Programme Specification ARO 034a

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
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<tr>
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<tr>
<td>Programme Name</td>
<td>Film and Media Studies and History</td>
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<td>Award e.g. BSc (Hons), MA etc.</td>
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<td>Dr David Fleming</td>
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<tr>
<td>Advisor of Studies</td>
<td>Dr Derek Hodge</td>
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Section 2 Overview

PROGRAMME SUMMARY

The Film & Media Studies components of the programme aim to develop a critical understanding of the central role played by the media and communication in contemporary society. Bringing together theory and practice, the programmes investigate the wider social context within which the media and cultural industries operate, and encourage a rigorous analytical approach to investigating the media's position within particular political, economic and cultural contexts. Throughout the programmes there is a concern with the relationship between aspects of cultural production and consumption. You will be encouraged to examine, both critically and creatively, a range of media and their professional practices and offered areas of study including cinema, new media, television, public relations and the sporting industry. Given the interdisciplinary nature of the subject, the course will expose you to a range of approaches to the study of media production, consumption and aesthetics. These include political economy, institutional analysis, textual and film analysis, media practice and audience studies. The Film and Media programme offers a 'mixed economy' approach, requiring you to reflect critically on the relationship between media theory and media practice, both your own and that of professionals. You also have the opportunity to develop skills in particular areas of radio and video production. You should emerge with a deeper understanding of the position of the media and the wider creative industries in contemporary society as well as of the range of creative practice that informs development in these areas. In an economy where the creative and cultural industries are viewed as increasingly important, you should emerge with a wide variety of creative, intellectual, analytical and research skills that enhance their employability across a wide range of sectors.

The History component of the programme provides an undergraduate learning experience geared towards understanding the past and the contemporary world. The programme allows you to master a range of intellectual and practical skills needed for historical enquiry, honing them against the analysis of processes, societies, concepts and interpretations related to a wide selection of world regions, historical periods and pressing themes. You have many options and may explore, for example, nineteenth-century America, contemporary Africa, medieval and renaissance Scotland and Interwar Europe while discussing environmental concerns, popular participation in politics, culture, security, race and gender issues or how historical processes unfold in our times. The first and second years of the programme provide the solid foundations you need, focusing on broad survey modules and skills workshops and on an introduction to questioning, finding information, reading, discussing and writing. Years three and four, in turn, provide the opportunity for in-depth learning and, especially, for original research, aiming at allowing you to demonstrate the ability to manage complex information, communicate with intellectual independence and work autonomously: the attributes of a well-rounded university graduate.

Key Features of the Programme

Our Film and Media Degree ranks among the best in the country. The University of Stirling has been teaching and conducting research in film, media and journalism since 1978. The long-established and internationally-known Film & Media degree programme allows you to combine critical and academic approaches to Film and Media with practical production modules. The high quality of teaching on this programme is linked to the division's world-class profile in research and production, with research-led lecturers producing publications, funded projects, consultancy and public events, and the production team helping you become fully trained in practicalities and ready to compete for high profile national awards, and industry placements.

History at Stirling is renowned for covering a wide range of historical topics and periods, including American, African, European, British and Scottish history; medieval, early modern, modern and contemporary, with a wide diversity of thematic focuses. History is taught by world-class staff, passionate about their subject, and there is an emphasis on working with primary sources. Our students underline that the long dissertation and the Special Subject, moreover, make the final year at Stirling a challenging but
rewarding experience. Other distinctive features of History at Stirling are the active focus on employability and international connections.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of the programme, students should be able to:

1. Demonstrate critical understanding and comparative insight about a variety of historical periods and the social, cultural and political processes and problems that shape them, connecting local and global developments, past and future.
2. Demonstrate a critical understanding of:
   a. Communications and society
   b. The historical context of media development
   c. Media processes and practices
   d. Forms and aesthetics
   e. The relationship between media, culture and identity
   f. Forms of communication, media and culture as they have emerged historically and appreciate the political and cultural processes through which they have come into being.
3. Analyse closely, interpret and show the exercise of critical judgement in the evaluation of historical, media and cultural forms and use them in their appropriate context.
4. Sustain in written and oral form comparative arguments about a variety of past societies in accordance with a selection of historical topics of study.
5. Produce digital output across a wide range of platforms, manipulating sound, image, the spoken and written word using relevant concepts and theories
6. Produce work which demonstrates an understanding of media forms and structures, audiences and modes of address.
7. Articulate interpretations about continuity and change over extended time spans.
8. Pit different historiographical interpretations of the past against one another and weigh their value against a body of historical evidence.
9. Retrieve and analyse a range of source materials to compose a historical argument and test a historical case.
10. Formulate arguments about the problematic nature of the past, its complexity and the variety and limitations of historical knowledge.
11. Evaluate critically the meanings, limitations and problems of source material.

