![Bournemouth University logo]

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Media and Communication

Final award(s), title(s) and credit
BA (Hons) Communication and Media [2-year Accelerated Degree]
- 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits

Intermediate award(s), title(s) and credits
Certificate in Higher Education Communication and Media – 120 (60 ECTS) Level 4 Credits
Diploma of Higher Education Communication and Media – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits

UCAS Programme Code(s) P902	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100444 – Media and Communication Studies

External reference points
The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards (October 2014), incorporating;
- The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies:
- The frameworks and their levels
- The qualification descriptors
- Responsibilities for implementing an outcomes-based approach to the award qualifications

QAA Subject Benchmark Statement – Communication, media, film and cultural studies (2016)

Professional, Statutory and Regulatory Body (PSRB) links
n/a

Places of delivery
Talbot Campus, Bournemouth University

Mode(s) of delivery Full-time	**Language of delivery** English

Typical duration
Full-time – 2 years (including 4 weeks placement)

Date of first intake September 2025	**Expected start dates** September
Maximum student numbers n/a	**Placements** Students may choose to undertake a 'short placement' of up to 4 weeks during non-teaching weeks. Students are responsible in finding their own placement with support from the Placement Team. Students can progress to level 5 or 6 without having completed placement.
Partner(s) n/a	**Partnership model** n/a

Date of this Programme Specification
April 2025

Version number
v1.0-0925 [Accelerated Degree]

Approval, review or modification reference numbers
FMC 2425 27, Approved 04/04/2025

Author
Prof. Ann Luce and Dr. Tanya Le Roux

PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Communication and Media [2-year Accelerated Degree]								
Level 4 - Students are required to complete 6 core units.								
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**			**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code**
			Exam1	**Cwk1**	**Cwk2**			
Adventures in Popular Culture	Core	20		100		36	v1.1	100320
Introduction to Communication: Theory and Practice	Core	20		100		36	v1.1	100444
Principles of Marketing Communications	Core	20		100		36	v1.0	100075
Introduction to Journalism: News and Features	Core	20		100		36	v1.1	100444
Introduction to Storytelling	Core	20		100		36	v1.1	100444
Media, Culture and Society	Core	20		100		36	v1.1	100444
Level 5 - Students are required to complete 6 core units								
Digital Communication	Core	20		100		36	v1.0	100444
Writing for the Media	Core	20		100		36	v1.0	100444
Brands and Digital Branding	Core	20		100		36	v1.0	100075
Media Convergence	Core	20		100		36	v1.0	100444
Media: Messages and Meanings	Core	20		100		36	v3.0	100444
Advertising	Core	20		100		36	v1.0	100444
Level 6 - Students are required to complete 5 core units								
Dissertation	Core	40		100		10	v2.0	100444
Research Principles	Core	20		100		36	v1.2	100444
Remix Cultures	Core	20		100		36	v1.0	100444
Social Media Management	Core	20		100		36	v2.0	100075
Public Relations	Core	20		100		36	v3.0	100444

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The BA Communication and Media accelerated degree is designed for students who enjoy studying how people communicate through media texts and who want to work in the communication and media industries but take an interdisciplinary approach rather than specialising in one specific area too soon. The course is built around five streams of study (Cultural Studies, Digital Communications, Journalism, Storytelling, and Marketing Communications) which balance a central core of cultural and digital media studies with units that emphasise creative and professional studies.

The course aims to:

- Produce flexible graduates who can think rigorously, critically, analytically, and imaginatively, who can apply knowledge to practical situations, and who can debate on academic and cultural issues relevant to contemporary society.

- Develop graduates' professional and creative writing, digital skills, ability to communicate persuasively with different audiences, and ability to approach professional communication in an analytical way in order to meet the needs of employers. The optional placement provides the opportunity to see and use some of these skills in the workplace.

- Provide graduates with the ability to see the role that media and communications play in sites of economic, political, and cultural power, to show skills for informed debate on views which propagate, challenge and oppose prevailing culture, and the ability to communicate publicly in an inclusive, responsible, and socially aware way.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is informed by and aligned with the BU 2025 strategic plan and fusion ethos to inspire learning, advance knowledge and enrich society through the fusion of education, research and practice. The BU 2025 values of excellence, inclusivity, creativity and responsibility are woven throughout the programme.

