

**LTC12D125**

**Title:** *SSF LTQC Course Approvals*  
**Author:** Heather Reynolds  
**Date:** 29/4/13  
**Circulation:** Learning & Teaching Committee – 15 May 2013  
**Agenda:** LTC12A005  
**Version:** Final Version  
**Status:** Open

---

**Issue**

To receive course approval for new DEV courses BA Media and International Development and BA Media and International Development with Overseas Experience from the Faculty of Social Sciences, Learning Teaching and Quality Committee.

**Recommendation**

The Dean will report on the SSF Executive decision at the LTC meeting.

**Resource Implications**

No significant additional resources – one new part-time appointment in DEV to bolster teaching and expertise which will be funded from revenue created by the proposed courses.

**Risk Implications**

None.

**Equality and Diversity**

No comments received from Equality & Diversity Manager on the proposal.

**Timing of decisions**

SSF LTQC approved 24/4/13 to enable consideration by LTC at May meeting to enable marketing for 2014/15 if approval is given.

**Further Information**

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: [h.reynolds@uea.ac.uk](mailto:h.reynolds@uea.ac.uk), for any queries/further information relating to this document.

**Background**

N/A

**Discussion**

N/A

**Attachments**

New Course Proposal Form.



LEARNING &amp; TEACHING SERVICE

# FULL COURSE PROPOSAL FORM

(taught programmes only)

for NEW COURSES and  
COURSE AMENDMENTS  
with RESOURCE IMPLICATIONS

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
1. Media and International Development with Overseas Experience 2. Media and International Development		Y			
School(s) of study & Faculty					
DEV (SSF) PSI (HUM) FTM (HUM)					
Proposer & proposer's school					
Martin Scott (DEV)					
Proposed start date (of new course or of changes)					<i>note 2</i>
Sept 2014					
This proposal requires: <i>note 3</i>		Prior approval by Council		N	Prior approval by LTC
					Y

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Business Case
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing parts 1-4

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

Course One			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	DEV, PSI, FTM
	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF and HUM
<i>note S1c</i>	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b> <input checked="" type="checkbox"/>
			<b>NO</b> <input type="checkbox"/>
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Martin Scott
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	Rayna Denison (FTM), Li Zhang (PSI)
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	Media and International Development with Overseas Experience
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	To be confirmed by HUB
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	BA
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	UG Dip
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	FULL
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	Sept 2014.
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	<input checked="" type="checkbox"/>
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION (years or months)</b>	3 years

<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	Full time			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES		NO	x
			If YES, does this conform with the UEA's code of practice on placements?			
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		Communication, media, film and cultural studies			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		A-level, ABB tariff			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...					
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Overview</b></p> <p>Recent events such as Kony 2012 and the Arab Spring help to illustrate how important the media are in all aspects of international development. The media can promote mass mobilisation and participation, communicate development 'messages' and facilitate the flow of information locally, nationally and internationally. Media are also central to encouraging charitable donations, promoting democracy and human rights and in delivering public health messages during emergencies.</p> <p>This new and innovative degree programme will teach students about both media and international development – but also, uniquely in the UK, about the relationship between them. Core areas of the degree address foreign media coverage, communication for development work and the development of the media in the Global South. This degree also has a very strong focus on employability skills with students learning about media production and analysis, as well as project design and management skills. Students also have the opportunity to take a work placement in the UK or another country.</p> <p>As it is taught by the <a href="#">School of International Development</a> (DEV) and the schools of <a href="#">Film, Television and Media</a> (FTM) and <a href="#">Political, Social and International Studies</a> (PSI) it draws on the expertise of two of the most successful areas of teaching and research in UEA (media and development). UEA is ranked joint second in the country for Communication and Media Studies by The 2013 Complete University Guide, and came 3rd in the 2013 Guardian University Guide league table for Geography and Environmental Studies. This cross-school teaching also allows for a unique range of choice and specialisation, with students able to choose module options linked to both international development and the media, such as <a href="#">Women, Islam and the Media</a> and <i>Development in Practice</i>.</p>					

**Career Opportunities**

By combining the study of media and international development, this new and unique undergraduate degree will prepare students for work in a wide range of fields such as journalism and work with local and national government in the UK or overseas. Many of our graduates are also working with large Non-Governmental Organisations (NGOs), including Oxfam, Action Aid, Save the Children Fund, World Wildlife Fund, Water Aid, Global Vision and Concern.

In particular, this degree meets the growing demand for those working in the media to have an international outlook and for those working in international development to understand how the media works. Thus, students will be particularly well prepared for careers in NGO communications, development journalism, humanitarian communication and media development. Indeed, those recently graduating from the [MA in Media and International Development](#) at UEA have gone on to work in international news agencies, community radio, documentary making, charity fundraising and marketing, participatory video production and education.

Course One					
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	DEV, PSI, FTM		
	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF and HUM		
<i>note S1c</i>	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	x	
			<b>NO</b>		
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Martin Scott		
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	Rayna Denison (FTM), Li Zhang (PSI)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	Media and International Development*		
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	To be confirmed by HUB		
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	BA		
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	UG Dip		
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	FULL		
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich		
	<b>g</b>	<b>AVAILABLE FROM:</b>	Sept 2014.		
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>			
		<b>ACCREDITING/VALIDATING BODY (if relevant)</b>			
	<b>b</b>	<b>Website (URL)</b>			
		<b>Date when accreditation/validation may take place</b>			
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate	x		
		Integrated Masters			
		Masters			
		Other postgraduate (please specify)			
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION (years or months)</b>	3 years		
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE (full-time, part-time, distance, other)</b>	Full time		
<b>S6</b> <i>note</i>		<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	<b>YES</b>		<b>NO</b> x

S6		If YES, does this conform with the UEA's code of practice on placements?	
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	Communication, media, film and cultural studies	
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>	A-level, ABB tariff	
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case		
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case		
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities		
<i>note</i> S12	<p><b>Overview</b></p> <p>Recent events such as Kony 2012 and the Arab Spring help to illustrate how important the media are in all aspects of international development. The media can promote mass mobilisation and participation, communicate development 'messages' and facilitate the flow of information locally, nationally and internationally. Media are also central to encouraging charitable donations, promoting democracy and human rights and in delivering public health messages during emergencies.</p> <p>This new and innovative degree programme will teach students about both media and international development – but also, uniquely in the UK, about the relationship between them. Core areas of the degree address foreign media coverage, communication for development work and the development of the media in the Global South. This degree also has a very strong focus on employability skills with students learning about media production and analysis, as well as project design and management skills. Students also have the opportunity to take a work placement in the UK or another country.</p> <p>As it is taught by the <a href="#">School of International Development</a> (DEV) and the schools of <a href="#">Film, Television and Media</a> (FTM) and <a href="#">Political, Social and International Studies</a> (PSI) it draws on the expertise of two of the most successful areas of teaching and research in UEA (media and development). UEA is ranked joint second in the country for Communication and Media Studies by The 2013 Complete University Guide, and came 3rd in the 2013 Guardian University Guide league table for Geography and Environmental Studies. This cross-school teaching also allows for a unique range of choice and specialisation, with students able to choose module options linked to both international development and the media, such as <a href="#">Women, Islam and the Media</a> and <i>Development in Practice</i>.</p> <p><b>Career Opportunities</b></p> <p>By combining the study of media and international development, this new and unique undergraduate degree will prepare students for work in a wide range of fields such as journalism and work with local and national government in the UK or overseas. Many</p>		

of our graduates are also working with large Non-Governmental Organisations (NGOs), including Oxfam, Action Aid, Save the Children Fund, World Wildlife Fund, Water Aid, Global Vision and Concern.

In particular, this degree meets the growing demand for those working in the media to have an international outlook and for those working in international development to understand how the media works. Thus, students will be particularly well prepared for careers in NGO communications, development journalism, humanitarian communication and media development. Indeed, those recently graduating from the [MA in Media and International Development](#) at UEA have gone on to work in international news agencies, community radio, documentary making, charity fundraising and marketing, participatory video production and education.

\*This version of the degree is the same as the above but without students taking the 'Overseas Experience' (DEV) module.

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The BA Media and International Development is a new degree developed to attract high calibre students with an interest in Media and International Development from within the large pool of aspiring Media undergraduates in the UK and beyond. DEV has recently been very successful in increasing its undergraduate recruitment by targeting students studying Geography at A level through its new BA Geography and International Development. It is hoped this new BA in Media and International Development will have the same success, primarily amongst potential media students.</p> <p>This new degree also builds on the rapid growth in student numbers in this area at postgraduate level and it ties into DEV's broader business strategy of expanding undergraduate recruitment.</p> <p>Undergraduate teaching and staff recruitment in this area is currently expanding anyway in DEV, FTM and PSI in response to changing student demand. Establishing a degree in this area is a logical response to this as it will allow us to take full advantage of growing student interest in this area. Indeed, there are a number of recent changes in DEV and PSI in particular which make a new undergraduate degree in this area much easier to establish.</p> <ul style="list-style-type: none"> <li>• Both DEV and PSI have recently appointed new permanent, full time members of staff who could teach on core modules (Li Zhang (PSI), David Girling (DEV)).</li> <li>• PSI are creating a new third year undergraduate module in 'International Communication' starting in 2013/14 (even if this new degree is not approved), which will act as one of the core modules.</li> <li>• As part of the new Geography and International Development degree in DEV, one of the core modules (Geographies of Development) will contain some teaching on media representations of development. This will be one of the core modules for this proposed new degree.</li> <li>• There is an existing first year undergraduate module in 'Media Regulation' which is taught collectively by the schools involved and has some recently introduced core 'media development' content which can be included in the degree.</li> <li>• Overall, few other institutions are as well placed as UEA to offer both a broad variety of high quality modules in both media and international development <i>and</i> to be able to offer a range of teaching in which these two subjects are integrated.</li> </ul> <p>Although this degree will be housed in DEV, it will include (core and restricted choice) modules from PSI and FTM. It therefore follows a similar format to the BSc Environmental Geography and International Development which is housed in ENV but which includes a significant amount of DEV teaching. In this way it will make the most of the wide range of modules available in these different schools as well as spreading the commitment involved in delivering the core content. Moreover, attempts to integrate media-related teaching in different disciplines have been very successful at postgraduate level (through the 40 credit 'Media and Society' module) and this new degree will build on this. The division between media teaching and teaching on international development is approximately evenly split for all students</p>

on this course, over each year.