On successful completion of the programme students should also gain:

Intellectual, Practical and Transferable Skills and other graduate attributes:

All these skills, both subject specific and generic, contribute to the employability of graduates. In terms of Personal Development Planning, students are encouraged and assisted throughout the programme to engage in work experience and volunteering of many kinds. Regular contributing lecturers from many branches of the media industries ensure a continuing focus on both employment and personal development issues.

On successful completion of the programme, students should be able to:

1. Retrieve, evaluate, synthesise and manage relevant information from a variety of sources and databases.
2. Formulate and sustain a research project and an extended piece of writing.
3. Write executive summaries or abstracts condensing the results of extensive research efforts.
4. Argue a persuasive case and express and communicate ideas effectively in oral and written form, using visual and/or digital support.
5. Work independently, managing your time and resources effectively.
6. Cooperate in diverse groups for the completion of shared tasks.
7. Evaluate critically different interpretations and possibilities.
8. Analyse and solve problems.
9. Use effectively a variety of IT tools, such as office suites, electronic databases or bibliographic management software.
10. Deliver work to deadline and write under time constraints.
11. Use the intellectual and social skills you have learned effectively in a wide range of work and life-related situations.
12. Demonstrate an understanding of the media, its history, and the people, stories and technologies that have informed current practice.
13. Compete for a graduate entry job in the media, demonstrating a range of industry-specific skills in writing, editing and production.
14. Understand narrative form across different genres, and choose appropriate story-telling techniques for different media platforms and audiences.
15. Use your inquiring mind creatively and imaginatively, harnessing your intellectual capabilities to effect change.
16. Deploy research and academic writing skills that position you for postgraduate study in the media or related fields.

Values and Attitudes:
1. Openness
2. Excellence
3. Ambition
4. Ethical Behaviour
5. Creativity
6. Independence

HOW WILL I LEARN?

The joint Film & Media Studies and History components contain theoretical, historical, analytical and production elements.

The Film and Media components first provide you with an understanding of the social, economic and political roles of the media in contemporary societies. This is achieved by examining how media output is funded, regulated, produced and consumed, and how audiences may be affected and influenced.

Second, they aim to develop the skills and methods required for the analysis of media texts. Films, television and radio programmes, newspapers, magazines and advertisements are all subject to detailed analysis to see how information, meaning and affect are structured and communicated.

Third, the Film and Media Studies programme components contain a substantial practical element, in which production techniques employed in electronic and print media are introduced. This element is intended to give you an opportunity to measure theoretical knowledge against the considerable demands of practical necessity. While the intention is not to provide specialist professional training, you will gain an overview of industry practice and entry-level skills which many find useful for subsequent employment. In addition, the programmes develop transferable skills of written and oral communication, logical reasoning, conceptual analysis, study skills and group work.
The teaching and learning strategies of the History programme draw on a variety of methods of assessment to enable students to demonstrate their progress and attainment against the intended learning outcomes of each module. The pieces of assessment—essays, presentations, exams, reports on primary sources, critical reviews, policy papers, academic posters, the final year dissertation, and more—are designed to facilitate their progressive development and acquisition of the range and depth of historical learning and skills. The assessments measure your attainment, but what is more important is that they also provide the opportunity of putting into practice new skills, of learning by doing, and of receiving detailed feedback on how you can bring your academic skills to a higher level. The requirements of each assessment exercise is graduated against the level of the module and seek to confront you with progressively more challenging tasks against which to sharpen your skills.

Appropriate teaching methods and learning strategies have been developed to achieve the learning outcomes of this joint programme. All programmes employ a range of assessment methods to enable you to demonstrate achievement of the learning outcomes.

Student questionnaires regularly provide staff with positive feedback on the educational value of the learning experience on the undergraduate programmes.

**Semester 1-4 modules**

**Overview**

- In Year 1 Semester 1 you will take ONE compulsory film and media module and ONE history module (chosen from two possible options). In Semester 2 you will take ONE compulsory film and media module and ONE compulsory history module.

- In Year 2 Semester 3 you will take ONE compulsory film and media module and ONE history module. In Semester 4 you will take ONE compulsory film and media module (chosen from two possible options) and ONE history module (chosen from three possible options).

In their approved sequence the first core modules are:


Semester Three FMSU9M3 Reading Film and Television and either HISU9D4: American History from 1787-1890, or HISU9E4: Africa between c.1800 – 1945, or HISU9S4: Union, Rebellion and ‘ages’ new: Scotland 1707- c.1830.

Semester Four FMSU9A4: Digital Media and Culture, or FMSU9U4: Understanding Audiences, with either HISU9D4: American History from 1787-1890, HISU9E4: Africa between c.1800 and 1945, or HISU9S4: Union, Rebellion and ‘ages’ new; Scotland 1770 to c.1830.

