Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
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<tbody>
<tr>
<td>Partner Institution</td>
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<tr>
<td>Programme Name</td>
<td>Film and Media and Religious Studies</td>
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<tr>
<td>Award</td>
<td>e.g. BSc (Hons), MA etc.</td>
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<td>UCX12 FMSREL</td>
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<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
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<td>Programme Director</td>
<td>David H. Fleming</td>
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<tr>
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<td>Derek Hodge</td>
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**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 Religion components aim to generate a deep critical awareness of our increasingly complex world by means of familiarising you with the discourse of religion that continues to play a central role in its making. The programme develops skills for in-depth study of ontologies, seminal texts, practices and theologies in a variety of global contexts, and of the interface between the ‘religious’ and what is variously defined as political, ethical, gendered, aesthetic or creative aspects of differing global communities. Through this critically interdisciplinary approach, we aim to equip you with the ability to discern, address and negotiate between plurality and difference within societies and their traditions and perceived realities; to foster empathetic engagement with both familiar and unfamiliar viewpoints, to promote self-critical awareness of presuppositions, and to encourage critically constructive analysis and argument that leads to the possibility of change.

*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.

Religion Studies at Stirling is distinguished in its critical approach. It is critical, not the least because it does not simply explore areas of experience generally described as ‘religious’ or ‘secular’ but also places these categories themselves under the microscope.

**PROGRAMME AIMS**

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

1. **Demonstrate a critical understanding of:**
   a. Communications and society
   b. The historical context of media development
   c. Key concepts, theoretical approaches and values incorporated in the discourse of ‘Religion’
d. Media processes and practices

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1. An Analyse closely, interpret and show the exercise of critical judgement in the evaluation of these media and cultural forms
2. Develop knowledge of the histories, theologies and practices of important global traditions such as Christianity and Islam.
3. Develop theoretical formations which can be filled out with a variety of contents and generate informed questions.
4. Address the problematics of difference and thus be in a position to help develop relevant practices of ethically informed negotiation
5. Indicate some specialized knowledge of important aspects of cultural diversity (within certain defined global contexts).
6. Develop the ability to discriminate and the ability to see connections.
7. Develop the ability to apply a comparative perspective across time and space.
8. Produce digital output across a wide range of platforms, manipulating sound, image, the spoken and written word using relevant concepts and theories.
9. Produce work which demonstrates an understanding of media forms and structures, audiences and modes of address.
10. Analyse and compare various expressions and/or representations of so-called religious traditions and “religion” itself in political, economic, cultural and academic discourse with hermeneutical consciousness.

Intellectual, Practical and Transferable Skills and other attributes:

1. Generic/Transferable
   - The critical analysis of key cultural ontologies, texts and practices
   - Research skills such as the gathering and interpretation of data
   - The ability to argue rationally, and make a case
   - Library and IT skills
   - Communication in group work
   - Making presentations
   - Essay writing
   - Project Management

Values and Attitudes:
1. Openness
2. Excellence
3. Ambition
4. Ethical Behaviour
5. Creativity
6. Independence
7. Empathy
8. Respect for difference
9. Integrity
10. Leadership and responsibility
HOW WILL I LEARN?

The joint Film & Media Studies and History degree programme 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 Religion components 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. 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 religious studies module. In Semester 2 you will take ONE compulsory film and media module and ONE compulsory religious studies module.

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

In their approved sequence the first core modules are:


These are followed by FMSU9M3: Reading Film and Television, and RELU913: Religion and Culture, Problems or Representation in Semester Three. Then either FMSU9A4: Digital Media and Culture or FMSU9U4: Understanding Audiences, with REL914: Theory and Method.

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 being 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.

RELU911 and RELU912 also use lectures to introduce you to key issues and concepts such as progress and conflict, postcolonialism, or the problematic of representing ‘religion’ as a defined entity or thing, and to guide your independent reading as an essential part of the learning process. Lectures are complemented by seminars at which you typically present papers and/or discuss and/or take questions centered on a particular reading. Most Religious teaching in the first two years takes place through a combination of lecturing in large lecturing halls and teaching and discussion in seminar rooms for which you prepare by reading materials prescribed and suggested in module handbooks that are usually available online or in the library. Every module will include the assessment of essays and in many cases, you will be required to make presentations which may or may not be assessed. In the third and fourth years, class teaching and discussion in smaller seminar rooms becomes the norm and it is just as important that students undertake the prescribed reading.