As this new degree will largely make use of existing modules, the only major change will be the introduction of two new modules in 'communication for development' and 'humanitarian communication' (and a new specialist media and development dissertation module). Sources of support for this additional teaching are discussed below.

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 2 BUSINESS CASE

*note BC*

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
<b>BC1.1</b>	<b>How does the proposal fit with the University's Corporate Plan?</b>		
<i>note BC1.1</i>	Continued strong recruitment to DEV helps maintain a vibrant and viable School, and its contributions to UEA life. In particular, this degree supports UEA's Corporate Plan in areas such as ED2 (high-quality teaching), ED3 (global citizenship), ED4 (establishing new programmes that refresh existing provision and enhance employability), and ED6 (stretching recruitment targets to attract top-quality students).		
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>		
<i>note BC1.2</i>	<ul style="list-style-type: none"> <li>We intend to focus primarily on targeting UK students studying Media Studies at A Level (although international students and Geography / Politics / World Development A Level students will also be targeted). This will be achieved in conventional ways, such as through the website, which will have a number of elements including a twitter feed and a video and will also be seeded through social media by our newly appointed Research Communications Director.</li> <li>A key part of marketing for the start of this degree would be to develop a plan of faculty visits and presentations to Secondary Media Studies teachers and classes, particularly in the Eastern and South-Eastern Regions.</li> <li>The successful MA in Media and International Development would allow us to generate material and testimonies to produce publicity material. The strong links with the MAMID alumni and organisations working in this area will also be used to promote this course internationally.</li> <li>As a unique new course, there may well be an opportunity for press coverage.</li> <li>We have agreement from the Commonwealth Broadcasting Association (CBA) with which we have close ties, that they will help to publicise the course amongst their many broadcast members around the world (just as they have helped to promote our postgraduate degree).</li> <li>We are also in discussions about running a summer school in 'media and international development' which would also help drive recruitment.</li> <li>We aim to recruit to ABB, thus staying outside of HEFCE quotas.</li> </ul>		
<b>BC1.3</b>	<b>Partnership and commercial sensitivity</b>		
<i>note BC1.3</i>	<b>Has this proposal, in outline, been approved by the Partnerships Office?</b>	<b>YES</b>	X
		<b>NO</b>	
	<b>Please paste their comments below</b>		
	'We have no comments to make on this proposal' (Sally Walker, Head of Partnerships)		

<b>BC2</b> <i>note</i> <i>BC2</i>	<b>MARKET RESEARCH</b>	Consult with Market Research team
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>	
	<p>The School requested and paid for market research by the UEA Business Development Unit, who obtained data from UCAS. We also consulted with the international office. The following points are of note:</p> <p>1. The size of the UG market for international development is small. As a School we get a considerable proportion of that market, but total numbers are small. The numbers entering universities to study other disciplines are much larger, for example in 2010:</p> <ul style="list-style-type: none"> <li>-7000 students entered universities to study Geography</li> <li>-7000 students entered universities to study Economics</li> <li>-6000 students entered universities to study Media</li> <li>-5500 students entered universities to study Politics</li> </ul> <p>By offering this new degree the School would like to attract a small proportion of the above Media market; just as it has been successful in attracting a relatively large number of new undergraduate students through its new BA in Geography and International Development. In short, there is a much bigger pool of potential UK UG students interested in media than there is for international development. The number of applicants to 'media studies' courses nationally continues to increase – with 4500 in 2007 and now 6000 in 2011. Furthermore, UEA saw a two fold increase in media-related applications between 2009 and 2010 (which levelled out in 2011).</p> <p>2. While there are 4 other institutions in the UK which run a degree which links media and international development (University of Ulster, University of East London, University of Northampton, University of Derby), they all only do so as part of a joint honours in which the study and media and of international development are dealt with entirely separately. Moreover, none of these are competitor institutions and none of these universities have a department specialising in international development. Ours would be the only course in the UK which actually integrates the study of media and international development, in multiple ways.</p> <p>The University of Buckingham does offer a degree in 'Journalism with International Studies'. While this degree does not include the study of international development it does aim to appeal to students wanting to 'explore the wider world as a journalist' as ours would also seek to do. Once again, however, none of its current modules actually integrate the study of journalism and international relations and it is not one of our competitor institutions. Thus, it appears that there is a clear gap in market provision in this area.</p> <p>Because of this lack of competition it is hard to make a clear judgement about the size of the market and the level of applications that DEV can expect. However, the rapid growth in postgraduate numbers and the feedback from the international office (discussed below) provides a strong indication of its potential popularity. Indeed, when the postgraduate degree in media and international development was established five years ago, there was very little competition. But establishing early allowed us to build a reputation and distinctiveness which has enabled us to remain one of the market leaders in this area (despite a significant increase in competing courses).</p>	

	<p>It is worth noting here that there has been a great deal of discussion about the most suitable name for the degree. 'Media and International Development' was finally chosen (over International Development and media / media studies – or other variants) for a number of reasons. This name provides consistency with the MA course, by putting media first – it may appeal more to the larger 'media market' (and the weighting of media and of development is evenly balanced within the degree) and it keeps the title concise. This decision will be kept under review – especially as further market research results are returned.</p> <p>There has also been a discussion about the risk that students who would otherwise have taken a media-based degree (in PSI or FTM) will end up taking this joint degree – based in DEV. Equally, however, it may well be the case that students who would otherwise have taken a degree entirely based in DEV – may end up taking this joint degree. Thus, it was concluded that there is unlikely to be any significant 'loss' of students for any of the departments involved. Instead, since this is a unique degree in the UK, it is expected that this will attract 'new' students, from different parts of the UK – and also act as a 'window' for students to discover other degrees in PSI, FTM and DEV. This degree has the full support of HUM, who view it as complimentary to their existing programmes.</p>
<b>BC2.2</b>	<b>Are there any likely international competitors?</b> (Please give brief details)
	<p>There are very few institutions in the world (at the moment) that make this particular combination at UG level. Those that do focus on one particular aspect of media and development such as 'Development Communication' at the University of the Philippines and 'Communication for Development' at the University of Lagos. The UK's strong academic traditions in both media and international development relative to EU countries (and beyond) mean that we are very well placed to capture a strong position in this market.</p>
<b>BC2.3</b> <i>note</i> BC2.3	<b>What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?</b>
	<p>As discussed above, we know that there are around 6000 students applying for media-related courses in the UK each year. However, the UEA Business Development Unit advised that because of the current lack of provision in the area of Media and International Development, it would <u>not</u> be worthwhile paying for UCAS data on the number of applicants to these courses.</p> <p>The entry requirements for these competitor courses, however, are as follows...</p> <ul style="list-style-type: none"> <li>• University of Ulster - Media Studies with International Development - Points accepted: 280</li> <li>• University of Northampton - Journalism and International Development BA (Hons) - 260 - 280 (SQA Higher: BBBB - AAA)</li> <li>• University of East London - International Development and Media Studies - Points accepted: 240.</li> <li>• University of Derby - Film &amp; Television St and Third World Development - Points accepted: 220 – 300</li> <li>• The University of Buckingham - Journalism with International Studies - BBC-BCC</li> </ul>
<b>BC2.4</b>	<p><b>What is the evidence for current and future demands for the course from</b></p> <ul style="list-style-type: none"> <li>• <b>potential students?</b></li> <li>• <b>employers (public services, private sector, the professions etc)</b></li> </ul>

Following consultation and advice from numerous stakeholders within and outside UEA as well as and market research, the School took the decision to develop this proposal for a BA Media and International Development.

