, our strategic collaboration with the Salzburg Academy, Fusion-funded projects and the implementation of the semesterised delivery of the Common Academic Structure (CAS), we have established a constant incoming and outgoing flow of BU and international students, staff and knowledge within the Communication/Media/English framework. We also have a well-developed and expanding Study Abroad/Foreign exchange offer, which allows Level 5/I students to spend a semester at an international university – Aarhus in Denmark, UCF in USA, and Ryerson in Canada are key partners at present. Students from those institutions can also come to BU for a semester.
- In terms of the **learning and teaching methods** utilised, these cover a wide range of delivery modes and include lectures, seminars, workshops, one-to-one tutorials, lab sessions with demonstrators, weekly office hours, group-work, debates, screenings and multimedia, masterclasses, guest lectures, Peer Assisted Learning (PAL), training, field trips, student-led presentations, online forums, fieldwork and community outreach. We cover all types of media and cultural texts (TV, radio, newspapers, web and mobile, books, cinema, radio, comics, theatre, posters).

Engaging students in **extra-curricular activities** and media outlets (Fresher, The Rock newspaper, Pebble magazine, Jump TV, Nerve media, Faculty-wide election coverage marathons for US2012 and UK2015), utilising guest lectures and field trips (e.g. trip to Brussels for the European Parliament elections in May 2014) and creating opportunities for student co-creation and participation in internal and external projects (Genarrator, New Media Writing Prize, Access Dorset, Salzburg Academy pedagogic experiments, global partnerships) is an increasingly integral part of our learning and teaching strategy as it complements and enhances formal class interaction and homework.

Progression: Central to our curriculum is the principle of students becoming independent learners and critical thinkers. Hence our learning and teaching strategy is tailored to each level of study. In their first year of study students receive much more intensive support through inductions, library and learning support tutors, Peer Assisted Learning, Grow@BU and academic advisors. They are introduced to a range of modes of delivery, ranging from large lectures to one-to-one tutorials.

In the second year, we encourage students to become more independent and creative. This is reflected both in the formal Intended Learning Outcomes, assessment methods and level at which material is 'pitched, as well as in the provision of further extra-curricular activities that allow students to grow and flourish. Students receive guidance on their unit options and career options. Under the new provision additional emphasis and resources will be placed on

providing students with a comprehensive portfolio of research methods training and practice that will prepare them for the final year Dissertation.

Having gone through these first two years, students then progress to either a short (4-week) or a long (minimum 30 week) placement which is crucial to their development. We have enhanced the support structures and feedback loop around the placement in order to ensure that students reflect and evaluate their experience so as to inform their curricular and future career choices.

By the final year students are expected to be more self-reliant and to be able to work effectively both in teams and independently. All units apart from the dissertation are options, in smaller cohorts, highly specialised and require more intensive practical, critical and creative engagement from students. Students are assigned with a personal dissertation supervisor who guides them through the Dissertation, which is the cornerstone of scholarship and independent learning in the entire curriculum.

ASSESSMENT STRATEGIES AND METHODS

Assessment strategy: Our framework has consistently been commended by external stakeholders (external examiners, industry partners) for the diversity, innovative nature and professional relevance of its portfolio of assessments and a key objective of this review has been to build upon that "tradition".

Overall, the assessment methods utilised in the framework are highly tailored to the pedagogic needs of each unit, while also encouraging students to personalise their response the assessment briefs, treating each assignment as a highly distinct step.

Creating highly customised assessment briefs, which means that students have to demonstrate genuine engagement with each step or question, is a crucial way of tackling the increasingly ubiquitous challenge of assessment offences, along with more conventional ways of monitoring that (e.g. through originality checks on Turnitin).

Our assessments are designed to address specific Intended Learning Outcomes, ensuring that there is a clear level-to-level **progression**. Level 4 assessments typically focus on ensuring that students are familiar with multiple theories, concepts, competencies and practical skills. Level 5 assessments enhance and extend that by covering more scholarly advanced, critical thinking, creative and multimedia skills and also further introducing innovative assessment methods that require students to truly engage with each piece of coursework or assessment separately. Level 6 assessments are highly advanced; in more practical or creative units they require students to produce work of professional standard and often to engage with live briefs and external stakeholders, while in more academic or literary units they require a level of sophistication and originality that underpins the dissertation as well as their future progression to postgraduate study.

