

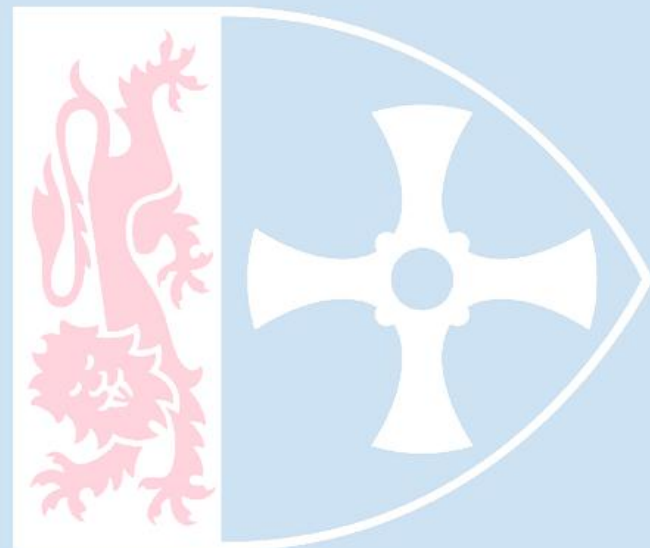
MA Media and Journalism

MA Media and Public Relations

MA International Multimedia Journalism

Programme Handbook

2011-2012



Newcastle University

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INTRODUCTION

Welcome

WELCOME to the Masters' degree programmes in Media and Journalism, Media and Public Relations and International Multi Media Journalism!

Our programmes are now well established and have been running for four years for the Media and Journalism and Media and PR and the third year running for the MA in International Multi Media. I hope that over the year you thoroughly enjoy and take part in generating and cultivating a rewarding and life-enhancing learning community.

The handbook is intended as a main source of information about your degree programme. The information covers all aspects of the degree including module information, assessment information, student representation and personal tutors.

On behalf of all the staff on the team, I wish you the very best and look forward to working with you.

Dr Liviu Popoviciu
Degree Programme Director for MA programmes in Media

This Handbook

This handbook is meant to help you find all the necessary information you might need in relation to the MA degree you are studying. It includes a vast range of practical information, but also some advice and guidance to studying for your degree.

You should find here an answer to most questions about your chosen degree programme, as well as about many aspects of life and work at the University of Newcastle. ***It is imperative that you familiarise yourself with the content of the handbook!***

This handbook is organised in sections to help you quickly find what you are looking for;

- **General Information** – here you can find the ***academic calendar*** and information about the main ***dates and events for this year***. Also, there is information about the ***induction week*** and ***registration*** on the course. This section also gives advice about the best way of communicating on the degree, on using ***email*** and ***IT services*** while at university. There is a section that presents the ***teaching and support staff*** on the programme, alongside their ***contact details***.
- **Structure of the Programmes** - The next section of the handbook details your chosen MA programme (***MA in Media and Journalism, MA in Media and Public Relations, MA in International Multimedia Journalism, MA in Cross-Cultural Communication and Media Studies***). Here you can find out what ***modules*** you have to study and ***how the semesters are structured***.
- **Teaching, Learning and Assessment** - contains information about the ***module choices***, the various ***seminars on the programme***, the ***policy on attendance***, information about ***English language support***, the system of ***personal tutors*** and ***student feedback***, amongst many other topics. The subsection on ***assessment details***, the process of assessment on the degree programme together with the relevant sections of the ***regulation***, as well as guidance on ***good practice in assessment***. Here you can find the ***marking criteria*** and detailed information about procedures in case of ***assessment irregularities***. Also, you can find here the details about the ***dates and modes of assessment***.
- **Academic practices, regulations, policies and procedures** - contains detailed information about academic practices such the ***Harvard Referencing System***, various University ***policies*** and ***procedures***, with web-links to the University's website.
- **University Services and Facilities** - contains information about some of the ***services*** and ***facilities*** aimed at students that you can access while studying at Newcastle University, as well as information on ***health and safety***.
- **Appendices** – you can find here the ***module selection forms***, the ***title pages for your assignments***, a sample ***assessment feedback form***, and the ***extension/PEC form***.

The information contained in this handbook is correct at the time of publishing. Further information can be found on the University's website.

Should there appear to be any conflict between the Handbook and the General Regulations, Examination Conventions and Degree Programme Regulations given in the University Calendar, then the latter shall prevail.

The University reserves the right at any time to change or withdraw any course or module, or to limit transfers between courses or choice of course or choice of modules. Options or alternatives within courses or modules may not necessarily be available in any particular year.