There is a clear rationale for this move into Media and International Development at undergraduate level:

- (1) There has been a rapid growth in the popularity of media and international development at **postgraduate** level in the UK and beyond in recent years.
- In the five years since the MA in Media and International Development (MAMID) was introduced in DEV it has grown rapidly to become the second biggest Masters programme in DEV in 2 of the last 3 years. Applications for 2013/14 suggest it will be the biggest course in the department next year. Applications have increased by about 40%, year on year.
  - The core modules for MAMID are amongst the most popular in DEV with 45 students selecting each module in 2012/13.
  - The number of postgraduate programmes in media and development in general is growing rapidly in the UK and internationally. Despite this recent growth in competition, the number of applications to MAMID continue to rise. Recently established Masters courses in the UK include:
    - MA International Communications and Development MA, City University
    - MSc International Communication and Development, Swansea University
    - MSc Media, Communication and Development, LSE
    - MA Media and Development, University of Westminster
    - MSc Communication for Development, University of Reading
    - MA in Global Media and Post-national Communication, SOAS
    - MA Theatre and Media as Development, University of Winchester
    - MA Media Practice for International Development, Sussex
  - There are also many Masters courses in subjects related to Media and Development outside of the UK, for example, Malmo University - Sweden, the University of Witwatersrand - Johannesburg, South Africa, the University of KwaZulu-Natal - South Africa, the University of Philippines, the University of Abuja – Nigeria and the University of Queensland - Australia.
- (2) There are strong signs that this rapid growth in the popularity of media and international development at postgraduate level would be repeated at **undergraduate** level.
- The overall summary of the feedback from the international office was that, 'we feel it is a sellable course and we would be happy to promote in our markets'. (See Appendix A). Specific comments from individuals in the International Office included;
    - *'The course would be highly sellable [in North America]' (Nina Langley IO)*
    - *'There is good potential [in Brazil]' (Mark Bentley IO)*
    - *'Norwegians are interested in a wide range of subjects, and DEV and Media are both ones that I get enquiries for... I think that the combination of both would serve well' (Sarah Jamieson IO).*
    - *'There is strong demand in China for Media... [and] I think there will be interest in China for this course' (Vicki Isherwood IO).*
    - *'In Turkey and the Middle East I am seeing an increase of interest in the Media / International development / international relations. If we do put this course on the map of UG courses we may very well get students interested' (Basma Hakim IO)*
    - *'We also feel this will appeal to European students and especially*

	<p><i>to home students' (Nilufar Rashidova IO).</i></p> <ul style="list-style-type: none"> <li>• <i>'We would LOVE to deliver an Introductory Module on Media and International Development: for the International Summer School... We have LOTS of requests for DEV courses generally and this would be a real draw' (Alex Cole – International Summer School).</i></li> </ul> <ul style="list-style-type: none"> <li>• Undergraduate modules in media and development at other universities are reportedly very popular or over-subscribed. Examples include 'Humanitarian Communication' (Canterbury), 'Development Communication' (SOAS) and 'The Global Media System' (City University). As professor Suzanne Franks (external examiner for MA Media and International Development) said in our consultation on this proposal, 'various modules at undergraduate level which incorporate this kind of material have been similarly well received at several institutions that I have been involved with'.</li> <li>• The small amount of undergraduate teaching in media and development that does currently exist at UEA is very popular with students. Indeed, despite there being only 2 hours of undergraduate-level 'media and development' teaching in DEV in the past few years, many undergraduate students choose to write their dissertations in this subject and go on to study it at postgraduate level. There are several students each year who claim to have wished to have taken an undergraduate degree in media and international development. As one student recently said in an informal email exchange, 'as someone who would have personally specialised in this area for undergrad had it been available, I think it would be beneficial for future students and speed up their options for studying in this area, it would also be a popular course if the right amount of up to date and transferrable skills can be incorporated' (Kimberly Dix).</li> </ul> <p>(3) Our consultation with a range of employers has demonstrated a strong demand for specialist teaching which combines both media and international development for employment in a range of professions. This is what has driven the demand (at UEA and elsewhere) for teaching at Masters level and there is a feeling amongst those professionals we have consulted that this should extend to undergraduate teaching. The specific skills that this degree would provide, which would not be available in more conventional media or development-related courses, include;</p> <ul style="list-style-type: none"> <li>• an awareness of the ethical considerations around the representation of 'distant others', understanding of how theories of media effects are used to legitimise particular forms of media-based interventions in developing countries and an appreciation of the consequences of imbalances in global communication flows.</li> <li>• As Ana Libisch IPS Project Coordinator (Latin America) said in our consultation, 'for organisations like Inter Press Service (IPS), to have graduates in Media and International Development would be wonderful'.</li> <li>• Academic research in the area of media and international development is itself growing rapidly. Prof. Thomas Tufte <a href="#">recently</a> said that, 'communication for social change as a terrain of practice and as a cross-disciplinary field of scholarship and research is at the verge of drowning in success'. This is an established and growing academic field.</li> </ul>				
	<p><b>Can current and projected demand be met from existing provision?</b></p> <table border="1" data-bbox="304 1798 1442 1921"> <tr> <td data-bbox="304 1798 647 1865"><b>Nationally:</b></td> <td data-bbox="647 1798 1442 1865">No. Current provision is extremely limited, as is discussed above</td> </tr> <tr> <td data-bbox="304 1865 647 1921"><b>Regionally:</b></td> <td data-bbox="647 1865 1442 1921">No.</td> </tr> </table>	<b>Nationally:</b>	No. Current provision is extremely limited, as is discussed above	<b>Regionally:</b>	No.
<b>Nationally:</b>	No. Current provision is extremely limited, as is discussed above				
<b>Regionally:</b>	No.				
<b>BC2.6</b>	<b>Where is/what are the competitive advantage(s) for UEA?</b>				
	<ul style="list-style-type: none"> <li>• DEV's research reputation in both development and in media (and links to</li> </ul>				

	<p>world-class research and teaching in related fields (e.g. ENV)).</p> <ul style="list-style-type: none"> <li>• A strong track record in teaching media and international development at postgraduate level.</li> </ul>
--	--

<b>BC3</b> <i>note</i> BC3	<b>MARKET DEMAND AND RECRUITMENT</b>	Consult with Careers and Employability team
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	
	<ul style="list-style-type: none"> <li>• Media organisations</li> <li>• Development organisations</li> <li>• Local or national government</li> <li>• Environmental agencies</li> <li>• Corporate social responsibility departments</li> <li>• Further education</li> </ul> <p>Graduates from the Media and International Development Masters programme have gone on to work in a range of fields including humanitarian communication, NGO communications, development journalism, media development, journalism and academia. The aim of this degree is to equip students with the skills to be able to enter any of these particular fields. Recent examples include:</p> <ul style="list-style-type: none"> <li>• Marketing Coordinator, Inter Press Service, Uruguay.</li> <li>• Marketing and Communications Support Manager, World Relief, USA.</li> <li>• Communications Specialist, English in Action (DFID), Bangladesh.</li> <li>• Radio Producer, United Nations Organization Stabilization Mission, DR Congo.</li> <li>• National News Editor, Diligent Media Corporation, India.</li> <li>• Assistant Communication Officer, UNICEF, Kenya.</li> <li>• Media and Communications Coordinator, Oxfam, Malawi.</li> <li>• Freelance Communications Consultant, UK.</li> <li>• PhD student.</li> <li>• Editorial Assistant, Institute of Development Studies, UK.</li> <li>• Project Officer, CreditEase, China.</li> <li>• Communications Officer, Ministry of Foreign Affairs, International Cooperation Bureau, Japan.</li> <li>• Project Director, Nab'Ubomi Development Project, South Africa.</li> <li>• Project Co-ordinator, Video Volunteers, India.</li> </ul> <p>Indeed, it is widely recognised that the communications departments of many NGOs is an area of growth, as is the field of 'communication for development'.</p> <p>As discussed above, our consultation with a range of employers has demonstrated a strong demand for specialist teaching which combines both media and international development for employment in a range of professions. This is what has driven the demand (at UEA and elsewhere) for teaching at Masters level and there is a feeling amongst those professionals we have consulted that this should extend to undergraduate teaching. As Ana Libisch IPS Project Coordinator (Latin America) said in our consultation, 'for organisations like Inter Press Service (IPS), to have graduates in Media and International Development would be wonderful'. The specific skills that this degree would provide, which would not be available in more conventional media or development-related courses, include; an awareness of the ethical considerations around the representation of 'distant others', understanding of how theories of media effects are used to legitimise particular forms of media-based</p>	

	interventions in developing countries and an appreciation of the consequences of imbalances in global communication flows.
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?</b>
	<ul style="list-style-type: none"> <li>• Organisations working in this field (Intermedia, Commonwealth Broadcasting Association, International Broadcasting Trust, Mediae, Inter Press Service, New Media Networks, Oxfam, BBC Media Action)</li> <li>• Other academics in the UK and Europe teaching in this area.</li> <li>• Secondary Media Studies teachers</li> <li>• Sixth form students</li> <li>• External Examiners</li> </ul>

<b>BC4</b> <i>note</i> BC4	<b>STUDENT NUMBERS AND TUITION FEES</b>	Consult with HOS, PLN, Faculty Dean, FFM			
<b>BC4.1</b>	<b>Student Numbers</b>				
<b>a</b>	<b>Proposed student target intake</b>	number			
<i>note</i> BC4.1a	<b>Full Time (Home/EU)</b>	Year 1: 10 Year 3: 15			
	<b>Full Time (International)</b>	Year 1: 5 Year 3: 10			
	<b>Part Time (Heads)</b>				
	<b>Distance Learning (Heads)</b>				
	<b>Minimum viable intake (full times equivalents)</b>	15			
	<b>Maximum viable intake (full times equivalents)</b>	60			
<b>b</b>	<b>Are the student numbers:</b>				
<i>note</i> BC4.1b	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>	x	<b>NO</b>	
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>	x	<b>NO</b>	
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>	<b>YES</b>		<b>NO</b>	x
	<b>Please give a summary of how your answers to a), b) and c) above will be achieved.</b>				
	The entry requirement is ABB which makes students on this course part of margin entry, not core, so they are not affected by quota restrictions.				
<b>BC4.2</b>	<b>Tuition Fees</b>				
	<b>Please select the relevant fee schedule:</b>				
	<b>a) Standard Home/EU/International</b>	x			
	<b>b) Full-cost</b> <i>Please consult with FFM</i>				
	<b>c) Other</b> <i>Please provide brief details</i>				

