# Programme Specification ARO 034a

## Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
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<tr>
<td>Partner Institution</td>
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<tr>
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<tr>
<td>Award</td>
<td>e.g. BSc (Hons), MA etc.</td>
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<td>BA (Hons)</td>
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<td>Mode of Study</td>
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<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
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<tr>
<td>Location/Method of Study</td>
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<td>Date of Accreditation: XX / XX / 20XX</td>
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<td>Programme Director</td>
<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 degree programmes in Film & Media Studies 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, with students encouraged to examine, both critically and creatively, a range of media and their professional practices. Areas of study offered to students include cinema, new media, television, public relations and the sporting industry. Given the interdisciplinary nature of the subject, the course will expose students 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 single honours programme offers a ‘mixed economy’ approach, requiring students to reflect critically on the relationship between media theory and media practice, both their own and that of professionals. They also have the opportunity to develop skills in particular areas of radio and video production. Students are expected to 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, students on this programme should emerge with a wide variety of creative, intellectual, analytical and research skills that enhance their employability across a wide range of sectors.

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 students 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 students become fully trained in practicalities and to compete for high profile national awards, and industry placements.

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes
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. 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.

2. analyse closely, interpret and show the exercise of critical judgement in the evaluation of these media and cultural forms

3. produce digital output across a wide range of platforms, manipulating sound, image, the spoken and written word using relevant concepts and theories

4. produce work which demonstrates an understanding of media forms and structures, audiences and modes of address.
Intellectual, Practical and Transferable Skills and other graduate attributes:
1. communicate effectively in interpersonal and group or team settings and through the submission of written work to a given length, format, brief and deadline;
2. gather, organise and deploy ideas and information in order to formulate arguments cogently and to express them coherently in written, oral or other forms;
3. work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.
4. carry out various forms of enquiry and research involving sustained independent enquiry;
5. formulate appropriate questions and employ appropriate methods and resources for exploring those questions;
6. evaluate and draw upon a range of sources and texts and appropriate conceptual frameworks.
7. reflect upon understanding gained in activities and texts and appropriate conceptual frameworks.

All these skills, both subject specific and generic, contribute to the employability of graduates. In terms of PDP, 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.

Values and Attitudes:
1. Openness
2. Excellence
3. Ambition
4. Ethical Behaviour
5. Creativity
6. Independence
(delete and add rows as needed)

HOW WILL I LEARN?
Outline of the teaching methods and approach to be used on the programme.

Film & Media Studies degree programmes contain theoretical, analytical and production elements. First, they provide students 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 degree programmes contain a substantial practical element, in which production techniques employed in electronic and print media are introduced. This element is intended to give students an opportunity to measure theoretical knowledge against the considerable demands of practical necessity. While the intention is not to provide specialist professional training, students 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.

Appropriate teaching methods and learning strategies have been developed to achieve the learning outcomes of Film & Media Studies. All programmes employ a range of assessment methods to enable students 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

In their approved sequence the first five core modules are FMSU9M1: An Introduction to Media Issues and Industries in Semester One, FMSU9M2: The Moving Image in Semester Two, FMSU9M3 Reading Film and Television in Semester Three, and both FMSU9A4: Digital Media and Culture, and FMSU9U4: Understanding Audiences in Semester Four.

FMSU9M1 helps students to begin their degree with an up to-date sense of relevant fields of study and media industries. This module introduces core issues in contemporary media studies and situates the students’ studies within a detailed understanding of media industries. This module’s industry focus helps embed employability. It also includes a lecture specifically dedicated to study skills and essay writing, which outlines what is expected of work at this level.

FMSU9M2 develops skills in the analysis of film and television texts, providing an introductory toolkit that enables students to analyse moving image texts accurately and imaginatively, as well as to demonstrate awareness of the academic contexts for these methods of textual analysis. The work done in this module is essential for students taking moving image-related courses at advanced level, and benefits students opting for a later production pathway. The unit also features a weekly programme of screenings.

FMSU9M3 is designed to develop skills in the analysis of film and television texts, and includes a weekly programme of screenings. This module builds on the skills and approaches learned on previous modules while introducing students to abstract and critical film theory approaches. Students here gain theoretical skills and conceptual frameworks required to become competent readers of texts, that are essential for advanced moving image-related courses, and beneficial to audio-visual production studies.