This framework demonstrates the assessment strategy via approaches such as:

- the use of online submission and diverse forms of feedback via Turnitin
- Encouraging peer and reflective assessment (esp. at the stage of the formative feedback)
- Making use of creative assessment coupled with visual design elements (*Children's Literature*, *New Media Narrative, Writing for the Media, Writing, Editing and Publishing)*
- the use of dynamic group-work assessment methods through the *Advertising* pitch, the *Adaptation* pitch, the debate essay on *Introduction to Communication Theory*

- Incorporating student input into the assessment criteria (*Writing for the Media*), which encourages students to think and behave as stakeholders and develop an informed understanding of the pedagogic process

- multimedia assessment methods (such as the infographic and photo-essay for the *Global Current Affairs* portfolio)

- assessment methods that engage students with their local community (*Community and Digital Engagement* portfolio*, Space, Place and Environment* heritage trail*)*

- Retaining some unseen written examinations, which constitute an important and unique mode of assessment

Indicative Assessment Methods: written and oral ('viva') exams, critical essays, annotated bibliographies, individual and group presentations, multiple choice quizzes, reflective and peer assessment, comprehension tests, industry pitches, multimedia campaigns, Dragon's Dens, debate essays, a range of portfolios (content analysis, investigative, artefacts), online and multimedia artefacts (blogs, podcasts, wikis), photo-essays, infographics, fieldwork journals, heritage trails. We have also created the space for the development of further innovative assessment techniques such as situational, interaction and performance-based methods.

PROGRAMME SKILLS MATRIX

Matrix table showing the relationship between programme ILOs and its constituent units

	Units	Programme Intended Learning Outcomes																				
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5
LEVEL 6	Advertising	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Public Relations	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
	Celebrity Culture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Community and Digital Engagement	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
	Media, Crisis and Conflict	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Media and Trauma	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X
	News and Journalism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
	New Media Narrative	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Writing, Editing and Publishing		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X
	Fact and Fiction	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Alternate Worlds	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Post-Colonial Texts	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Crime and Terror	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Space, Place and Environment	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Transient Literature and Serial Storytelling	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Race, Media and Inequality	X	X	X		X		X	X	X		X		X	X	X			X	X	X	X	X
	Social Media Management	X	X	X	X	X		X		X	X	X	X	X	X	X	X		X	X	X	X	X
	Dissertation	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEVEL 5	Media and Marketing Research	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Web and Mobile Communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
	Global Current Affairs	X	X	X	X		X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Media: Messages and Meanings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Writing for the Media	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X
	Popular Texts and Intertexts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Narrative Structures	X	X	X	X	X	x	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Children's Literature	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Modernism and Postmodernism	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Gender and Sexuality	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
LEVEL	Communication and Marketing	X	X	X	X	X		X	X	X	X	X	X	x	X	X	X	X	X	X	X	X	X
	Introduction to Communication Theory	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Media and Society	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X
	Adaptation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Academic and Writing Skills	X	X	X	X			X	X	X	X	X	X	X	X	X			X	X		X	X
	Language Matters	X	X	X	X		X	X	X	X	X	X	X	X	X	X			X	X	X	X	X

4	Approaches to Literature	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	Forms and Contexts	X	X	X	X		X	X	X	X	x	X	X	X	X	X		X	X	X	X	X	X

A - Subject Knowledge and Understanding

A1 Critical engagement with major thinkers, debates and intellectual paradigms relevant to communication, cultural studies, media and English
A2 A critical understanding of contemporary culture and society
A3 Knowledge and understanding of a wide variety of written and visual texts including digital media
A4 Substantive and detailed knowledge in one or more designated areas of the field eg journalism, publishing
A5 **(BACOMM)** A detailed understanding of the mass media and communication industries
A6 **(English)** Knowledge and understanding of the distinctive character of texts written in the principal literary genres of fiction, poetry and drama

B - Intellectual Skills

B1 Think critically, logically and creatively
B2 Consider and evaluate own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.
B3 Retrieve and generate information and evaluate sources in carrying out independent research
B4 Apply a problem-solving approach to activities such as research, group work, practical projects, artefact creation
B5 Analyse, synthesise and respond to a range of ideas, concepts and attitudes