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 second year Religion modules consolidate and develop the skills introduced in the first year. Here the core modules RELU913 and RELU914 Theory & Method begin to develop and intensify your knowledge and understanding of key theories and methodologies specific to Religion.

**Semester 5-8 Modules**

There are no core modules or formal pathways for the remainder of the Film and Media programme during semesters 5 and 6. Third year Religion components contains a core module, RELU9R5 (Religion and Postcolonialism) at level 9. This further develops an understanding of the essentially colonial/postcolonial contest within which the subject is constructed and understood. The modules RELU914 and RELU9C5 together serve as the natural bridge between introductory themes (RELU911-3) and more specific engagements with recent approaches to the discourse of religion, such as critical religion, implicit religion and material religion, picked up in both compulsory and option modules in semesters 6 – 8. Thus RELU9C6 Religion and Theory, builds theoretically on the previous modules, dealing with Religion in terms of critical theories and methodologies in relation particularly to the critical thinking of the Frankfurt School and to feminist theory. At the same time there is scope for students to take optional level 10 modules in Religion some of which reflect a stronger focus on the representation of specific traditions regarded as ‘religious’, such as Christianity and/or Islam.

There are currently more than twenty Film and Media 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.)

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 FMSU9AS 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 multiplatform 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 3 options or roads in semester 8.

The fourth year offers students a range of further level 10 optional modules to take in conjunction with their other chosen subject(s). There is an optional Religion dissertation 60 credits (triple weighted) which is typically undertaken in semester 8. This is preceded in semester 7 by a module (EUCU9C7) aimed at developing relevant research skills and at initiating thought about proposals for individual study. Final semester honours students may also complete a Film and Media dissertation, production module, or digital publishing project. These modules are also worth 60 credits (triple weighted) to reflect both the amount and level of work associated with successfully completing them. Dependent upon students completing the necessary prerequisite modules, students can choose from three options:

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 a just 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-valued by employers and clients in the job market.

REIU9ZX: Religious Studies Dissertation. Each dissertation student is supervised by a member of staff. This is a major opportunity for you to carry out self-directed work on a topic of your own choosing, although in consultation with the potential supervisor. Staged deadlines and feedback from the dissertation coordinators and individual supervisors help provide a framework for your own work.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessed work comprises of essays, group work projects, and end-of-term examinations. Essays and Exams test your knowledge of the subject matter of the respective modules, and your understanding of the issues involved and your 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.

Typically, programme assessments include:

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

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

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 you 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:


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- any module

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<th>Compulsory Modules</th>
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<th>Semester</th>
<th>SCQF Level</th>
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<td>An Introduction to Media Studies and Industries</td>
<td>FMSU9M1</td>
<td>20</td>
<td>AUTUMN</td>
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<td>Religion, Ethics and Society: Progress and Conflict</td>
<td>RELU911</td>
<td>20</td>
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<td>The Moving Image</td>
<td>FMSU9M2</td>
<td>20</td>
<td>SPRING</td>
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<td></td>
<td>Religion, Colonialism and Nationalism</td>
<td>RELU912</td>
<td>20</td>
<td>SPRING</td>
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### Year 2

Total year 2 credit value = 120  
Compulsory credits = 80  
Optional credits = 40

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<td>Reading Film &amp; Television</td>
<td>FMSU9M3</td>
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<td>Religion in Culture: Problems of Representation</td>
<td>RELU913</td>
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<td></td>
<td>Digital Media and Culture OR Understanding Audiences</td>
<td>FMSU9A4</td>
<td>20</td>
<td>SPRING</td>
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<td>FMSU9U4</td>
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### Year 3

Total year 3 credit value = 120  
Compulsory credits = 40  
Optional credits = 80