<b>BC5</b>	<b>IMPACT</b>				
<b>BC5.1</b> <i>note</i> BC5.1	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and Widening Participation team			
<b>a</b>	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	<b>YES</b>			
		<b>NO</b>		x	
<b>b</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic				

	group.)						
	<p>International Development attracts an international student body, from diverse socio-economic and personal backgrounds. We traditionally attract a small number of mature students, whose contributions to the school community are particularly valued.</p> <p>DEV is actively involved in outreach, including visits to targeted schools in East Anglia, and forging links with A-Level teachers of geography and world development. Faculty also visit international schools in Asia, Africa and Latin America when in the area, to promote DEV and UEA. Admission recognises the importance of and encourages applications from non-traditional students.</p>						
<b>c</b>	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a DBS be required?</b>						
	<p>Students may undertake placements by taking the 'overseas experience' module. All research and teaching/learning undertaken within the School of International Development and International Development UEA must conform to our policy on research involving human subjects. The International Development Ethics Committee has been set up to ensure that research conducted in international development meets generally accepted ethical principles and any legal requirements.</p> <p>In undertaking research overseas, we are often working in environments where both formal and informal institutional arrangements may make research participants particularly vulnerable, both with respect to defending their own personal integrity and position and also exposing them to the risk of repercussions from participation in the research. We need to be particularly alert to these dimensions.</p> <p>It is important that the safety and wellbeing of research participants and researchers are assured, that the researcher is aware of any possible ethical issues in carrying out the research and that steps have been taken to ensure that best practice is followed. On behalf of all researchers in International Development at UEA, we have introduced a set of procedures to ensure that the University's guidelines in relation to the ethical conduct of research are followed.</p> <p>See here for further information <a href="http://www.uea.ac.uk/international-development/ethics">http://www.uea.ac.uk/international-development/ethics</a></p> <p>In most cases, a DBS is not required.</p>						
<b>BC 5.2</b> <i>note</i> <i>BC5.2</i>	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>						
<b>a</b>	<table border="1"> <tr> <td><b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b></td> <td><b>YES</b></td> <td></td> </tr> <tr> <td></td> <td><b>NO</b></td> <td><b>x</b></td> </tr> </table>	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<b>YES</b>			<b>NO</b>	<b>x</b>
<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<b>YES</b>						
	<b>NO</b>	<b>x</b>					
	SSLCs will be consulted at the next opportunity.						
<b>b</b>	<table border="1"> <tr> <td><b>Will any current students or applicants be affected by this proposal?</b></td> <td><b>YES</b></td> <td></td> </tr> <tr> <td></td> <td><b>NO</b> (go to 5.3)</td> <td><b>x</b></td> </tr> </table>	<b>Will any current students or applicants be affected by this proposal?</b>	<b>YES</b>			<b>NO</b> (go to 5.3)	<b>x</b>
<b>Will any current students or applicants be affected by this proposal?</b>	<b>YES</b>						
	<b>NO</b> (go to 5.3)	<b>x</b>					

<b>c</b>	<b>Evidence of consultation of current students and written consent obtained</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
<b>d</b>	<b>Informing applicants</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.		
<b>BC5.3</b> <i>note</i> <i>BC5.3</i>	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty	
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>		
<b>a</b>	<b>Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year</b>		Teaching on 2 new modules
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	x
		<b>NO</b>	
<b>c</b>	<b>Are new appointments required to meet any additional hours?</b>	<b>YES</b>	x
		<b>NO</b>	
<b>d</b>	<b>If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?</b>		
	<p>The new Media and International Development degree will likely require one new part time appointment in DEV to further bolster our teaching expertise in the subject, and support the development of the two new taught modules (as well as supporting teaching in this area at postgraduate level). The current plan is for this to be an ATS post, as a) our other degree streams have dedicated ATS support to the teaching teams, and b) an ATS post is likely to contribute to other strategic School goals, such as employability or distance-learning. This could be a minimum of a 0.5 FTE post since the additional teaching required for this new course would only be the equivalent of two new modules. The new post would be in DEV.</p>		
<b>e</b>	<b>What is the source of funding for new academic staff?</b>		
	<p>The new Media and International Development degree is developed with recruitment in mind, and the expectation is that – if the new degree succeeds in attracting additional students – the funding for staff will come through UG numbers. The additional staffing needs are modest (see above). In the short-to-medium term, the intention is to resource the preparation work for the new modules and teaching in the first few years through funds from the International Development UEA reserve. This has been provisionally agreed by International Development UEA committee (March 2013).</p>		
<b>f</b>	<b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>		
	<p>The two new taught modules for this new course are both going to be housed in DEV and the aforementioned new academic staff member is required to support this.</p>		

	Although there are modules in PSI and FTM which are both core and restricted choice for this new degree, the implications for these schools are modest because they will not be introducing any new teaching – only accommodating an increased number of students on their existing modules. Both schools are aware of the implications and are fully supportive of this new degree. There has been a great deal of consultation between the three schools involved and all are very happy with the proposal.		
<b>g</b>	<b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>		
	This new course proposal requires the establishment of two new taught modules – ‘Humanitarian Communication’ and ‘Communication for Development’ (as well as a new ‘media and development’ dissertation module) (see details below).		
<b>BC5.4</b> <i>note</i> <b>BC5.4</b>	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
<b>a</b>	<b>DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?</b>	<b>YES</b>	
		<b>NO</b>	x
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes</b>		
<b>b</b>	<b>IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?</b>	<b>YES</b>	
		<b>NO</b>	x
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?</b>		
<b>c</b>	<b>Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above</b>		

<b>BC6</b>	<b>PHYSICAL RESOURCES</b>		
<b>BC6.1</b> <i>note</i> <b>BC6.1</b>	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>		
<b>a</b>	<b>Classroom and study facilities</b>	Small marginal increase – 2 new modules	
<b>b</b>	<b>Computer equipment</b>	Minimal	
<b>c</b>	<b>Other equipment</b>	Minimal	
<b>d</b>	<b>Consumables</b>	Minimal	
<b>BC6.2</b>	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
	The additional demand for library resources is expected to be modest because the university already has a significant amount of resources for the teaching and study of media and of international development. Moreover, in the five years that the MA in Media and International Development has been running, the number of specialist resources in this area has increased significantly. Furthermore, most literature in this area is available in electronic formats in any case – journal articles, web-based		

	reports, and e-books.		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	x
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	x
		NO	
	If yes, please give details:		
	Modest promotional costs, borne by the School as part of its on-going investment in recruitment. These were described above, and centre on visits to schools in the region and targeted publicity to Media Studies teachers.		

<b>BC7</b> <i>note</i> BC7	<b>IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES</b>		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> BC7	<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>		
<b>Date of circulation:</b>	21.3.13		
BC7.1	Dean of Students (DOS)		
	No response received.		
BC7.2	Deputy Dean of Students (accommodation)		
	Since no additional numbers are required, there will be no impact on residences. Linda Shepherd 22.3.13.		
BC7.3	Director of Information Services (ISD)		
	We have reviewed the proposal and the impact on IT is limited and so I have no concerns about the course the course proposal in this respect. I am concerned that demand for the optional module in year 2 for TV Studio production may become and have been flagging for some time that if more courses are going to use the TV Studio then I will need an additional technician to support the space. Jonathan Colam-French 27.3.13		
BC7.4	Director of Library Services (LIB)		
	We agree that the library already holds significant resources in the areas of Media and International Development. Nevertheless, we would expect the School book		

	<p>budget for DEV to be fully spent up each year. It is therefore inevitable that other areas we have concentrated on in recent years may receive slightly less investment if we are adding stock for the two new modules for this degree.</p> <p>To help plan for this we will need to ensure that the module convenors liaise with the Social Sciences Faculty Librarian and provide module outlines before May 2014 to prepare for a Sept 2014 launch of this degree. As a starting point we will ensure we have sufficient copies (or ebooks) of the key readings provided in AC6.1 for the modules 'Humanitarian Communication' and 'Communication for Development'.</p> <p>The Library can offer a digitisation service for Library book chapters or journal articles in stock, subject to copyright checking, and we'd particularly encourage the module convenors of the new modules to contact their Faculty Librarian to investigate this further.</p> <p>Although no additional journals or databases are listed in BC6.2 as being required for this degree, it should be noted that the future acquisition of any new journal titles for this course would be more challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.</p> <p>Nicholas Lewis, Library Director, 22 March 2013</p>
BC7.5	Careers Manager (CCEN)
	No response received.
BC7.6	Head of Learning & Teaching Service (LTS)
	This should not produce increased resource needs within LTS, although this would need to be reviewed should the course ever come close to its maximum viable student intake of 60fte. Jon Sharp 21.3.13.
BC7.7	Head of Admissions (ARM)
	Admissions, Recruitment and Marketing supports this course. Current marketing collateral for the school is on hold to allow for the inclusion of these courses which will ensure they achieve the best promotion possible ahead of the upcoming Open days in summer. There are no further comments to add. David Giles 29.3.13
BC7.8	Director of Planning Office (PLN)
	No response received.