C – Subject-specific/Practical Skills

C1 Produce competent professional writing and artefacts for the intended audience/readership
C2 Undertake textual analysis of a variety of forms and genres
C3 Use appropriate communication skills to interact effectively in a variety of social and professional contexts
C4 Conduct primary and secondary research and present it appropriately using current conventions
C5 **(BACOMM)** Use media production technologies
C6 **(English)** Critique, analyse and close-read literary texts

D - Transferable Skills

D1 Communicate effectively in academic and professional contexts in a variety of forms including digital and/or analogue artefacts
D2 Work productively both independently and in groups/teams
D3 Construct complex arguments
D4 Present and defend ideas orally and in writing
D5 Produce appropriately referenced work to a given format, brief and deadline

WORK-BASED LEARNING (WBL) / PLACEMENTS ELEMENTS

The four week professional placement (see appendix 50 for specification) is a key feature in developing students' ability to practice professionally. It provides an opportunity for students to integrate the academic and skills based learning acquired during the first two levels. It enables students to analyse and evaluate their own learning in the context of self and employer appraisals.

The placement is mandatory but students who have previous relevant work experience may apply for exemption on production of suitable evidence.

It is not defined as a credit-bearing unit and is assessed on a pass/fail basis using the log book and employer appraisal. Students usually complete the placement before entering the third level and must normally have completed the minimum of four weeks before the final Exam Board in order to graduate.

Students must complete a minimum of 4 weeks' work experience, but (with sufficient notice) can choose to do a minimum 30 week placement instead should they wish. The work placement must take place between the second and final year of study and be in the broad area of communication and media. In order to be allowed to proceed to the final year of study, students must:

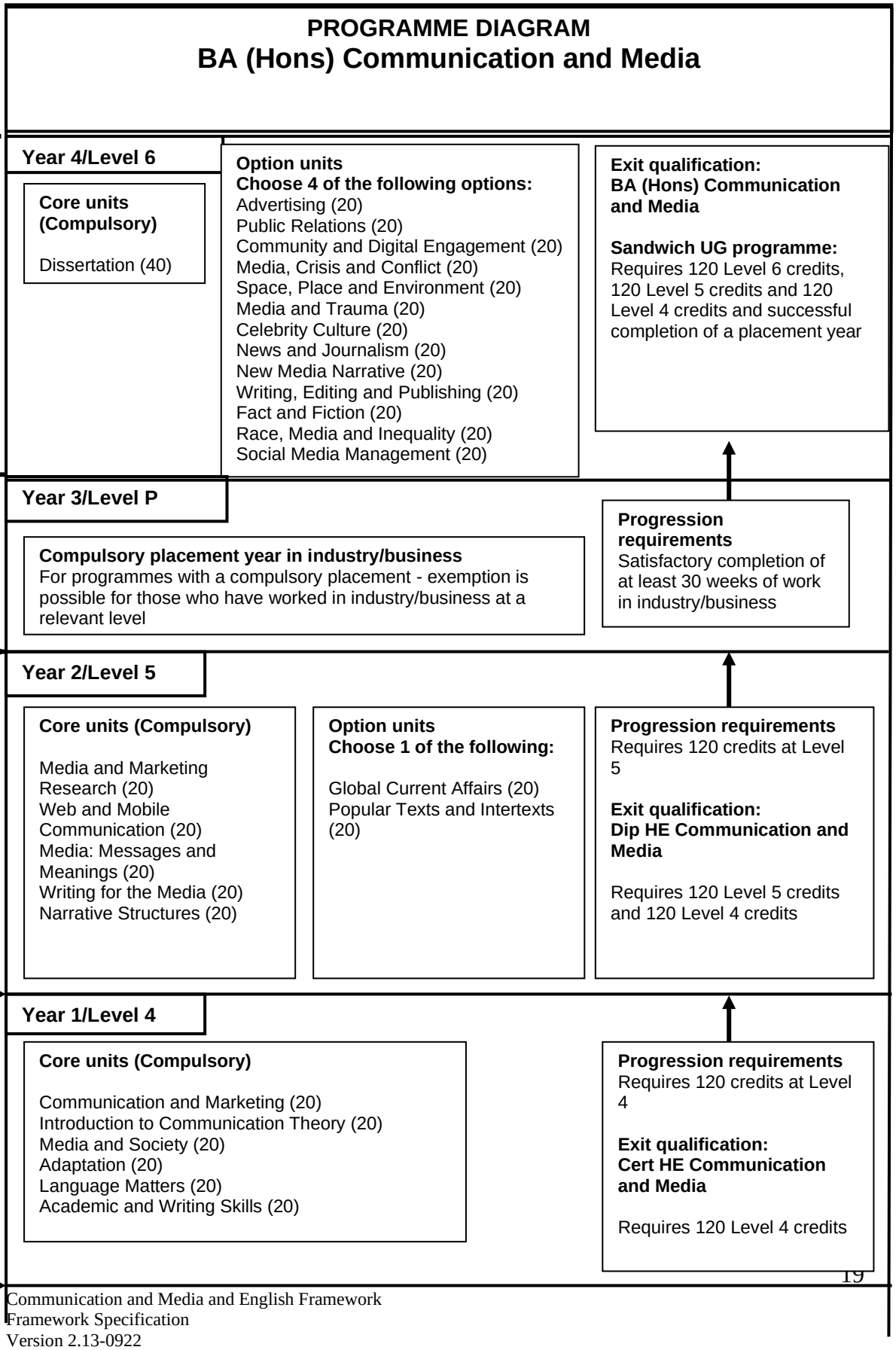
- Complete a minimum of 30 weeks satisfactory work experience;
- Complete the placement log book satisfactorily; this may include assignments relating to the nature of their work and the organisation they are working in;
- Satisfactorily meet the performance criteria of the placement as determined by the completed assessment forms from the company, the Placement Development Advisor and the student.