In year one and two Film and Media modules (FMSU9M1, FMSU9M2, FMSU9M3) typically use two-hour lectures to introduce students to the key concepts and issues, and to guide their independent reading—an essential part of the learning process throughout the degree. Lectures are complemented by weekly one-hour seminars, which are linked to student reading and/or viewing. Seminars generally take place in a smaller room, with no more than 20 students. The smaller class sizes enable tutors (normally a member...
of staff or, occasionally, a teaching assistant) to moderate the discussion or small group activity sensitively, taking account of students’ individual characteristics, life-experience, and self-confidence. The tutor will often ask questions or set tasks, with the onus on you to come prepared and be ready to speak (individually or as part of a group). Class discussion, which begins at this stage, is central to the Division’s teaching and learning practice, and you are encouraged to work within the ground rules for discussion groups which are outlined in the Division’s Student Handbook.

In semesters 1 to 3 (SCQF Level 8), most History modules are delivered by means of two one-hour-long lectures and one hour-long tutorial meeting a week. For HISU921, HISU9S1 HISU9X2, HISU9D4, HISU9E4 and HISU9S4 students learn by taking notes in lectures, studying a range of sources under the guidance of their tutors, participating in one-hour-long tutorials in small groups, attending skills workshops, reflecting on the feedback they receive and researching and writing assignments. Lectures allow students to acquire an overview of a topic and points of reference regarding events, processes and historians’ arguments, preparing students to better piece together the information of the primary and secondary sources they have to read for the tutorials. The latter are meetings under the supervision of a member of staff in which students will engage in active learning, making use of their reading notes in order to debate historical questions and primary sources, or execute group tasks geared up towards a deeper experience of learning or the honing of a particular academic skill.

In semester 4 FMSU9U4 embeds employability by offering opportunities to interact with guest lecturers from business and industry (Private/public/third sector), and to produce a Research Proposal with individual and group work elements. FMSU9A4 Digital Media and Culture introduces students to the main themes and concepts that underpin our understanding of digital media and culture as it operates in the world today. The module takes a ‘heuristic’ (hands-on, critical engagement and exploratory investigation) and flipped content approach to important issues in digital culture.

The History components in semester 4 entail one hour-long lecture and one hour-long tutorial a week, as a means of transition towards the more self-directed learning of years 3 and 4 (SCQF Level 10).

**Semester 5-8 Modules**

There are no core modules or formal pathways for the remainder of the Film and Media and History programme during semesters Five and Six.

For the Film and Media degree programme there are currently more than twenty modules on offer in semesters 5 to 8, providing a generous choice for students. The work undertaken in semesters 5 to 8 extends and deepens the knowledge and understanding provided by the compulsory modules. Students taking these modules build on former learning to achieve higher levels of understanding. Students have the flexibility to choose modules to construct a degree programme best suited to their interests and aptitudes, e.g. in media production, television and film studies, or the sociology of the media and popular culture. In each subsequent semester all students select one, two or three modules above level 8, depending on their degree programme, from a list of optional modules.

Typically, the Film and Media teaching and learning in semesters 5 to 8 is done through a blend of lectures, screenings and seminars/workshops with prescribed weekly readings. In addition, the range of subject matter, approach, and teaching and assessment methods is very broad. All the principal media are represented - film, television, radio, the press, the internet - as well as practices that cross media boundaries, e.g. sport, advertising and public relations. Most of these semester modules take a critical-analytical approach, drawing on knowledge and theory from a range of Arts and/or Social Science perspectives. The audio-visual production modules, while focusing on creative and practical activities, also involve a high degree of critical awareness. Some modules involve assessed individual or group presentations, which help to develop important communication skills. Other forms of assessment include
essays, group projects, oral presentations, exams and a dissertation. Typically, modules are linked to the research interests of staff, many of whom are international authorities in their respective fields. (See the Departmental Website or Student Handbook for the full list.)

For History components at this level, of which there are over twenty options to choose from, most modules do not comprise formal lectures, although sometimes some guidance takes the form of podcasts. Instead, students will attend two-hours-long seminars, which are an extended version of the tutorials and require that you do extensive preparation, giving you further opportunity to cooperate in tasks, test your knowledge, engage with primary sources, learn by problem-solving and discuss historical arguments.

Audio and video production modules in Film & Media allow you to experience practical media production guided by an award winning team of subject experts. You will work in teams and learn about the creative, technical and organisational aspects of media production, with a focus on a professional approach throughout. Practical media work is challenging and demanding, but ultimately can be extremely rewarding. It is important to note that the number of students on all production modules is capped to ensure the best possible student experience in terms of access to resources and guidance from tutors.

All students who want to study production must take the Introductory FMSU9A5 module in semester 5. This is the prerequisite for all your subsequent production work. As all the practical modules are optional, you need not take any more, but have the option to pursue a range of subsequent modules and build your own pathway from a mixture of audio and video options.