If you need any clarification about any of these issues, please do not hesitate to contact your personal tutor, the Degree Programme Director, the Senior Tutor or the Course Secretary.

GENERAL INFORMATION

Dates of Terms & Semesters 2011-2012

<i>Semester 1</i>	
Induction week	26 th September 2011 – 30 th September 2011
Classes (Weeks 1 – 5)	3 rd October 2011 – 4 th November 2011
Reading Week/Tutorials	7 th November 2011 – 11 th November 2011
Classes (Weeks 7 – 11)	14 th November 2011 – 16 th December 2011
Christmas vacation (3 weeks)	19 th December 2011 – 6 th January 2012
Classes (Week 12)	9 th January 2012 – 13 th January 2012
Assessment (2 weeks)	16 th January 2012 – 27 th January 2012
<i>Semester 2</i>	
Classes (Weeks 1 – 7)	30 th January 2012 – 16 th March 2012
Easter vacation (4 weeks)	19 th March 2012 – 13 th April 2012
Classes (Weeks 8 – 12)	16 th April 2012 – 18 th May 2012
Assessment (4 weeks)	21 st May 2012 – 15 th June 2012
<i>Semester 3</i>	
Teaching at the Press Association (12 weeks)	6 th June 2012 – 24 th August 2012
Dissertation work (12 weeks)	11 th June 2012 – 31 st August 2012
Reassessment Period	20 th August 2012 – 31 st August 2012
Dissertations deadline	31 st August 2012
<i>Congregations</i>	
Congregation ceremonies	During the first half of December 2012 (TBC)

Programme Dates and Events

<i>Semester 1</i>	
Staff Student Committee	Week commencing 17 th October 2011
Board of Studies	Wed 26 th Oct 2011
Staff Student Committee	Week commencing 28 th November 2011
Board of Studies	Wed 7 th Dec 2011
<i>Semester 2</i>	
Board of Studies	Wed 18 th Jan 2012
Staff Student Committee	Week commencing 20 th February 2012
Board of Studies	Wed 14 th March 2012
Staff Student Committee	Week commencing 23 rd April 2012
Board of Studies	Wed 9 th May 2012
Internal Board of Examiners	Mon 5 th November 2012
Final Board of Examiners	Wed 8 th November 2012

Induction Week

A programme of induction activities will take place during the week **26th - 30th September 2011** before the beginning of the first semester.

The aim of the induction week is to introduce you to the structure of the programme and to preview the year ahead. Induction activities are led by the Degree Programme Director and include a general orientation to the University and the programme, an introduction to the Careers Service and a self-guided orientation to the computing and IT facilities. This also includes a formal introduction to the structure and content of the programme in relation to teaching, learning and assessment activities.

Also, there will be a social evening for new students to meet each other and some of the teaching and support staff on the programme.

See further information about any aspect of the pre-arrival to Newcastle University <http://www.ncl.ac.uk/pre-arrival/>

Please refer to the Induction Timetable for the events organised during this week.

Registration for New and Returning Students 2011/12

The Student Self Service Portal (S3P) enables you to:

- REGISTER ON YOUR PROGRAMME OF STUDY
- KEEP YOUR DETAILS UP TO DATE
- PAY FEES
- PRODUCE DOCUMENTS TO CONFIRM YOUR STATUS
- CONFIRM MODULE CHOICES FOR THE NEXT ACADEMIC YEAR

New students should have received a letter or e-mail from us giving instructions about how to access the University computing system. If you have not received a letter/e-mail with these instructions please contact – student-registration@ncl.ac.uk. You can also find further information on **S3P Registration and Registration Status** <http://www.ncl.ac.uk/students/progress/student-resources/s3p/registration.htm>

Returning students who have been studying at Newcastle University during the 2010/11 academic year and are due to start a new programme in September 2011 your existing login/password for the University computing system is still valid therefore you will not receive the above instructions. However, if you do have any queries please visit the following link on **S3P Registration for Returning Students** <http://www.ncl.ac.uk/students/progress/student-resources/s3p/returning.htm> or contact - student-registration@ncl.ac.uk

Registering Late

If you do not expect to be able to register by 30 September 2012 - for example, because of illness or other serious difficulty – you should notify your School/Graduate school, in writing, as soon as possible. Students on taught programmes who seek to register later than Welcome Week will need special permission from your degree

programme director. If this is not granted, you might have to defer your studies for a year.