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<td>Religion and Postcolonialism</td>
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<td>Religion and Theory</td>
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<th>Semester</th>
<th>SCQF Level</th>
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<td>Introduction to Audio and Video Production</td>
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<td>Documentary Film and Television: The Poetic Eye</td>
<td>FMSU9AD</td>
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<td>Gender and Representation</td>
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<td>Feminism and Television</td>
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<td>Public Relations and Promotional Culture</td>
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<td>Scriptwriting</td>
<td>FMSU9SW</td>
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<td>AUTUMN</td>
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Year 4

Total year 4 credit value = 120
Compulsory credits = 80 (120 for road 2)
Optional credits = 40 (0 for road 2)

Compulsory Modules *

EUCU9C7 Dissertation Preparation & Critical Writing is compulsory in semester 7, and YOU SHOULD CHOOSE ONE 60 CREDIT OPTION IN THE SPRING. Depending on what options are chosen, a range of different Film and Media and Religious Studies options become available.

<table>
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<tr>
<th>Module Title</th>
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<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
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READING LIST

Recommended Reading for the Film & Media Programme


Recommended Reading for the Religious Studies Programme

- Allen, Catherine J., *The Hold Life Has: Coca and Cultural Identity In An Andean Community*
- Cavanaugh, W., *The Myth of Religious Violence*
- Chanter, T., *Gender: Key Concepts in Philosophy*
- Fulcher, J., *Capitalism: A Very Short Introduction*
- hooks, b., *Feminism is for Everybody*
- Hughes, A. W. and McCutcheon, Russell T. (eds), *Religion in Five Minutes.*
- Jasper, D., *A Short Introduction to Hermeneutics*
- McCutcheon, R. T., *Studying Religion: An Introduction*
- Nye, M., *Religion: The Basics*
- Ruthven, M., *The Divine Supermarket*
- Taylor, M. C., *Critical Terms for Religious Studies*
- Young, R. J. C., *Postcolonialism: A Very Short Introduction*

Section 3 Student Support

**SUPPORT FOR STUDENT LEARNING**

**Induction**

You will receive an 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.

There will be subject specific events and/or material available for all new Religion students.

**Study Skills Support**

ARO 034a August 2017
Student Learning Services 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 we 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: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/) Students in the Faculty of Arts and Humanities also have access to academic skills tutors under the Feedback First and Royal Literary Fellow schemes.

STEER is a University-wide Student Peer Support Scheme providing Mentors or Buddies for any Undergraduate or Taught Postgraduate student in their first year at the University of Stirling. The scheme aims to help you make the most of your time at the University and enable you to settle in as quickly as possible. More information can be found here: [http://www.steer.stir.ac.uk/index.php](http://www.steer.stir.ac.uk/index.php)

For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

**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: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/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: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**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: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

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

**Accessibility and Inclusion**
We 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. We 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: http://www.stir.ac.uk/student-support/accessibility-inclusion-service/

Learning Resources
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

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. The University introduced a new programme of module evaluations in 2015 using the EvaSys system. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s)
Name of External Examiner: Freddie Gaffney
Institution: Ravensbourne
Name of External Examiner: Kaitlynn Mendes
Institution: University of Leicester
Name of External Examiner: Zahera Harb
Institution: City, University of London
Name of External Examiner: Laraine Porter
Institution: De Montfort University, Leicester

Please add as required.

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

Broadcasting
Publishing
Advertising
Journalism
Teaching

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

Many students have won national prizes for their media work.
The qualification in Religion can be seen to contribute to any career that requires an employee to possess excellent skills in writing, presenting themselves orally, problem-solving, working well with others and taking on leadership roles. More particularly it would help prepare graduates for those careers in which they would need to be open to new ways of thinking, critically astute in respect of both people and what they say, and capable of recognizing that not everybody sees the world in the same way. This degree could be said to help prepare students in particular who are going to work with people in any context that requires the capacity to understand and negotiate. Typically such careers might be found in the Third Sector, teaching and also in policy making and researching contexts. Previous graduates have found careers in Higher Education, teaching, the police force, religious consultancy, journalism and various third sector organisations.

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. 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)

On completion of this module there are a number of taught postgraduate courses that students can take at Stirling. [https://www.stir.ac.uk/postgraduate/programme-information/](https://www.stir.ac.uk/postgraduate/programme-information/)

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