In semester 6 we offer Radio Features (FMSU9D6) and Editing and Workflow (FMSU9EW) as a video option. In both modules you can build on the basic principles taught in the introductory module to develop higher level practical and narrative skills.

Fourth year production work represents a significant step up. In Semester 7 there are two double weighted modules. You may only study one of these. In Radio Drama (FMSU9C7) small groups script, produce, direct and edit a short piece of audio fiction. In Content Development and Research (FMSU9CD) you work as individuals and in production teams to develop factual programme ideas, write proposals, make video tasters and pitch to television industry professionals, as well as researching and making part of a formatted show.

Stirling has a deserved reputation as a centre of excellence for production teaching, strong links with the media industry and a track record of producing award winning work, including a host of Royal Television Society and Scottish Student Journalism Awards. Many graduates have gone on to forge successful industry careers.

There are a number of modules offered the Film & Media Studies students that stem from the Digital Media honours programme. Modules on the Digital Media programme provide you with rigorous and challenging training in tools, applications and possibilities of digital environments – from the preparation of journalistic and multiphannel content to its effective display and dissemination across television, film, radio, print, online and beyond. The key curriculum areas for studying Digital Media include content development for multichannel networks and convergent media platforms; applied research in design thinking and creative enterprise; emergent research in smart technologies and the Internet of Things; and social media studies, covering analytics, marketing, economics, representation and identity. Digital Media modules are all taught through a critical practice mode of delivery that offers no value distinction between applied, practical and theoretical approaches.

Semester 8 options.

There are 4 options or roads in semester 8. You can choose one 60 credit option in the Spring or the 40 credit history dissertation with another optional (level 10) 20 credit module.
FMSU9A8: The Dissertation module offers you an opportunity to undertake independent, sustained research in an area of your own choice related to the media and cultural industries. The 13,000 word project enables you to display the range of research, conceptual and analytical skills that you have been developing throughout the programme. The best examples are genuine contributions to the field, and should be of publishable standard. The experience gained on this module offers ideal preparation for students who wish to pursue their academic career to Masters level and Doctorate levels.

FMSU9B8: The Documentary Production module provides you with practical experience in the development, production and management of a factual programme. Students take the opportunity to work in production groups. These are typically made up of five students for the short-form video documentaries, and three for audio programmes. In your group you will devise, script, produce and edit an original documentary for assessment. You will also submit a short Evaluative Essay which critically evaluates your work and your own contributions to the project.

CMCU9D8: The Digital Publishing Project provides you with an opportunity to conceive, design and carry out an original, practice-based research project. The Digital Project allows you to develop and demonstrate your understanding and knowledge of the field, and to develop and demonstrate organizational, planning, communication and realization skills. This project is not about producing a practical output, but rather an original piece of practice-based research that aims to make a contribution to the field of digital media studies. This project thus allows you to develop and demonstrate your understanding and knowledge of the field, and to develop and demonstrate organizational, planning, communication and realization skills – all of which are transferable skills highly-prized by employers and clients in the job market.

HISU9X8: History Dissertation for Combined Degree. The History dissertation is an extended piece of research and written work that provides you with an opportunity to identify and investigate a particular topic of interest and explore it systematically. With the agreement and guidance of a member of staff, in the role of supervisor, each student defines a topic, conducts the research, analyses the information and writes the dissertation.

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

**Assessment and Assessment Criteria**

Assessed work comprises of essays, group work projects, and end-of-term examinations, critical reviews, reports on primary sources, and poster presentations. Essays and Exams (both seen and unseen) test your knowledge of the subject matter of the respective modules, and your understanding of the issues involved and their ability to write cogently and coherently. Group work projects encourage you to begin working in and as part of a team, and undertake peer-assisted learning and evaluation.

FMSU9U4 asks you to write a critical essay, and to produce a Research Proposal that has both a group work and individual assessment element.

FMSU9A4 takes a flipped content ‘heuristic approach’ (hands-on, critical engagement and exploratory investigation) to key issues in contemporary digital culture. The first half of the module uses continuous assessment elements – e.g. a class blog or Wiki*media – while project work in the second half of the module is primarily lab-based and both peer- and teacher-assessed.

For History modules, your active preparation and contribution to tutorial and seminar work is also often assessed. In no history module does the examination account for more than 50% of the total assessment and some modules have no examination at all.
Each piece of assessment may present variations regarding the specific requirement and assessment criteria, but these will always be clearly indicated in the module handbook. You will receive your tutor’s report, usually via the VLE, with the tutor’s assessment of your work against the following indicators: Focus, Knowledge, Concepts and understanding, Structure and argument, Evidence, Sources and Presentation. The tutor will indicate for each indicator whether the performance is Excellent, Very good, Satisfactory, enough for a Pass or at a Fail level. The grade will reflect the overall quality of your work rather than a mechanistic computation of assessment under each individual criterion. For example, outstanding performance under one criterion may compensate for weaker achievement under another.