As these three modules often attract large student numbers (c.150-200), two-hour lectures are used as an economical means of introducing 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 students 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 students are encouraged to work within the ground rules for discussion groups which are outlined in the Division’s Student Handbook.

FMSU9U4 Understanding Audiences puts the audience in the spotlight, and looks at different approaches to media use as a social phenomenon undergoing significant transformations. The module explores different ways of thinking about the audience and finding out how viewers, readers and listeners use and make sense of media – in the public space, at home and on line. This module embeds employability by offering opportunities to interact with guest lecturers from business and industry (Private/public/third sector) via roundtable discussions, 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. Beside guidance lectures, students otherwise work through preparation exercises independently, with emphasis being placed on peer-assisted learning during weekly 2hr workshops. Continuous assessment elements – e.g. a class blog or Wiki*media – introduce evaluation for student engagement with content, which stems from workshop discussions. Project work in the second half of the module is also delivered through flipped content, but is primarily lab-based.
Semester 5-8 Modules

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. There are no core modules or formal pathways for the remainder of the course. 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 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 allow students to experience practical media production guided by an award winning team of subject experts. Students 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 subsequent production work. As all the practical modules are optional, students 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 students 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. Students 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) students 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.

In the final semester, there is the option of creating a video or audio documentary in the Documentary Production module (FMSU9B8). This is a triple credit, dissertation level module, in which production teams create a 12 minute factual piece.

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 students 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 students 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.

CMCU95SM Social Media Marketing is a Semester 6 core module for Digital Media students, offered across Film & Media Studies. In this module students are encouraged to analyse and evaluate theoretical approaches to social media and to situate these within the larger context of media and cultural studies as a whole. Students think as users of social media as well as producers of digitally-mediated and natively digital content. The module introduces students to Social Media monitoring tools, campaign management tools and the relevance of emergent technologies (such as Augmented Reality) in social media strategy. Students engage in groups specialising on specific tasks, following the structure and the functioning of a real campaign planning agency, where concepts such as ROI, KPIs, SMART objectives will become familiar, and opportunities to work on live or simulated briefs, hosted and judged by external clients are available. Film & Media Students are required to have sat either FMSU9A4 or FMSU9A5 in order to take this module.

CMCU9DL Digital & Data Literacy is a Semester 7 core module for Digital Media students, offered across Film & Media Studies. In this module students are encouraged to explore contemporary debates in digital and data literacy from both a theoretical and applied perspective. The module explores what it means to be digitally literate and the skills required to take advantage of digital media without necessarily learning how to write code. Through engaging with critical debates and engaging with a range of applied tasks, students will gain confidence in uses of datasets and build their digital literacy skills. Digital and data literacy is designed for students who wish to gain a deeper understanding of the importance of data/digital literacy in contemporary culture, and students who want to further develop their technical skills for academic or employability purposes. The module tackles important topical digital concepts (that may include hacking, spam, obfuscation, and cybersecurity). This module will prepare students for their final semester and acts as the preparation module for the CMCU9D8 digital publishing project (in Semester 8). Film & Media Students are required to have sat CMCU9SM in order to take this module.

Semester 8 options.

Final semester honours students are required to complete either a dissertation, production module, or digital publishing project. These modules are 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 students an opportunity to undertake independent, sustained research in an area of their own choice related to the media and cultural industries. The 13,000 word project enables students to display the range of research, conceptual and analytical skills that they 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 students 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 their groups students devise, script, produce and edit an original documentary for assessment. Students also submit a short Evaluative Essay which critically evaluates their work and their own contributions to the project.

CMCU9D8: The Digital Publishing Project provides students with an opportunity to conceive, design and carry out an original, practice-based research project. The Digital Project allows students to develop and demonstrate their 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 students to develop and demonstrate their 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.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Outline of the assessment methods and approach to be used on the programme.
Assessment and Assessment Criteria

Semester 1-4

Assessed work comprises of essays, group work projects, and end-of-term examinations. Essays and Exams test students’ knowledge of the subject matter of the respective modules, and their understanding of the issues involved and their ability to write cogently and coherently. Group work projects encourage students to begin working in and as part of a team, and undertake peer-assisted learning and evaluation.