<b>BC8</b>	<b>ADDITIONAL COMMENTS</b>
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	

<i>note</i> <i>BC8</i>	<b>Is there anything further to add to the proposal from the perspective of your service and expertise?</b>
<b>Date of circulation:</b>	21.3.13
BC8.1	Market Research Manager (on Section BC2)
	No response received.
BC8.2	Careers Manager (on Section BC3)
	No response received.
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No response received.
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No response received.
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> <i>BC8.5</i>	No response received.

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
<i>note</i> <i>BC9</i>	<p>I am pleased that no major concerns to this proposal have been raised in the above feedback. I am also very grateful for the support of ARM in allowing us the time to seek approval for this so as to be fully integrated into the DEV marketing.</p> <p>In response to Jonathan Colam-French's concerns about the potential increased burden on the TV studio – I agree that investment in the TV studio is very important and given the rise in media students in DEV at postgraduate and (hopefully) undergraduate – this is something DEV supports.</p> <p>I appreciate the comments from Nicholas Lewis, Library Director about the compromises involved in acquiring new resources for a new degree. I am currently following his advice by staying in regular contact with Carly Sharples – our faculty librarian – to keep ordering up to date books. I sent my most recent request last week. Regarding journals – the library has recently acquired the most relevant journal for this subject area and so this is not a priority at the moment.</p>

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				x
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	x
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	x
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	1		In line with NAM	
Stage 2	Level 5	2	40%	In line with NAM	DipHE
Stage 3	Level 6	3	60%	In line with NAM	BA

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	x	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	DEV UG Board			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	x	NO	
AC3.3b	If yes, how many?	1			

<b>PS</b>	<b>PROGRAMME SPECIFICATION</b>
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
Media and International Development (with Overseas Experience)	TBA	2014/15

**NOTE:** Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

<b>PS1 COURSE PROFILE</b>	<i>note PS1</i>
---------------------------	-----------------

<b>YEAR 1 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				4	
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>	<b>New / amended / existing</b>
DEV-1A27	Compulsory*	20	IDS: Introduction to Development Studies (DEV)	Sem 1	Existing
PSI-4004A	Compulsory*	20	MSP: Media, Society and Power (PSI)	Sem 1	Existing
FTM-F4002A	Compulsory*	20	AFT: Analysing Film and Television (FTM)	Sem 1	Existing
TBA	Compulsory*	20	MAD1: Media and Development 1: Humanitarian Communication (DEV)	Sem 2	New
<i>20 credits from</i>					
DEV-1B30	Option A: DEV option	20	POG: Principles of Human Geography (DEV)	Sem 2	Existing
DEV-1B28	Option A: DEV option	20	SAID1: Social Anthropology and International Development 1 (DEV)	Sem 2	Existing
<i>20 credits from</i>					
FTMF4005B	Option B: Media optn.	20	MR: Media Regulation (PSI / FTM / DEV / LAW)	Sem 2	Existing

FTM-F4004B	Option B: Media optn	20	IC: Interrogating Culture (FTM)	Sem 2	Existing
PSI-4003B	Option B: Media optn	20	UMC: Understanding Media Cultures (PSI)	Sem 2	Existing

\*The timetable for modules are re-visited on a yearly basis for the next academic year, so as changes take place yearly, there is time to work around any potential timetable clashes. Thus, if this new undergraduate degree is approved, the teaching hub will be informed and will be able to ensure that there are no timetable clashes (or as few as possible). This has been confirmed by the teaching hub.

<b>PS1 COURSE PROFILE - <i>continued</i></b>	<i>note PS1</i>
--	-----------------

<b>YEAR 2 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				5	
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>	<b>New / amended / existing</b>
TBA	Compulsory	20	MAD2: Media and Development 1: Communication for Development (DEV)	Sem 1	New
<i>20 credits from</i>					
DEV-2D80	Option A: Method**	20	RMSA: Research Methods for Social Anthropology (DEV)	Sem 2	Existing
PSI-2A13	Option A: Method	20	MSR: Methods of Social Research (PSI)	Sem 1	Existing
FTMF2P81 / F2P82	Option A: Method*	20	IVP: Introduction to video production* (FTM)	Sem 1 or 2	Existing
FTMF-2P32 / 2P33	Option A: Method*	20	TVSP: TV Studio Production* (FTM)	Sem 1 or 2	Existing
<i>40 credits from</i>					
DEV-2D42	Option B: Dev. Option.	20	LAD: Latin American Development (DEV)	Sem 2	Existing

DEV-2D46	Option B: Dev. Option.	20	SSAD: Sub-Saharan African Development (DEV)	Sem 2	Existing
DEV-2D48	Option B: Dev. Option.	20	SAD: South Asian Development (DEV)	Sem 2	Existing
DEV-2C77	Option B: Dev. Option.	20	SAID2: Social Anthropology and International Development 2 (DEV)	Sem 1	Existing
DEV-2D78	Option B: Dev. Option.	20	PAID: Politics and International Development (DEV)	Sem 2	Existing
DEV-2C25	Option B: Dev. Option.	20	GEN: Gender and Development (DEV)	Sem 1	Existing
DEV-2C35	Option B: Dev. Option.	20	EDD: Education and Development (DEV)	Sem 1	Existing
DEV-2D82	Option B: Dev. Option.	20	PaP: People and Place (DEV)	Sem 2	Existing
DEV-2C83	Option B: Dev. Option.	20	GOD: Geographies of Development (DEV)	Sem 1	Existing
<i>40 credits from</i>					
LCS-2H57	Option C: Media optn.	20	ILF: An Introduction to Latin American film (LCS)	Sem 1	Existing
FTM-F2F09	Option C: Media optn.	20	CBH: Cinema Beyond Hollywood (FTM)	Sem 1	Existing
FTM-F2F29	Option C: Media optn.	20	RAS: Reception and Audience Studies in Film and Television (FTM)	Sem 1	Existing
FTM-F2F41 / F2F42	Option C: Media optn.	20	MI: Media Internship (FTM)	Sem 1 or 2	Existing
PSI-2A52	Option C: Media optn.	20	MI: The Media and Identity (PSI)	Sem 2	Existing
PSI-2A02	Option C: Media optn.	20	PMM: Politics and Mass Media (PSI)	Sem 2	Existing

PSI-2A27	Option C: Media optn.	20	NMS: New Media and Society (PSI)	Sem 1	Existing
----------	-----------------------	----	----------------------------------	-------	----------

\* Some of these modules (the practical-based ones in particular) have 'caps'. While this may be an issue generally if there are a lot of students, there is a new policy in HUM whereby all students on joint courses will have as much chance of getting on a module with a cap as those on single honours – students will be chosen by lottery. Thus students on 'media and international development' will not be disadvantaged.

\*\* RMSA has prerequisites. Students must have taken SAID1 and SAID 2.

**PS1 COURSE PROFILE - *continued****note PS1*

<b>YEAR 3 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				6	
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>	<b>New / amended / existing</b>
DEV-3D2Y	Compulsory	40	DISS: Media and International Development Dissertation (DEV)	Sem 1 and 2	Existing
PSI-3A61	Compulsory	30	IC: International Communication (PSI)	Sem 1	Existing
<i>20 credits from</i>					
DEV-3C23	Option A*: Dev. option	20	OSU: Overseas Study Unit (DEV)	Sem 1	Existing
DEV-3C33	Option A*: Dev. Option	20	DWE: Development Work Experience (DEV)	Sem 1	Existing
DEV2	Option A**: Dev. Option	20	EDD, GEN, LAD, SSAD, or SAD (DEV)	Sem 1 or 2	Existing
DEV-3C29	Option A: Dev. Option	20	WHC: Wars, Humanitarian Crises and Aid (DEV)	Sem 1	Existing
DEV-3D22	Option A: Dev. Option	20	DP: Development in Practice (DEV)	Sem 2	Existing
TBA	Option A: Dev. option	20	Defined choice (see below)	Sem 1 or 2	Existing

<i>30 credits from</i>					
FTM-F3F83	Option B: Media	30	WIM: Women, Islam and the Media (FTM)	Sem 1	Existing
FTM-F3F68	Option B: Media	30	AC: Asian Cinema (FTM)	Sem 2	Existing
FTM-F3F04	Option B: Media	30	MEC: Middle Eastern Cinemas (FTM)	Sem 2	Existing
FTM-F3P81 / F3P82	Option B: Media	30	PVP: Professional Video Production*** (FTM)	Sem 1 or 2	Existing
FTM-F3F61	Option B: Media	30	TK: Teenage Kicks: Media, Youth and Subculture (FTM)	Sem 1	Existing
PSI-3A51	Option B: Media	30	BJ: Broadcast Journalism (PSI)	Sem 1	Existing
PSI-3A37	Option B: Media	30	PPS: Politics and Popular Culture (PSI)	Sem 1	Existing

\* For BA Media and International Development *with Overseas Experience* students are required to take one or other of these modules

\*\* As a maximum of 30 credits at level 2 is permissible at Stage 3, students could take a level-2 inter-disciplinary DEV module, from among 2C25, 2C29, 2D42, 2D46 or 2D48.

\*\*\* To take this module, students must have already taken 'Introduction to video Production' in the second year.

## PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 1 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
<b>Knowledge and understanding</b>									
Understanding of some of the most important theories and perspectives of development, and how they have changed over time			IDS						
Ability to think critically about contemporary development issues	IDS					IDS			
Awareness of the complexity of contemporary development issues	IDS					IDS			
At introductory level, knowledge and understanding of theoretical approaches to media and culture, specifically cultural studies and media studies.	MSP, AFT					MSP, AFT			
At introductory level, ability to apply concepts of cultural analysis to contemporary media and communication content.	MSP, AFT					MSP, AFT			
Understanding of the dynamics of public and everyday discourses in the shaping of culture and society	MSP, MAD1, AFT					MSP, MAD1, AFT			
Knowledge and understanding of the causes and consequences of dominant strategies of humanitarian communication	MAD1					MAD1			
An introductory level knowledge and understanding of the role of international development in one of the following: Human geography, environmental sustainability, economics or social anthropology.	POG / SAID1 /		POG / SAID1						
An intermediate level knowledge and understanding of one of the following issues relevant to media studies: identity, media regulations, culture.	MR / IC / UMC /		MR / IC / UMC /						

Key/transferable skills									
Ability to produce well structured pieces of written English using an appropriate academic style and vocabulary	All modules								
Ability to identify and make use of relevant sources of information, including academic literature (e.g. books, journal articles) and web-based research (e.g. blogs, wikis)	All modules								
Ability to cite all sources of information using the Harvard system and to construct a well-formatted bibliography	All modules								
Ability to use computer software (e.g. Microsoft Word, Excel, PowerPoint) to prepare written coursework and presentations	All modules								
Ability to research, prepare and present an oral presentation, and to work well in a team	All modules								
Ability to manage time efficiently and meet deadlines	All modules								

PS2 MAPPING LEARNING OUTCOMES - *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 2 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Lit review	Portfolio
<b>Knowledge and understanding</b>									
Understanding of intermediate-level theories and concepts relevant to (a) the processes creating geographies of difference and inequality; (b) socially constructed ways of representing and interpreting the world and their significance; (c) the ways in which spatial relations are an inherent and important feature of economic, social and political activity, which reflect, reproduce and remake social relations.	GOD		GOD						
Understanding of intermediate-level theories of development communication and of how such paradigms are a product of different combinations of theories of media effects and of social change.					MAD2	MAD2			
An understanding of at least one of:									
a.) the nature and scope of <b>social anthropological methods</b> and their relationship to the study of development, and the ability to conduct ethnographic research.									RSMA
b) The nature and scope of <b>quantitative and qualitative</b> methods used in social science research	MSR								
c) The techniques used in <b>video production of television studio production</b>							IVP / TSVP		
An intermediate level knowledge and understanding of the role of international development in at least one of the following: Gender, Social Anthropology, Education, Politics, Population and Migration, Sub-Saharan Africa, Latin America or South Asia.	PAID, EDD, LAD, SAD, SSAD, GEN, SAID2,		GOD, PaP, EC2,SAI D2, NR2, GEN, PAID						NR2, EC2

	GOD, PaP								
An intermediate level knowledge and understanding of one of the following issues relevant to media studies: Identity, World cinema, Politics, Latin American Film, Audience research.	ILF, CBH, RAS,MI, PMM, NMS		ILF, CBH, RAS,MI, PMM, NMS			PMM			
<b>Key/transferable skills</b>									
Ability to construct coherent, well explained and persuasive written arguments.	All modules								
Engagement with academic literature (i.e. books, journal articles), and introduction to critical appraisal of scholarship	All modules								
Development of ability to make a clear, well-explained, persuasive oral presentation on a contemporary development issue	All modules								

PS2 MAPPING LEARNING OUTCOMES - *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 3 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Dissertation	Other
<b>Knowledge and understanding</b>									
The ability to identify a clear and original research question relevant to the study of media and international development								DISS	
The ability to identify and put into practice a research methodology appropriate to the question posed (e.g. fieldwork, quantitative analysis, literature reviews)								DISS	
Understanding of the circumstances in which ethical approval is required before undertaking research, and the ability to complete a successful application for ethical approval								DISS	
The ability to reflect on the results of research and to respond effectively to comments and advice received from others								DISS	
The ability to produce a coherent, well-structured dissertation, based on the results of independent research, of approximate journal-article length (8-10,000 words)								DISS	
An understanding of the ways in which participatory access to the communication is distributed along axes of social division, such as nationality disability, class, ethnicity, gender, and sexuality	IC					IC			
A comparative understanding of the roles that media plays in different societies	IC					IC			
An advanced, inter-disciplinary understanding of a particular development issue, such as <i>Wars, humanitarian crises and foreign aid</i> , depending upon option taken.	WHC				WHC				
An advanced, inter-disciplinary understanding of one of the following issues relevant to media studies: media discourses, women, Islam and the media, Asian cinema, Politics and popular culture, Middle Eastern Cinemas or	WIM, AC, MEC,		WIM, AC, MEC,						

media, youth and subculture.	TK, AM, PPC		TK, AM, PPC						
<b>Cognitive and transferable skills</b>									
<i>Depending on their choices, students may also acquire:</i>									
Ability to identify and frame a problem, which effectively sets up a research investigation								DISS	
Ability to synthesise findings, analyse data, and formulate conclusions / recommendations for research or policy contexts								DISS	
Ability to assimilate and critically apply academic literature, and critically apply analytical frameworks	IC								
The ability to give well-explained, persuasive oral presentation on a contemporary development issue, using a wide range of sources and high-quality presentational techniques, tailored to particular audiences						IC, DIP			
The ability to work as part of a team to produce a high-quality, persuasive written research or funding proposal for a development project or a project evaluation					DIP				
The ability to self-reflect on one's performance in group work in and/or outside of DEV, and to identify one's strengths and weaknesses	DWE						DIP		
Direct experience of either working in a developing country, and the ability to self-reflect on this experience and the knowledge gained (e.g. how the experience has affected their understanding of development)	DWE								
A critical understanding, based on direct observation and a work placement, of the role of a specific organisation involved in development (e.g. an NGO, local business or government ministry)	DWE								

**PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES***note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note  
PS3.1***Year 1**

The aim of each of the three modules in the **first term of the first year** is to provide students with an introductory level of knowledge and understanding of foundational issues in media and in development in each of the three schools involved in this degree (DEV / PSI / FTM). As such, it introduces students to each of the different disciplines involved and provides a foundation for the intermediate and higher level work to be done in later years. Each of the three modules are the 'core' modules in each school for their undergraduate degrees.

In addition, a key focus in Media, Society and Power (PSI) is on providing students with the key skills of academic reading and writing which will serve as the starting point of the development of student's academic skills. (In this way it serves the same function as 'Evidence in Development' (DEV) – which is a first term module which other DEV students are required to take). These academic writing skills will be advanced each year through modules being taught as increasingly demanding levels. This is also the case, to some extent, for Analysing Film and Television (FTM).

Moreover, a key focus in Analysing Film and Television (FTM) is on providing students with an introduction to some of the key skills and methods in analysing media content. As a result it serves as a useful foundation for future methods modules in year 2 and for the eventual dissertation.

In the **second term of the first year**, the basic principles of media studies and development studies (introduced in the previous term) will be combined for the first time in the 'Media and Development 1: Humanitarian Communication' (MAD1) (DEV) module so that students can begin to understand how theories relevant to media studies (such as media effects and representations), relate to issues relevant to international development (such as global relations of power and support for NGOs).

Finally, in choosing one development-related option and one media-related option in this second term, students will also, for the first time, be able to begin to apply the foundational principles learnt in the first term, to more specific subject areas. These second year modules themselves are also designed to serve as entry points into higher level learning in different disciplines in the second year.

**Year 2**

The **first term of the second year** contains the second core module – 'Media and Development 2: Communication for Development'. This second core module not only delivers further intermediate level subject matter on another core aspect of media's relationship with development (development communication), but this relies upon and extends the material covered in 'Media and Development 1'. Thus, there are

very clear lines of progression in terms of knowledge and understanding between the core modules in years 1 and 2.

In the second year, students will also choose at least one methods module (either related to media production or methods of social science research). This will extend the foundational methods work begun in the first year in Analysing Film and Television (FTM) and will also prepare students for their dissertation work in the third year. It does mean, however, that their choice of methods module will likely determine the research method adopted in their dissertation. It is also worth noting that this degree will draw on FTM's recent experience of running production-based dissertations where media production itself becomes part of the research methodology.

The choice of additional media-related and development-related subjects in this year will allow students to advance their knowledge and understanding of issues in these areas to an intermediate level. It will also preserve a balance between media and development in their degree.

### Year 3

Student's dissertations in year 3 will build on the intermediate level subject-specific and methods work done in year 2 and allow them the chance to pursue their own research interests at a higher level. This dissertation module will also be interdisciplinary – allowing students to have supervisors from other schools – and enabling them to adopt a range of approaches to research, including both conventional social science research and media-production based work. To facilitate this, a new media and international development dissertation module is being created (see below for more details).

The core module in this year – 'international communication' – delivers advanced level subject matter on a further core aspect of media's relationship with development (international communication flows). It will build upon many of the key concepts in both media and international development studied in previous years (such as good governance and discourse and power) and integrate them at a higher level.

The choice of one additional media-related and development-related subject in this year will allow students to advance their knowledge and understanding of issues in these areas to an advanced level.

## PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note  
PS3.2*

In 2011/12 all departments involved in this new proposed degree were required to outline how their individual modules and existing degrees made use of summative/formative assessment and associated feedback to enhance learning and progression. Since this proposed new degree makes use of many of these existing modules, the intention is for this degree to be integrated into existing cycles of feedback and feed-forward across the schools involved. Full details of the summative and formative feedback for all individual modules are available from each school. Here I focus only on how the assessment within the core modules of this proposed new degree fits into a cycle of feedback.

### **Year 1**

In the first term, students studying **Introduction to Development Studies (DEV)** receive oral/peer feedback on mock course tests (x6), oral feedback from seminar leaders on seminar presentations in weeks 1-6 (1) and oral and written feedback in academic skills workshops. The feedback on mock tests helps students prepare for the essay and the module exam. The feedback on seminar presentations helps students prepare for the seminar presentations in weeks 7-12. Summative feedback for this module consists of individual written feedback on final essays using standard form and group written feedback on seminar presentations in weeks 7-12. The individual/group feedback helps students improve essay writing and presentational skills, which will feed-forward to a range of Year 2 modules.

Also in the first term, the formative assessment for **Media, Society and Power (PSI)** consists of feedback on an essay plan (small research project) and on an example of use of theory and data. This feedback will help students reflect on effective use of literature review and methodology. Feedback on use of theory and data will help students understand how to strengthen an argument and how to synthesise research findings. Both of these are key focuses of the module. Written feedback on their final essay will help students reflect in their essay writing skills (use of evidence, structure of argument, use of theory), but also their research skills. This will feed-forward into their methods modules in year two and their academic writing in all subsequent modules.

Finally, in the first term, the focus of **Analysing Film and Television** is on textual analysis skills. The summative assessment consists of an oral presentation and an essay. Feedback on these will be both written and oral and will feed-forward particularly into the methods module in the second year. Summative feedback within this module takes the form of written feedback on essay plans.

In the second term, in the new core module '**Media and Development 1: Humanitarian Communication**' (DEV), students will receive oral formative feedback on seminar participation and oral feedback on essay plan and early drafts during seminars. Comments on seminar participation and essay drafts will help students improve understanding and knowledge relevant to the essay questions and to the expectations of seminar presentations / participation. Summative feedback for this module consists of individual written feedback on final essays using standard form and group written feedback on seminar presentations. The individual/group feedback helps students improve essay writing and presentational skills, relevant to a range of Year 2 modules and their understanding of key concepts relevant to all subsequent modules.

## Year 2

At the moment, the intention for the assessment for new proposed core module '**Med and Development 2: Communication for Development (MAD2)**' is that it will consist of an oral presentation and a project. The intention here is to expand the range of assessment types a little by asking students to write up a 'project' rather than an essay. Formative feedback will be vital here to ensure that students fully understand the expectations of 'project work' and how it will be assessed. It is difficult to be more precise about the nature of the assessment of this module yet, but in general terms, the feedback from the summative assessment of this module will be designed to feed-forward into the final core 'media and development' module in year 3.

The nature of the summative and formative assessment for the **methods module** chosen will depend on the particular choice made by the student. Further details of the nature of the assessment for each module are available from each school. The general principle for all of these modules, however, is that the feedback in the two first year modules in particular - Media, Society and Power (PSI) and Analysing Film and Television (FTM) - play a key role informing student understanding of expectations for research methods. The feedback for the assessment of these second year modules is, for every school, explicitly oriented towards the dissertation in the third year.

## Year 3

As the final core module to combine media and international development, the assessment for the **International Communication (PSI)** module is designed to assess student's abilities to engage with debates / issues on this subject at a higher level. In this way, the assessment and feedback from the previous core 'media and development' modules should feed-forward into this module by demonstrating how theories of media effects, for example, link to different paradigms of international development. Students will receive written feedback on their final summative assessment on this module which will likely consist of an essay and an oral presentation. Formative feedback to support these assessments will take the form of written and oral comments on presentation/essay plans as in earlier modules.

The formative feedback students receive for their **media and international development dissertation** consists of 6 x one-to-one meetings with a dissertation supervisor. Feedback on these occasions will be a combination of both written and oral. Students will receive feedback on quality of their research (use of methodology and theory), but also their writing skills (structure of argument, support of arguments with data/evidence, referencing etc.) – each of which should be informed by the feedback from assessments in previous modules. The final assessment of this dissertation will be in written form.

## Overview

In summary, there are three strands of feedback / feed-forward in this degree. Firstly, assessment and summative/formative feedback regarding academic writing and other related skills begins most explicitly in Media, Society and Power (PSI), is carried forward in all other modules, and climaxes in the writing of the dissertation. Secondly, feedback and assessment for learning in the context of methods begins primarily in Analysing Film and Television (FTM), is carried forward in the second year methods module(s) and climaxes in the dissertation. Finally, and more broadly, the subject-specific strand of assessment and summative/formative feedback occurs

primarily through the three core ‘media and development’ related modules in years 1, 2 and 3 – but also through the media-related and development-related options in each year. Thus, the overall strategy for summative/formative feedback in this degree is for the assessment of each module to play a part in advancing at least one of these strands of learning.

It is also worth commenting that there is a shared sense amongst all the departments involved – in line with the ‘new academic model’ - that the number of assessments should be kept reasonably low, that the type of assessment should be reasonably broad (but not so broad so that students are not given the opportunity to become accustomed to the expectations of particular assessment types), and that formative assessment should be integrated into every module. Given this, there are no more than two different assessments for any module in this degree, the range of assessment types has been kept reasonably modest (although this depends, to some extent, on the options taken), and there are detailed descriptions available for every module regarding how formative feedback is linked to summative feedback.

<b>PS4</b>	<b>EXAMINATIONS</b>	<i>note PS4</i>	
		<b>Written</b>	<b>Practical (e.g. OSCEs and OSPES)</b>
	How many modules will include an exam element?	7	
	How many hours of exams are there in Stage 0? (if applicable)		
	How many hours of exams are there in Stage 1?	9	
	How many hours of exams are there in Stage 2?	9	
	How many hours of exams are there in Stage 3?	3	
	How many hours of exams are there in Stage 4? (if applicable)		
	How many hours of exams are there in Stage 5? (if applicable)		
	How many hours does the programme (as a whole) include?	21	

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>	<i>note PS5</i>	
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	Standard UEA admissions policies apply		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	The curriculum includes a significant degree of choice, including choice in geographic areas of study; and a balance between quantitative and qualitative methods.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	The course uses a diverse range of assessment methods and offers access to learning materials in a number of different forms, with electronic support in the form of Blackboard. Students will also have an allocated advisor and access to the Dean of Students office for support with respect to potential individual arrangements including disability.		

<b>PS6</b>	<b>EMPLOYABILITY</b>	<i>note PS6</i>	
	How is employability embedded into the delivery of the course?		

DEV's skills and employability programme, which runs alongside the entire degree, helps students engage with developing and using their academic skills in a knowledge-intensive field. DEV also has two Year 3 work experience modules (DWE and DIP), to which all DEV students have access. The methods modules in media production and analysis and/or quantitative and qualitative research techniques also help to embed employability skills into the degree. Indeed, the level of employability in this course will be one of its selling points.

<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
<i>note</i> AC4	Number of existing COMPULSORY modules	3		
	Module outlines attached? (as Appendix 1 to this form)	YES	X*	NO

\*Not all of the module outlines are attached because while 'International Communication' is an existing module – it is being taught for the first time next year and so module outline is not yet available. By the time students for this proposed new degree will attend this module, it will have been running for several years each

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
<b>Module Code</b>	<b>Module Title</b>	<b>Minor changes proposed</b>	
FTMF4005B	Media Regulation	To increase the amount of DEV teaching (on media development) by 1 or 2 weeks	

<b>AC6</b>	<b>NEW MODULES</b>	
<i>note</i> AC6	How many new modules are being proposed?	3
Please complete a table AC6.x for each proposed new module		

<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title	Media and Development 1: Humanitarian Communication (MAD1)		
Level	1		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Spring Semester		
Likely Module Organiser	Martin Scott / New staff member		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	n/a
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	x
Proposed Module Code	To be confirmed		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		

Brief Description	This module will critically review changing trends in humanitarian communication by both the international news media and international development actors, such as NGOs. This will include a critical review of conventional approaches, such as 'pornography of poverty' and 'deliberate positivism' as well as more contemporary issues in humanitarian communication, such as the role of celebrities and social media and the apparent rise of <i>post-humanitarian</i> communication.
Aims / learning outcomes	By the end of this module, students will be able to <ul style="list-style-type: none"> <li>• identify and critique key strategies of humanitarian communication</li> <li>• understand different ways of explaining the key determinants of humanitarian communication.</li> <li>• critically evaluate competing theories about the consequences of media representations of development</li> </ul>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> <li>• Benthall, J. <i>Disasters, relief and the media</i>. Wantage: Sean Kingston Publishing.</li> <li>• Cohen, S (2001) <i>States of Denial: knowing about atrocities and suffering</i> Wiley-Blackwell</li> <li>• Cottle, S (2009) <i>Global Crisis Reporting</i></li> <li>• Moeller (1999) <i>Compassion fatigue</i>.</li> </ul>

<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title	Media and Development 2: Communication for Development (MAD2)		
Level	2		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Spring Semester		
Likely Module Organiser	Martin Scott		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	n/a
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	x
Proposed Module Code	To be confirmed		
Module Delivery (eg distance-learning campus based, work placement)	Campus Based		
Brief Description	This module will provide an introduction to the analysis of the different approaches to development communication, including 'media for development', participatory communication, community media and media imperialism. Students will also be introduced to contemporary strategies of development communication including media mobilisation and entertainment education. The role of ICT in development will also be critically reviewed.		