For students studying on the full-time mode at least 4 working weeks of work experience is a graduation requirement (not a progression requirement into their final year as for the sandwich degrees).

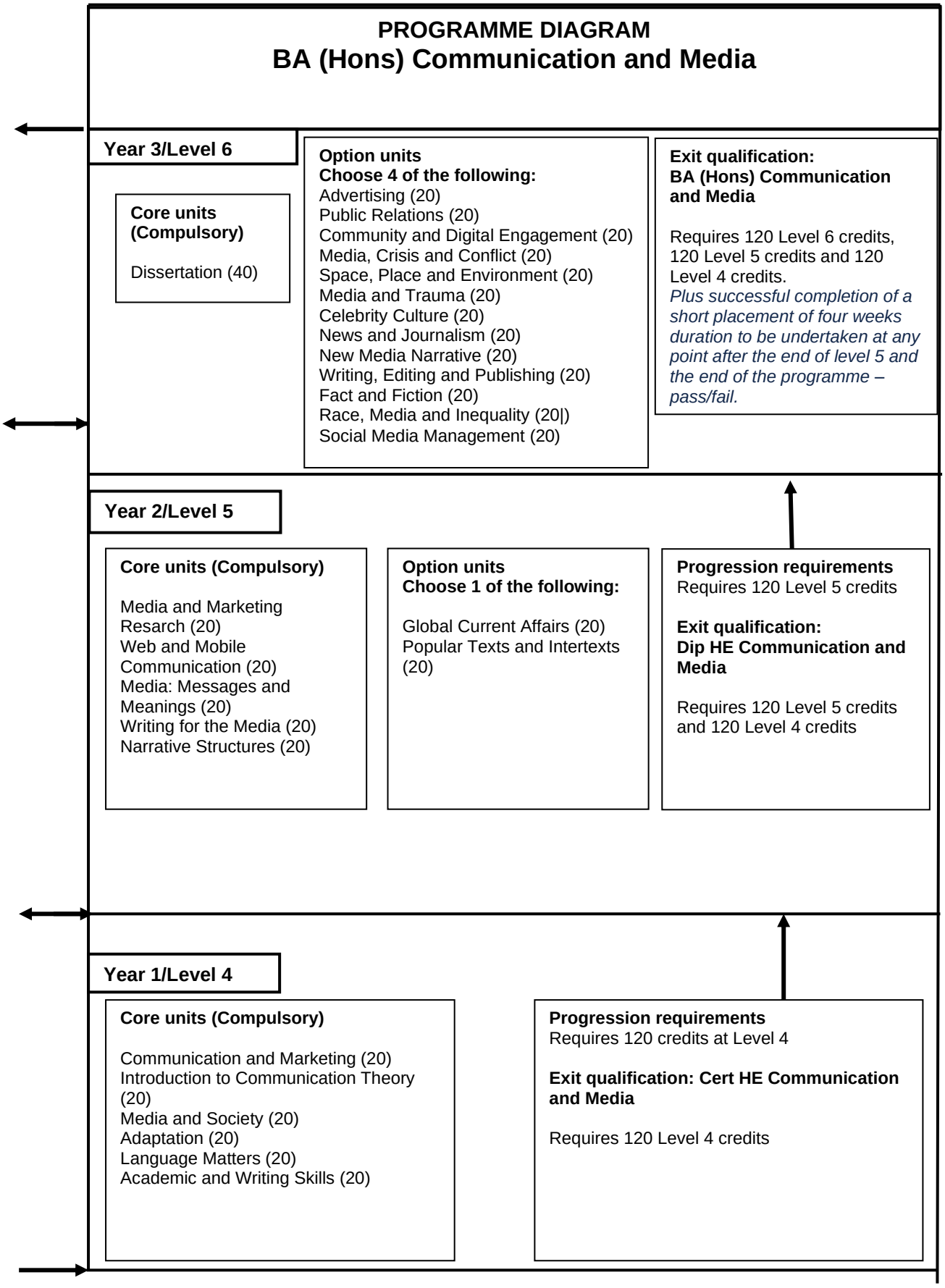
The supervised work placement year draws on some or all of the units studied on the first two levels of the programme. It provides the opportunity for the student to develop their abilities and understanding of communication and media and related subjects, as well as providing a platform for successful entry into the profession following graduation. It applies and develops understanding and skills acquired in Levels 4 and 5, makes a major contribution to the understanding of the final level units, further develops final projects or dissertation research by utilising the context of the work experience as appropriate and enhances students' prospects of future employment.