The design of the unit specifications has taken into account FLIE's use of Bloom's Taxonomy of Higher Order Thinking in the level-appropriate use of consistent assessment terminology in Intended learning Outcomes (ILOs). We have also integrated the UN Sustainability Development Goals in the specifications to align with BU's vision.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, practice).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically desirable.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 major thinkers, debates and intellectual paradigms relevant to communication, cultural studies, and media. A2 contemporary culture and society. A3 a wide variety of written, visual, and audio texts including digital media. A4 one or more designated areas of the field e.g. journalism, marketing communications.	Learning and teaching strategies and methods: • *Lectures, guest lectures, seminars, screenings, flipped classroom content, debates, tutorials (A1 – A6);* • *Directed reading, academic VLE content, independent research (A1 – A5);* • *Workshops, technical VLE content (A4, A6);* • *Field trips (A2, A4, A5);* • *Replication of authentic industry experience through collaborative creativity days with public-facing outputs (A3-A6)*
A5 the mass media and communication industries. A6 industry standard technical and digital approaches.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (A1 – A5);* • *Dissertation (A1 – A6);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (A4, A6)*
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 think critically, logically and creatively B2 consider and evaluate own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.	Learning and teaching strategies and methods: • *Lectures, guest lectures, seminars, screenings, flipped classroom content, debates, tutorials (B1 – B5);* • *Directed reading, academic VLE content, independent research (B1 – B5);* • *Workshops, technical VLE content (B4);* • *Field trips (B1, B5).* • *Replication of authentic industry experience through collaborative creativity days with public-facing outputs (B1-A6)*

B3	retrieve and generate information and evaluate sources in carrying out independent research. B4 apply a problem-solving approach to activities such as research, group work, practical projects, artefact creation. B5 analyse, synthesise and respond to a range of ideas, concepts and attitudes.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (B1 – B5);* • *Dissertation (B1 – B5);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (B1, B3, B4).*
C: Practical skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1	produce competent professional writing and artefacts for the intended audience/readership. C2 undertake textual analysis of a variety of forms and genres. C3 use appropriate communication skills to interact effectively in a variety of social and professional contexts.	Learning and teaching strategies and methods: • *Seminars, flipped classroom content, tutorials (C1 – C3);* • *Directed reading, academic VLE content, independent research (C2,C4);* • *Workshops, technical VLE content (C1,C3,C5);* • *Replication of authentic industry experience through collaborative creativity days with public-facing outputs (C1, C3-C6)*
C4	conduct primary and secondary research and present it appropriately using current conventions. C5 use media and digital production technologies.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (C1 – C4);* • *Dissertation (C1 – C5);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (C1, C3, C5).*
D: Transferable skills This programme provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1	communicate effectively in academic and professional contexts in a variety of forms including digital and/or analogue artefacts. D2 work productively both independently and in groups/teams. D3 construct complex arguments.	Learning and teaching strategies and methods: • *seminars, flipped classroom content, debates, tutorials (D1 – D4);* • *Independent research (D1 – D5);* • *Workshops (D1 – D5);* • *Replication of authentic industry experience through collaborative creativity days with public-facing outputs (D1-D5)*
D4	present and defend ideas orally and in writing. D5 produce appropriately referenced work to a given format, brief and deadline.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (D1 – D5);* • *Dissertation (D1 – D5);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (D1, D2, D5).*

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 theoretical approaches to popular culture and literary texts including structuralism, feminist theory, narrative theory, reader response and reception theory. A2 a range of research methods and approaches. A3 the power of words and images to generate meaning and exert influence. A4 key issues and theoretical approaches to the study of media and its audiences . A5 major approaches to the study and analysis of group interaction in different cultures and contexts. A6 industry standard technical and digital approaches.	Learning and teaching strategies and methods: • *Lectures, guest lectures, seminars, screenings, flipped classroom content, debates, tutorials (A1 – A6);* • *Directed reading, academic VLE content, independent research (A1 – A5);* • *Workshops, industry days, technical VLE content (A4, A6);* • *Field trips (A2, A4, A5).* Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (A1 – A6);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (A2, A4, A6).*
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 evaluate and apply major principles and theoretical frameworks. B2 apply underlying concepts and principles to a range of contexts including their own professional placement. B3 critically engage with different approaches to media and cultural texts. B4 exercise independent critical judgement in the close reading of texts. B5 synthesise a range of views and opinions.	Learning and teaching strategies and methods: • *Lectures, guest lectures, seminars, screenings, flipped classroom content, debates, tutorials (B1 – B5);* • *Directed reading, academic VLE content, independent research (B1 – B5);* • *Workshops, industry days, technical VLE content (B2, B3, B5);* Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (A1 – A6);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (A2, A4, A6).*
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 analyse a variety of narrative texts including films, television, news journalism, popular culture.	Learning and teaching strategies and methods: • *Seminars, screenings, flipped classroom content, debates, tutorials (C1 – C4);* • *Directed reading, academic VLE content, independent research (C1 – C4);*

C2	express ideas using professional writing conventions and formats.	• *Workshops, industry days, technical VLE content (C2, C5);*
C3	write and develop material for a variety of media.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (A1 – A6);*
C4	develop a critical awareness of media representations and effects.	• *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (A2, A4, A6).*
C5	use media and digital production technologies.	
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:	
D1 write quickly, accurately and to brief. D2 retrieve data using electronic sources. D3 manage communication process in groups and teams. D4 present material using effective oral presentation skills. D5 reflect upon and appraise personal development.	Learning and teaching strategies and methods: • *Seminars, flipped classroom content (D1 – D5);* • *debates, tutorials (D3-D5);* • *Directed reading, academic VLE content, independent research (D2);* • *Workshops, industry days (D1 – D5);*	
	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (A1 – A6);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (A2, A4, A6).*	