Knowledge and understanding are assessed through the medium of full-length essays and examinations. In semesters 1 to 6 the various forms of written work test all skills. Whilst the use of contemporary materials is not formally assessed as such in all the modules in semesters 1 to 6, some courses do have essay choices on primary documents. Class presentations, too, help in the evaluation of historical understanding. In the final year the compulsory dissertation tests your ability to show mastery of a mass of complex material as well as the use of contemporary source materials.

The mastery of intellectual skills is tested through the full panoply of assessment procedures. You will demonstrate these skills through written assignments, on which feedback is given by means of the essay report form and an individual feedback interview. These are utilised to point out areas of improvement on your part. Examinations allow you to display the use of their skills under pressure.

Typically, assessments during semesters 5 to 8 Film and Media modules include:

- Individual or Group Presentations
- Individual or Group Projects
- Individual or Group Pitches
- Essays
- Exams
- Scriptwriting
- Dissertation.

The University operates a common marking scheme for all modules and exams (http://www.stir.ac.uk/academicpolicy/handbook/assessment/).

Typically, three sets of criteria are assessed in essays and exams: evidence of reading and research, argument and analysis, and writing and structure.

Reading and research: evidence of critical engagement with set materials; evidence of independent reading of appropriate academic material (which may include books, journals, audiovisual resources and archives, depending on topic).

Argument and analysis: well-articulated and well-supported argument; evidence of critical thinking (through taking a position in relation to key ideas from the module, and supporting this position); evidence of relational thinking (through making connections between key ideas from the module and wider literature, and supporting these connections); evidence of independent critical ability.

Writing and structure: clear writing; clear and coherent structure; (for essays) accuracy in referencing.

For news stories, features and other journalistic projects you will be briefed by your tutor. Details will also be made available in the module handbook and on the Canvas virtual learning environment.
All formally assessed work is also systematically moderated or second marked.

**Feedback on Assessment**

**What you can expect:**

The University takes feedback and feedforward very seriously and, along with the Students’ Union, have developed a [Feedback Policy](#) and [Student Guide to Feedback](#). The university identifies seven key principles of good feedback and feedforward:

- Constructive and supportive
- Clear and accessible
- Embedded
- Timely
- Transparent
- Goal referenced
- A dialogue

The University also identify steps students should take to get the most out of feedback and feedforward:

- Find out where, how and when feedback/feedforward will be provided
- Read and engage with the assessment criteria
- Engage with the feedback/feedforward you are given

Across the Film and Media Programme feedback can be both informal and formal, formative and summative, and can be provided individually and in groups. It can take many different forms depending on the module’s requirements and will be used in the following ways across the programme:

- discussions in class about the assignment
- reviewing assignment exemplars
- practice assignments
- practising past exam papers
- 'drop in' advice
- guidance given on previous assignments about what to change in the future
- comments from staff or other students
- discussions in supervision meetings
- reflections in learning journals on academic/professional experiences
- Whole class or 'generic' feedback on how an exam question had been tackled
- final marks or awards.

**What you should do with your feedback:**

You are responsible for:

- familiarising yourself with module information on how to approach assessments and how, when and where to find your feedback
- accessing and digesting your feedback
- seeking further help and guidance from your tutors and other students
- saving a copy of your feedback for future use
- reflecting on your feedback to celebrate and build on your strengths and to use what you have learnt in your approach to work in the future
- offering constructive and supportive feedback to other students when asked to do so.
When you will receive feedback:

Formal feedback on assessment is expected to be given within 3 working weeks. Our learning management system, Canvas, will be used in the electronic submission, marking and feedback dissemination of coursework.

Further information on feedback and feedforward can be found here: https://www.stir.ac.uk/media/stirling/services/academic-registry/documents/feedback-and-feedforward-policy.pdf

Assessment Regulations
There are some modules where assessments are compulsory, this will be clearly stated in the module outline.

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the Assessment and Academic Misconduct regulations at: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/assessment-and-academic-misconduct/#two

WHAT WILL I STUDY?

Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate

Year 1

Total year 1 credit value = 120
Compulsory credits = 80
Option credits = 40

Compulsory Modules

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<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tr>
<td>An Introduction to Media Studies and Industries</td>
<td>FMSU9M1</td>
<td>20</td>
<td>AUTUMN</td>
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<tr>
<td>Britain in the World, 1707-2000: An Introduction OR</td>
<td>HISU921</td>
<td>20</td>
<td>AUTUMN</td>
<td>8</td>
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<tr>
<td>OR Scotland in pre modern Europe: An introduction, c.1100 1707</td>
<td>HISU9S1</td>
<td>20</td>
<td>AUTUMN</td>
<td>8</td>
</tr>
<tr>
<td>The Moving Image</td>
<td>FMSU9M2</td>
<td>20</td>
<td>SPRING</td>
<td>8</td>
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<tr>
<td>Concepts in History: Themes and Transformations</td>
<td>HISU9X2</td>
<td>20</td>
<td>SPRING</td>
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## Year 2