Aims / learning outcomes	<p>By the end of this module, students will</p> <ul style="list-style-type: none"> <li>• have gained an understanding of current theories, practice and research in the field of development communication.</li> <li>• be able to critically reflect on the role of communicators or mediators in development communication.</li> <li>• have gained an understanding of the role of media in development at the local, national and international level.</li> </ul>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> <li>• Nora Cruz Quebral (2012) Development Communication Primer</li> <li>• Dorfman, A. (1984) How to read Donald Duck: Imperialist Ideology in the Disney comic.</li> <li>• Alfonso Gumucio Dagron (2001) Making Waves: Stories of Participatory Communication for Social Change</li> </ul>

<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title	Media and International Development Dissertation		
Level	3		
Credit Value	40		
Teaching period, eg Semester 1, Year-long	Year-long		
Likely Module Organiser	Martin Scott		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	n/a
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking? x
Proposed Module Code	To be confirmed		
Module Delivery (eg distance-learning campus based, work placement)	Campus Based		
Brief Description	<p>This module will consist entirely of the production of a conventional undergraduate dissertation within the existing DEV guidelines. This specific dissertation module has been created in DEV especially for students studying media and international development because these students may well have followed alternative research training pathways to other DEV students – involving textual analysis, audience research and content production. Thus, the framing of the expectations, appropriate research methods and assessment criteria may be slightly different. Moreover, by making this a year-long module, it will more easily fit in to the timetabling of the other schools DEV is working with on this degree compared to the existing DEV dissertation module.</p>		

Aims / learning outcomes	For students to demonstrate the ability to carry through an independent piece of research, on a subject related to media and development.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> <li>PG dissertation handbook – media and development version.</li> </ul>

<b>AC 7</b> <i>note</i> AC7	<b>DEFINED CHOICE</b>	
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> <li>Programme-specific choice</li> <li>Enrichment and Employment modules (EEC)</li> <li>Language choice</li> </ul>		
<p>Each year, outside of their compulsory modules, students choose at least one media-related module, and one development-related module. In the first year, this choice comes in the spring term. In the second and third years, this choice is spread over both the autumn and spring terms. In addition, in the second year, students also have to choose at least one methods module. This structure of defined choice, combined with the core modules, gives students (1) a shared core content in media and international development with (2) the chance to specialise in specific subjects relevant to media and to international development (3) whilst also maintaining a balance between the two fields. Methods training is also integrated throughout.</p> <p>In Years 2-3, students are also offered the opportunity to take EEC options (either a foreign language, or possible others depending on the precise list of EEC options being offered by other Schools), with a maximum of 20 credits per year.</p>		

<b>AC8</b> <i>note</i> AC8	<b>JOINT COURSES</b>		
<b>Is the proposed course is a joint course?</b>		<b>YES</b>	x
		<b>NO</b>	
<b>If YES, how will the student experience be managed?</b>			
<p>DEV has a lengthy experience of teaching joint courses - with both ENV (Environmental Geography and International Development) and LCS (e.g. French with International Development). We will continue to consult with the course convenors of these degrees to identify examples of good practice. This will likely include regular housekeeping sessions and a shared online space and mailing list. It may also involve regular film screenings.</p> <p>This proposed course has a clear course director in DEV, a deputy course director from each of the other schools involved – as well as buy-in from all the relevant teaching directors and heads of department. The cross school collaboration</p>			

	required for this degree is built on long-standing media-related teaching collaborations at postgraduate (media and society) and undergraduate level (media regulation). The ease with which this course proposal has been accepted by each school involved is testament to the quality of these connections.
--	---

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES</b>
<i>note</i> AC9	<p><b>Please provide a summary of external professional feedback received. Append full reports as Appendix 2</b></p>
	<p>External professional feedback from other academics teaching in this area was very positive. They identified a number of ways in which the teaching this subject would benefit from being at undergraduate level. This is well summarised by the comments of Professor Thomas Tufte in an email.</p> <p><i>Your idea of putting together an undergrad degree in media and international development sounds really good. It could help build that interdisciplinary bridge, making media, (communication) and development truly integrated by offering them from undergrad level, basic introductions to both fields. So yes, indeed a good idea I would say. It would also be helpful to move beyond some of the introductory stuff which sneaks into ComDev / MediaDev at PG level while it rather belongs on an undergrad level, but it's brought in at PG level to get all on the same page. By offering an undergrad degree I therefore also think it will contribute to elevating the level of the PG. Anyway, I would say 'go for it'. It does make good sense.</i></p> <p>External professional feedback from individuals working in this field was also very positive. There was a strong feeling that graduates require a combination of skills – in both media and international development – for work in either field. This is evidence in the following email;</p> <p><i>I think it is a great idea to introduce this undergraduate programme. I did the MA and I can testify of its benefits. I would however like to see more practically related modules that will prepare students for the work to come. Developing media strategies and media advocacy campaigns remain a huge challenge in the sector. As a program you might also consider a module on advocacy and campaigns as more and more development agencies are shifting from service delivery to advocacy related interventions. Development communicators are also getting involved in project design which is key as communications specialists have to strategically guide the team in communications matters. (Zilani Khonje Millenium Challenge Account Malawi (MCA-M) Communications and Outreach Director).</i></p> <p>(Whilst most feedback from professionals was received informally in conversation, some has been recorded in emails – given in Appendix 2)</p>
<i>note</i> AC9	<p><b>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</b></p>

	Professional, Statutory or Regulatory Body (PSRB) approval is not required for this course. The external examiner for the existing 'media and international development' Masters degree was consulted (Professor Suzanne Franks) and she was very supportive of the idea.
--	---

<b>AC10 COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>  <b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>
<b>Date of circulation:</b>	21.3.13
AC10.1	Careers Manager (CCEN)
No response received.	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
No issues. Jon Sharp 21.3.13.	
AC10.2	Equality & Diversity Manager (PPE)
No response received.	

<b>AC11 PROPOSER'S RESPONSE TO COMMENTS IN AC9 &amp; AC10 ABOVE</b>	
<i>note</i> AC11	I am pleased that no concerns have been raised regarding the academic case and programme specification. The comments from professionals and external academics have been very encouraging.



## FULL COURSE PROPOSAL

## Part 4 KEY INFORMATION SET (KIS) DATA

<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>	<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>	<i>Note KIS1</i>
1.1	Percentage of assessment by written exams	25%
1.2	Percentage of assessment by practical exams	0%
1.3	Percentage of assessment by coursework	75%
1.4	Percentage of time in scheduled learning and teaching activities	40% (35% is DWE taken)
1.5	Percentage of time in guided independent study	60%
1.6	Percentage of time on placements	0% (or 5% if DWE taken)
<b>KIS2</b>	<b>Professional Accreditation</b>	<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)	
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.	
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.	

**FULL COURSE PROPOSAL****Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

<b>THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)</b>				
<b>AP1</b>	<b>APPROVAL OF THE BUSINESS CASE</b>			
	<b>APPROVAL/SIGNATURES</b>	<b>Name</b>	<b>Signature/ evidence of approval</b>	<b>Date</b>
AP1.1	School Director of Learning, Teaching and Quality	Ed Anderson	Ed Anderson	12/4/13
AP1.2	Head of School (on behalf of School Board)	Steve Russell	Steve Russell	12/4/13
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

<b>AP2</b>	<b>APPROVAL OF THE ACADEMIC CASE</b>			
AP2.1	<b>Head of School</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	Approved:	Steve Russell	Steve Russell	12/4/13
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Helena Gillespie	Helena Gillespie	24/4/13
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
<b>Where applicable:</b>				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

## FULL COURSE PROPOSAL

<b>Note N1</b>	<b>NOTIFICATION OF APPROVAL</b>			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.				
<b>FACULTY</b>				<b>SCHOOL</b>
<b>NEW COURSE?</b>	<b>Y</b>	<b>N</b>	<b>If NO, please enter existing course code</b>	
<b>DEGREE AWARD (e.g. BSc/MA)</b>				
<b>TITLE OF PROGRAMME</b>				
<b>START DATE</b>			<b>LENGTH OF COURSE</b>	
Course Approved by:		Name of Committee Chair		Date of approval
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>				
<b>Learning and Teaching Committee (LTC)</b>				
RELEVANT OFFICE INFORMED? *insert date				
<b>Planning Office</b>	<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>	<b>Union of UEA Students</b>
*	*		*	*
planning@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

<b>Note N1</b>	<b>IMPLEMENTATION ACTIONS</b>	
<b>COURSE NAME</b>		<b>NEW ROUTE CODE</b>
<b>ACTION</b>		<b>DATE</b>
<b>COURSE INFORMATION LIVE IN ADMISSIONS</b>		
<b>PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE</b>		
<b>COURSE PROFILE UPLOADED ONTO SITS</b>		
<b>COURSE CLOSURES COMMENCED (where appropriate)</b>		