FMSU9U4 asks students 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.

Semester 5-8

Typically, assessments during semesters 5 to 8 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/).

All formally assessed work is also systematically moderated or second marked.

Three sets of criteria are assessed in essays and exams: evidence of reading and research, argument and analysis, and writing and structure.
Reading & 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.

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:


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 = 40
Option credits = 80

Compulsory Modules

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<th>Module Code</th>
<th>Credit</th>
<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>
<td>8</td>
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<tr>
<td>The Moving Image</td>
<td>FMSU9M2</td>
<td>20</td>
<td>SPRING</td>
<td>8</td>
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### Year 2

Total year 1 credit value = 120  
Compulsory credits = 60  
Optional credits = 60

#### Compulsory Modules

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<th>Semester</th>
<th>SCQF Level</th>
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<td>Reading Film &amp; Television</td>
<td>FMSU9M3</td>
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<tr>
<td>Digital Media and Culture</td>
<td>FMSU9A4</td>
<td>20</td>
<td>SPRING</td>
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<tr>
<td>Understanding Audiences</td>
<td>FMSU9U4</td>
<td>20</td>
<td>SPRING</td>
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### Year 3

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

#### Option Modules – you may choose one of the following modules to take DELETE IF NOT REQUIRED

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<th>Credit</th>
<th>Semester</th>
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<tr>
<td>Introduction to Audio and Video Production</td>
<td>FMSU9A5</td>
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<tr>
<td>Documentary Film and Television: The Poetic Eye</td>
<td>FMSU9AD</td>
<td>20</td>
<td>AUTUMN</td>
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<td>Gender and Representation</td>
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<td>Feminism and Television</td>
<td>FMSU9FT</td>
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<td>AUTUMN</td>
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<td>Public Relations and Promotional Culture</td>
<td>FMSU9PR</td>
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<td>AUTUMN</td>
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<td>Scriptwriting</td>
<td>FMSU9SW</td>
<td>20</td>
<td>AUTUMN</td>
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<tr>
<td>Social Media Marketing: Contexts and Strategies</td>
<td>CMCU9SM</td>
<td>20</td>
<td>SPRING</td>
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<td>Radio Feature Production</td>
<td>FMSU9D6</td>
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<td>Experimental Cinema</td>
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<td>Editing and Workflow</td>
<td>FMSU9EW</td>
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<td>SPRING</td>
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<td>Global Film as/and Philosophy</td>
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<td>East and Southeast Asian Cinemas</td>
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<td>Scriptwriting</td>
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### Year 4

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

#### Option Modules – *YOU SHOULD CHOOSE ONE 60 CREDIT OPTION IN THE SPRING*

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<tbody>
<tr>
<td>Digital and Data Literacy</td>
<td>CMCU9DL</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
<tr>
<td>Researching the Media &amp; Culture</td>
<td>FMSU9A7</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>FMSU9A5</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
<tr>
<td>Radio Drama Production</td>
<td>FMSU9C7</td>
<td>20</td>
<td>AUTUMN</td>
<td>10</td>
</tr>
</tbody>
</table>
For Part time study, students are required to meet the full time Programme Structure in full but will take longer to do so.

**READING LIST**

**Required and Recommended Reading for the Programme**

**Introductory Readings**


**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.

**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/](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/](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/](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/](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: https://www.stir.ac.uk/about/faculties-and-services/academic-registry/academic-policy-and-practice/quality-handbook/learning-support/

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**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

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**Section 5 My Future**

**WHAT KIND OF CAREER MIGHT I GO ON TO?**
### What career avenues does this qualification open up to the student?
- Broadcasting
- Publishing
- Advertising

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

**This programme will Connect you:**
- With film and media 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

**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 and 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?

N/A

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

*What programmes of study could the student go on to after successfully completing this one?*
- 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)

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

N/A

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**Section 6 Admissions**
HOW DO I ENTER THE PROGRAMME?

Admissions Criteria

SQA Highers
AABB – one sitting
AABB – 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