Total year 1 credit value = 120  
Compulsory credits = 80  
Optional credits = 40

### Compulsory Modules

<table>
<thead>
<tr>
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<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tr>
<td>Reading Film &amp; Television</td>
<td>FMSU9M3</td>
<td>20</td>
<td>AUTUMN</td>
<td>8</td>
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<tr>
<td>Reputations in History</td>
<td>HISU9S3</td>
<td>20</td>
<td>AUTUMN</td>
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<tr>
<td>Digital Media and Culture OR</td>
<td>FMSU9A4</td>
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<td>SPRING</td>
<td>9</td>
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<tr>
<td>Understanding Audiences</td>
<td>FMSU9U4</td>
<td>20</td>
<td>SPRING</td>
<td>9</td>
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<tr>
<td>American History 1787-1890 OR</td>
<td>HISU9D4</td>
<td>20</td>
<td>SPRING</td>
<td>9</td>
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<tr>
<td>OR Africa between c.1800 and 1945 OR</td>
<td>HSU9E4</td>
<td>20</td>
<td>SPRING</td>
<td>9</td>
</tr>
<tr>
<td>OR Union, Rebellion and ‘ages’ new: Scotland 1700 to c.1830</td>
<td>HISU9S4</td>
<td>20</td>
<td>SPRING</td>
<td>9</td>
</tr>
</tbody>
</table>

## Year 3

Total year 1 credit value = 120  
Compulsory credits = 00  
Optional credits = 120

### Option Modules

Note: There are many history options in year 3. To ensure the maximum diversity and choice, available modules may run either on the autumn or the spring semester, depending on rotation of themes and staff availability.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Audio and Video Production</td>
<td>FMSU9A5</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
<tr>
<td>Documentary Film and Television: The Poetic Eye</td>
<td>FMSU9AD</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
<tr>
<td>Gender and Representation</td>
<td>FMSU9AS</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
<tr>
<td>Feminism and Television</td>
<td>FMSU9FT</td>
<td>20</td>
<td>AUTUMN</td>
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<tr>
<td>Public Relations and Promotional Culture</td>
<td>FMSU9PR</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
<tr>
<td>Scriptwriting</td>
<td>FMSU9SW</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
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<tr>
<td>Social Media Marketing: Contexts and Strategies</td>
<td>CMCU9SM</td>
<td>20</td>
<td>SPRING</td>
<td>10</td>
</tr>
<tr>
<td>Radio Feature Production</td>
<td>FMSU9D6</td>
<td>20</td>
<td>SPRING</td>
<td>10</td>
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<tr>
<td>Experimental Cinema</td>
<td>FMSU9EC</td>
<td>20</td>
<td>SPRING</td>
<td>10</td>
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<tr>
<td>Editing and Workflow</td>
<td>FMSU9EW</td>
<td>20</td>
<td>SPRING</td>
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<tr>
<td>Global Film as/and Philosophy</td>
<td>FMSU9GP</td>
<td>20</td>
<td>SPRING</td>
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<tr>
<td>East and Southeast Asian Cinemas</td>
<td>FMSU9EA</td>
<td>20</td>
<td>SPRING</td>
<td>10</td>
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<tr>
<td>Scriptwriting</td>
<td>FMSU9SW</td>
<td>20</td>
<td>SPRING</td>
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<td>Radio Drama Production</td>
<td>FMSU9C7</td>
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<tr>
<td>Content Development and Research</td>
<td>FMSU9CD</td>
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<tr>
<td>Digital Journalism</td>
<td>JOU9DJ</td>
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<td>Course Title</td>
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<td>Credits</td>
<td>Semester</td>
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<tr>
<td>History Dissertation Preparation for Combined Degrees</td>
<td>HISU9X5</td>
<td>20</td>
<td>AUTUMN</td>
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<tr>
<td>Africa in the Twentieth Century</td>
<td>HISU9E5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>American Indian History and Policy: From survival to Sovereignty</td>
<td>HISUM06</td>
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<tr>
<td>Black People in Britain, 1750-1950</td>
<td>HISU9G5</td>
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<td>SPRING OR AUTUMN</td>
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<tr>
<td>Castles Power and Authority, Landscapes and Contexts</td>
<td>HISU9I6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Death, Disease and Disability. The State and the Hazardous Working Environment 1800-1914</td>
<td>ARTU9H5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Dissertation Preparation for Honours History</td>
<td>HISU9X6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Environment, politics and people in colonial Africa</td>
<td>HISU9W6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>For God, King and Parliament: The Birth of Modern Europe, 1500-1700</td>
<td>HISU9S6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>From World War to Cold: Europe 1944-1989/90</td>
<td>ARTU9K6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Gender in Britain, 1750-1930</td>
<td>HISU9F6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Heritage Protection: theory and practice</td>
<td>ARTUHX5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>History of Political Thought</td>
<td>ARTU9C6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>History, Heritage and Tradition</td>
<td>ARTUHN6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Interwar Europe - Communism, Fascism and Democracy, 1914-1945</td>
<td>HISU9B5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Nineteenth Century Scotland, c.1800-1914</td>
<td>HISU9S5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Picts in Perspective: archaeology and the historian</td>
<td>HISU906</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Protests, Riots &amp; Propaganda: Popular Politics in 18th Century Britain</td>
<td>HISU9F6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Radicalism to Labourism: Popular Politics, 1800-1914</td>
<td>HISU9U6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Religion, Politics and Society in 19th-Century Britain</td>
<td>HISU9L5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Safer spaces: Environment in 20th Century Britain</td>
<td>ARTU9H6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>Stewart Scotland I: 1406-88 - Kingship or Tyranny?</td>
<td>HISU9P5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<td>Stewart Scotland: 1488-1542 – The Glory of Princely Governing?</td>
<td>HISU9P6</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>The United States since 1890</td>
<td>HISU9D5</td>
<td>20</td>
<td>SPRING OR AUTUMN</td>
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<tr>
<td>World Politics from the Great War</td>
<td>POLU9WP</td>
<td>20</td>
<td>SPRING OR 10</td>
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</tbody>
</table>
Year 4