PROGRAMME DIAGRAMS

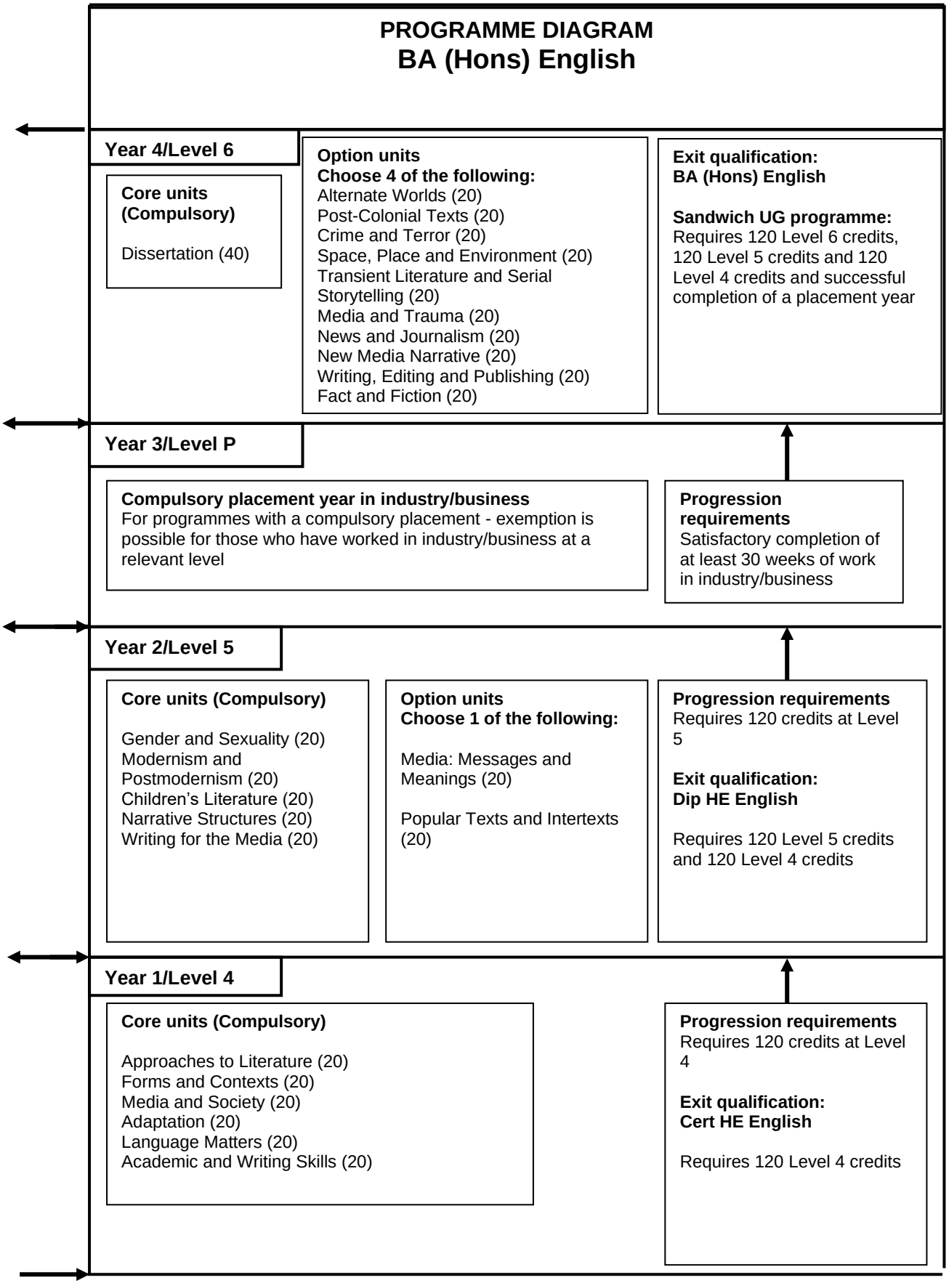
4 Year Full-Time Undergraduate Sandwich Programme From 2012 it is a requirement for all standard undergraduate degree programmes to incorporate a compulsory or optional one-year placement. The placement is compulsory for those students exiting with the award of a sandwich degree.