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 the principles of good written English. A2 theoretical approaches to the media and its audiences. A3 basic theoretical approaches to genre. A4 key interpersonal communication skills. A5 communication of branding to the consumer. A6 industry standard technical and digital approaches.	Learning and teaching strategies and methods: • *Lectures, guest lectures, seminars, screenings, flipped classroom content, debates, tutorials (A1 – A6);* • *Directed reading, academic VLE content, independent research (A1 – A3);* • *Workshops, industry days, technical VLE content (A4 - A6);* • *Field trips (A2, A4).*
	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (A1 – A6);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (A2, A4, A6).*
B: Intellectual skills	The following learning and teaching and assessment strategies and methods enable

This level provides opportunities for students to:	students to achieve and to demonstrate the level learning outcomes:
B1 put forward an argument. B2 assess and compare different forms of communication. B3 recognise and articulate different ideas and concepts.	Learning and teaching strategies and methods: • *Lectures, guest lectures, seminars, screenings, flipped classroom content, debates, tutorials (B1–B3);* • *Directed reading, academic VLE content (B2, B3);* • *Workshops, industry days (B1-B3);* • *Field trips (B3).*
	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (B1-B3);*
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 produce effective, appropriately presented and targeted materials. C2 write accurately and persuasively. C3 reference accurately.	Learning and teaching strategies and methods: • *Seminars, flipped classroom content (C1 – C5);* • *Directed reading, academic VLE content (C1 – C4);* • *Workshops, industry days (C1-C5);*
C4 analyse and assess individual texts. C5 apply concepts of interpersonal communication to practical situations.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, presentations (C1-C5);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (C1, C2, C5).*
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 use written communication in several of its most common modes and conventions. D2 design and deliver effective presentations appropriate to the audience. D3 work as a member of a team.	Learning and teaching strategies and methods: • *Seminars, flipped classroom content, tutorials (D1 – D5);* • *Directed reading, academic VLE content, (D1 – D5);* • *Workshops, industry days (D1-D5);*
D4 manage own time and workload. D5 work to a given brief.	Assessment strategies and methods: • *Coursework essays, portfolios, debates, group presentations (D1 – D5);* • *Creative and technical outputs e.g. blogging, vlogging, podcasting, visual and web design (D1 – D5).*

Programme Skills Matrix

	Programme Intended Learning Outcomes Units	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
L6	Dissertation	x	x	x	x	x		x		x	x	x	x	x	x	x		x	x	x	x	x
L6	Research Principles and Practice	x	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x		x	x
L6	Remix Cultures	x	x	x	x	x		x		x	x	x	x	x	x			x	x			
L6	Public Relations	x	x	x	x	x		x		x	x	x	x	x	x			x	x	x	x	x
L6	Social Media Management	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x
L5	Digital Communication	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x			x
L5	Writing for the Media	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x			x
L5	Media Convergence	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
L5	Brands and Digital Branding	x	x	x	x	x		x		x	x	x	x	x	x			x	x			
L5	Media: Messages and Meanings	x	x	x	x	x		x		x	x	x	x	x	x			x	x		x	
L5	Advertising	x	x	x	x	x		x		x	x	x	x	x	x	x		x	x	x	x	x
L4	Introduction to Communication: Theory and Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x
L4	Adventures in Popular Culture	x	x	x	x	x		x		x	x	x	x	x	x			x	x	x	x	x
L4	Principles of Marketing Communications	x	x	x	x	x		x		x	x	x	x	x	x				x		x	x
L4	Introduction to Journalism: News and Features	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
L4	Media, Culture and Society	x	x	x	x			x		x	x	x	x	x	x			x			x	x
L4	Introduction to Storytelling	x	x	x	x		x	x	x		x	x	x	x	x		x	x	x	x	x	x

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: Courses | Bournemouth University

PROGRESSION ROUTES

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

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the recognition register for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations. There are CAS exemptions for 6C *Principles of Assessment and Design* around assessment design for summer delivery of units only.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The optional four-week professional placement is a key feature in developing students' ability to practice professionally. It provides an opportunity for students to integrate the academic and skills-based learning acquired during the degree. It enables students to analyse and evaluate their own learning in the context of self and employer appraisals.

The placement is optional. It is not defined as a credit-bearing unit and is assessed on a pass/fail basis using a reflective assignment and employer appraisal. Students may complete the 4-week optional Placement during non-teaching weeks throughout the two-year programme. They may also complete the Placement up until the end of the period of registration. The Placement should be completed at least two weeks before the final Assessment Board so that this is accounted for on their Graduation Certificate.