Total year 1 credit value = 120
Compulsory credits = 0
Optional credits = 120

THERE ARE 4 OPTIONAL ROADS FOR STUDENTS TAKING FILM AND MEDIA STUDIES WITH HISTORY IN THE FINAL SEMESTER

Option Modules – * STUDENTS SHOULD CHOOSE ONE 60 CREDIT OPTION IN THE SPRING OR THE 40 CREDIT HISTORY DISSERTATION WITH ANOTHER OPTIONAL MODULE.
All level 10 modules listed in year 3 are available as history options in year 4.

<table>
<thead>
<tr>
<th>Route</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 7</td>
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<tr>
<td></td>
<td>Level 10</td>
</tr>
<tr>
<td>Route 1</td>
<td>20 credits Film or History List</td>
</tr>
<tr>
<td></td>
<td>Level 10 year 4 Module</td>
</tr>
<tr>
<td></td>
<td>20 credits History Level 10 Module*</td>
</tr>
<tr>
<td></td>
<td>20 credits Film &amp; Media Level 10 Module</td>
</tr>
<tr>
<td>Route 2</td>
<td>40 credits Film and Media/Digital Journalism module</td>
</tr>
<tr>
<td></td>
<td>20 credits History Level 10 Module*</td>
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<tr>
<td>Route 3</td>
<td>20 credits HISU9X5 History Dissertation Preparation</td>
</tr>
<tr>
<td></td>
<td>20 credits Film &amp; Media Level 10 year</td>
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<tr>
<td></td>
<td>20 credits HIS or Film &amp; Media Level 10 Module</td>
</tr>
<tr>
<td>Route 4</td>
<td>20 credits HISU9X5: History Dissertation Preparation</td>
</tr>
<tr>
<td></td>
<td>40 credits Film and Media/Digital Journalism module</td>
</tr>
</tbody>
</table>

READING LIST

Recommended Reading for the Film and Media Studies Programme


**Recommended Reading for the History Programme**

If you are preparing for first year, you could begin reading any of these books:


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**Section 3 Student Support**

**SUPPORT FOR STUDENT LEARNING**

**Induction**

You will receive a separate Film & Media and History induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Students will attend a session on ‘Transitioning to University’ and a ‘Welcome talk’ in week one by the division of History and Politics and a welcome email from your personal tutor.

**Study Skills Support**

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
• If you have been out of education for some time.

What SLS are able to do:

• Advise you on academic skills relevant to your studies at University.
• Help you consolidate your previous learning and develop new learning strategies.
• Advise on action-plans to potentially improve grades.
• Suggest practical solutions if you feel overwhelmed by assignment work.
• Help you gain confidence in the transition to Higher Education.