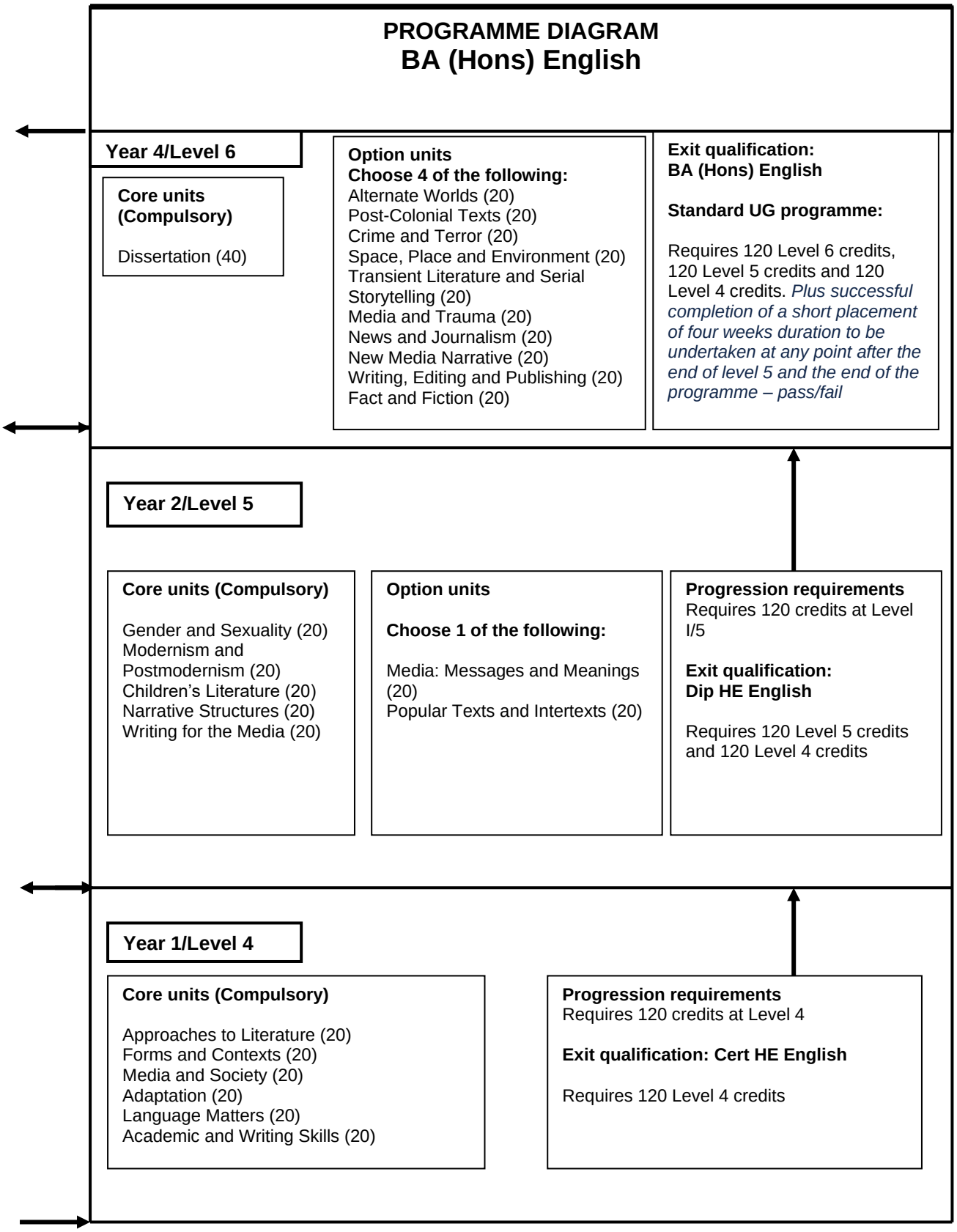
3 Year Full-Time Undergraduate Standard Programme



4 Year Full-Time Undergraduate Sandwich Programme



3 Year Full-Time Undergraduate Standard Programme



ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following amendments:

1.

Applicants for whom English is not their first language must offer evidence of qualifications in written and spoken English. BU requires students to obtain the required English Language level for all courses. For those students the UK English Language qualification is set at IELTS (Academic) 6.0 overall with a minimum of 6.0 in all the component scores. We also take the equivalent English Language qualifications set out in document 3H - Standards of English for International Students and English Language Qualifications. This document is part of a revised series of Academic Regulations, Policies and Procedures which govern the University's academic provision.

2.

Bournemouth University International College Articulation:

Applicants from Bournemouth University International College programmes which have approved articulation routes must meet the minimum entry requirements in terms of course average and English requirements as stipulated by the Faculty of Media and Communication at Bournemouth University.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations.

PROGRAMME PROFILES

Faculty of Media and Communication	Partner institution (where applicable) N/A	Programme **BA (Hons) Communication and Media**	Mode(s) of study **Full-time** **Full-time sandwich** **Part-time**

Unit identification					Cost Centre(s)						Assessment Element Weightings		
Unit no. (given by School)	Unit name	Prog year *	Core / option	HECoS Subject Code	CC 1	%	CC2	Contact Hours	No of credits	Level	Exam 1	C/Work 1	C/Work 2
V2.10	Academic and Writing Skills	1	Core	100444	145	100		32	20	4		50%	50%
V2.10	Communication and Marketing	1	Core	100444	145	100		36	20	4		50%	50%
V2.10	Introduction to Communication Theory	1	Core	100444	145	100		36	20	4		100%	
V2.10	Media and Society	1	Core	100444	145	100		36	20	4		50%	50%
V2.10	Adaptation	1	Core	100444	145	100		36	20	4		100%	
V2.10	Language Matters	1	Core	100444	145	100		30	20	4		50%	50%
V2.10	Media and Marketing Research	2	Core	100444	145	100		24	20	5		100%	
V2.10	Web and Mobile Communication	2	Core	100444	145	100		27	20	5		100%	
V2.10	Global Current Affairs	2	Option	100610	145	100		36	20	5		50%	50%
V2.10	Media: Messages and Meanings	2	Core	100444	145	100		36	20	5		100%	
V2.10	Writing for the Media	2	Core	100444	145	100		32	20	5		50%	50%
V2.10	Popular Texts and Intertexts	2	Option	100444	145	100		36	20	5		100%	
V2.10	Narrative Structures	2	Core	100320	145	100		29	20	5	50%	50%	
V2.10	Advertising	3	Option	100444	145	100		36	20	6		100%	
V2.10	Public Relations	3	Option	100444	145	100		36	20	6		100%	
V2.10	Community and Digital Engagement	3	Option	100610	145	100		36	20	6		80%	20%
V2.10	Media, Crisis and Conflict	3	Option	100444	145	100		36	20	6		100%	
V2.10	Celebrity Culture	3	Option	100444	145	100		36	20	6		100%	
V2.10	Media and Trauma	3	Option	100444	145	100		51	20	6		100%	
V2.10	News and Journalism	3	Option	100444	145	100		36	20	6		30%	70%
V2.10	New Media Narrative	3	Option	100444	145	100		48	20	6		100%	
V2.10	Writing, Editing and Publishing	3	Option	100320	145	100		36	20	6		80%	20%
V2.10	Space, Place and Environment	3	Option	100320	145	100		42	20	6		75%	25%
V2.10	Fact and Fiction	3	Option	100444	145	100		36	20	6		50%	50%