More information can be found here: https://www.stir.ac.uk/student-life/support-wellbeing/student-learning-services/

STEER
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

Academic and Pastoral Support

Adviser of Studies: Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/adviser-of-studies-scheme/undergraduate-advisers/

Personal Tutor: The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/personal-tutor-scheme/

Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/emotional-wellbeing/

Student Union: you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

Accessibility and Inclusion (A&I)

A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: https://www.stir.ac.uk/student-life/support-wellbeing/student-support-services/accessibility-and-inclusion/
Learning Resources
You can find out more about the resources available to support your learning here:

Section 4 Programme Evaluation and Enhancement

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

Module Evaluation
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/student-information/module-evaluation/

Programme Review
Programmes are reviewed regularly. Innovation in programme development will be guided by the institutional and faculty strategic plans with new programmes in particular to be developed using a ‘co-production’ model which supports all stakeholders working together. You can find out more here: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/programme-and-module-approval-amendment-and-withdrawal/#introduction

External Examiner(s)
Name of External Examiner: Kathryn Burnett
Institution: University of West Scotland
Name of External Examiner: Freddie Gaffney
Institution: Ravensbourne
Name of External Examiner: Kaitlynn Mendes
Institution: University of Leicester
Name of External Examiner: Dr Katherine Wilson and Prof Elaine Chalus
Institution: University of Chester and University of Liverpool

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?
What career avenues does this qualification open up to the student?

The Film and Media Production components prepare students for a job in:

- Broadcasting
- Publishing
- Advertising
- Journalism
- Civil Service fast streamer
- Heritage manager
- Historic buildings inspector or conservation officer
- Museum education officer
Jobs where a history degree could be useful also include:

- Academic librarian
- Archaeologist
- Journalist
- Civil Service administrator
- Editorial assistant
- Politician’s assistant
- Solicitor
- Primary School Teacher
- Barrister
- Marketing Executive
- Business Consultant
- Financial services employee

The joint degree also provides transferable skills that are attractive to broadcasters, online platforms, strategic and corporate communications employers, PR companies and Press Offices. Students are also attractive to employers of graduates in management and other roles.

Many students have won national prizes for their media work.

How does this programme facilitate your development of the Graduate Attributes?

**This programme will Connect you:**

- With film, media and journalism knowledge, understanding and skills with a range of complex real world issues
- With contributions from alumni, employers and industry experts to develop your employability skills
- With knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions
- With an inclusive learning community and with the wider community
- With communication skills using digital and other media

**This programme will support you to Innovate**

- Through active and ethical research
- Through using the latest global research and new technologies to develop new understandings and creative solutions
- Through independent critical and reflective thinking
- Through identifying opportunities to improve what you do and taking action
- Through drawing on expertise from researchers working at the cutting edge of media research

**This programme will support you to transform**

- Through developing your intellectual and cultural passion and excellence
- Through sharing new perspectives and broadening your horizons
- Through becoming professional, adaptable and resilient and equipped to succeed in the global market place
- Through becoming an active global citizen who is socially, culturally, and environmentally aware.

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**
The University offers over 70 exchange and Erasmus partner universities, across four continents.

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

The faculty of Arts and Humanities offers job placements during semester 3. By taking the module ARTU9W4 - Putting Arts & Humanities to Work, you may have the opportunity to experience 30 hours of work placement in a career area linked to your degree subject. In addition, the careers and employability services provide opportunities for volunteering and paid internships in a range of job sectors.

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

- Humanities MRes
- Gender Studies (Applied)
- Media Management (MSc, PG Dip, PG Cert)
- Media Research (MRes, PG Dip, PG Cert)
- Television Content Development and Production (MSc)
- Historical Research MRes
- Environment, Heritage and Policy MSc
- International Conflict and Cooperation MSc
- Public Policy MPP

Students could also go on to other Masters programmes at other universities, and a wide range of masters in Arts, Humanities, Education, Social Sciences, and Business and Management.

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

N/A

Section 6 Admissions

**HOW DO I ENTER THE PROGRAMME?**

*Admissions Criteria*

- SQA Highers
  - AABB – one sitting
  - AABBB – two sittings

- GCE A-levels
  - BBB

- IB Diploma
  - 32

- BTEC (Level 3)
  - DDM

- Scottish HNC/HND

- Year 1 entry – Bs in graded units

- English, Welsh and NI HNC/D

- Merits and Distinctions
Access Courses

Access courses and other UK/EU and international qualifications are also welcomed.

Foundation Apprenticeships

Foundation apprenticeships are considered to be equivalent to one Higher at Grade B.

Year 2 entry may be possible with an HND in a related subject. Please consult our Advanced Entry pages for suitable courses.

If you’ve taken exams over two sittings, repeated an exam, or been upgraded, the entrance requirements may be higher.

If you’re an international student and don’t meet the required academic and English-language criteria for entry onto this degree, there are other options. You could take our International Foundation programme, which prepares you for entry onto our degrees. Delivered by INTO University of Stirling on our Stirling campus, you can benefit from excellent teaching and supportive English language training. Successful completion of the International Foundation in Media, Humanities and Social Sciences provides guaranteed progression to this degree.

If English is not your first language, you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.0 with 5.5 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade C
- Pearson Test of English (Academic): 54 with 51 in each component
- IBT TOEFL: 80 with no subtest less than 17

More information on our English language requirements

English language courses

If you need to improve your English language skills before you enter this course, our partner INTO University of Stirling offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for entry to this degree.

Find out more about our pre-sessional English language courses