V2.10	Race, Media and Inequality (Common)	3	Option	100444	145	100		48	20	6		40%	60%
V2.10	Social Media Management (Common(	3	Option	100444	145	100		48	20	6		100%	
V2.10	Dissertation	3	Core	100444	145	100		24	40	6		100%	
V2.10	Professional Placement	2/3	Core	100444	145	100			0	5/6		P/F	
	Industrial Placement (Sandwich)	2/3	Core	100444	145	100			0	5/6		P/F	

PROGRAMME PROFILE

Faculty of Media and Communication	Partner institution (where applicable) N/A	Programme **BA (Hons) English**	Mode(s) of study **Full-time** **Full-time sandwich** **Part-time**

Unit identification					Cost Centre(s)						Assessment Element Weightings		
Unit no. (given by School)	Unit name	Prog year *	Core / option	HECoS Subject Code	CC 1	%	CC2	Contact Hours	No of credits	Level	Exam 1	C/Work 1	C/Work 2
V2.10	Academic and Writing Skills	1	Core	100444	145	100		32	20	4		50%	50%
V2.10	Media and Society	1	Core	100444	145	100		36	20	4		50%	50%
V2.10	Adaptation	1	Core	100444	145	100		36	20	4		100%	
V2.10	Language Matters	1	Core	100444	145	100		30	20	4		50%	50%
V2.10	Approaches to Literature:	1	Core	100320	145	100		30	20	4		67%	33%
V2.10	Forms and Contexts	1	Core	100320	145	100		30	20	4		100%	
V2.10	Media: Messages and Meanings	2	Option	100444	145	100		36	20	5		100%	
V2.10	Writing for the Media	2	Core	100444	145	100		32	20	5		50%	50%
V2.10	Popular Texts and Intertexts	2	Option	100444	145	100		36	20	5		100%	
V2.10	Narrative Structures	2	Core	100320	145	100		29	20	5	50%	50%	
V2.10	Children's Literature	2	Core	100320	145	100		30	20	5		60%	40%
V2.10	Modernism and Postmodernism	2	Core	100320	145	100		30	20	5	50%	50%	
V2.10	Gender and Sexuality	2	Core	100320	145	100		36	20	5		100%	
V2.10	Media and Trauma	3	Option	100444	145	100		51	20	6		100%	
V2.10	News and Journalism	3	Option	100444	145	100		36	20	6		30%	70%
V2.10	New Media Narrative	3	Option	100444	145	100		48	20	6		100%	
V2.10	Writing, Editing and Publishing	3	Option	100320	145	100		36	20	6		80%	20%
V2.10	Fact and Fiction	3	Option	100444	145	100		36	20	6		50%	50%
V2.10	Alternate Worlds	3	Option	100320	145	100		28	20	6		100%	
V2.10	Postcolonial Texts	3	Option	100320	145	100		30	20	6	50%	50%	
V2.11	Crime and Terror	3	Option	100320	145	100		33	20	6		100%	
V2.10	Space, Place and Environment	3	Option	100320	145	100		42	20	6		75%	25%

V2.10	Transient Literature and Serial Storytelling	3	Option	100320	145	100		28	20	6		100%	
V2.10	Dissertation	3	Option	100444	145	100		24	40	6		100%	
V2.10	Professional Placement	3	Core	100444	145	100			0	5/6		P/F	