Registration Support for Students with Disabilities or Additional Requirements

If you have a disability and/or additional requirements and you would like some assistance in the registration process, please contact Disability Support (tel: 0191 222 7623 or e-mail: disability.support@ncl.ac.uk) or Student Progress (tel: 0191 222 3423 or e-mail: studentregistration@ncl.ac.uk) prior to registration. Alternative arrangements will then be organised. If you require any extra assistance when you arrive, you should contact staff on the Helpdesk in the Kings Road Centre (16 to 25 September 2009).

After registration please check the content of the Student Portal at <https://s3p.ncl.ac.uk/Login/Index.aspx> for a variety of information about University procedures, facilities and services.

University English Language Assessment (UELA)

All new Newcastle University students whose native language is not English are required to take a free University Language Assessment (UELA). Some students may be exempted from the UELA; further information can be found in the University's English Language Policy <http://www.ncl.ac.uk/students/inseasonal/ucla/>

The UELA forms part of the language support and advisory service the University provides for all our non-native speaker students. It helps the University to:

- Identify any weaknesses in English language Skills and provide advice about classes
- Ensure that English language support is provided to students from the beginning of the semester
- Advise students who wish to attend in-session classes on the most appropriate level of study.

The UELA consists of a:

- Listening assessment (four parts, 45 minutes)
- Writing assessment (one question, 40 minutes)

The UELA is administered and marked by INTO Newcastle University. For times and dates of the test, please see

<http://www.ncl.ac.uk/students/inseasonal/ucla/timetable.htm>

Communicating on the Programme

Email

E-mail is of vital importance and is often used to make important announcements. You should make sure you check it daily. When you have your own e-mail address, you may test it out by sending an e-mail message to the Course Secretary.

Most communication on the programme takes place by email. ***The only email address you should be using is the one allocated to you by the University at registration (ending in @ncl.ac.uk).*** Messages from other email addresses may not be recognised or classed as spam. ***It is the student's obligation to check their email inbox regularly for messages from the programme staff or the University's services.*** The inbox has to be maintained to be permanently under the storage limit, so it can receive incoming message at all times. Please familiarise yourself with the rules and regulations relating to the usage of email <http://www.ncl.ac.uk/iss/support/information/documents.php#email>. You should be using your university email account to communicate with staff and other students on the programme only about issues relating to teaching, learning and research. Other types of content will be classed as spam and the sender runs the risk of having his/her email account suspended.

Mailing lists across the University and on the programme cannot be used unless specific permission has been granted by the owner of the respective mailing list.

Sending out email to large numbers of users on a mailing list, even if it is for research or learning purposes, has to be approved by the owner of the respective mailing list (who is invariably a member of staff). You can only set up a mailing list after the users have agreed to be members on that list.

If you need to send out an email to a large number of users (e.g. all students on the programme), you must contact the Course Secretary or the Degree Programme Director.

E-mail is a convenient way of communicating important messages. It is useful, for example, if you need to explain impending absence; to convey relevant personal information affecting your studies (e.g. illness); or to confirm an appointment for a planned meeting. However, please bear in mind that you are not the only person who will be contacting your tutor or module leader and, although they are available and willing to help you, they, like you, have a lot of demands on their time.

Before sending an email, please consider whether you could find out what you need to know from somewhere else. For example, if the Degree Programme Handbook does not provide an answer, your School office should be able to answer general queries about such matters as timetabling or deadlines for submission of coursework. Please do not send emails over the weekend and then expect immediate response during the weekend or on Monday morning!

Please remember that email is an alternative means of communication to writing a letter or telephoning and the way your email is written should reflect this. The use of clear and appropriate language is more likely to result in you receiving the information that you need. ***Please allow staff a few days to respond to your email. At certain times during the semester all staff are extremely busy and they have to prioritise their communication to urgent messages, so it might take a while to get back to you.***

IT at the University

Accessing Your Email

There are various ways of accessing your email account from both on campus and off campus computers. The most common web address to access it is:

<https://owa.ncl.ac.uk/>

(Please note that you do not have to use www. for this address!)

Getting Started With Email – information on using your University email account.

<http://www.ncl.ac.uk/iss/support/information/documents.php#orientationhandbooks>

Please see the following pages on the University's Information Systems and Services (ISS) - <http://www.ncl.ac.uk/iss/> for all your IT related queries.

IT Orientation

To help you find your way around our services, ISS offers an orientation booklet, entitled [Orientation Handbook](#) there's also a quick quiz to see what you've learned.

Also, please see the following page for advice on the main IT systems and procedures <http://www.ncl.ac.uk/iss/pre-arrival/>

All new students are issued with the *Welcome* booklet, which is intended to be self-explanatory. However at the start of term extra help is available from ISS staff in the Old Library, Robinson Library, and the Herschel Cluster Rooms.

Computing Facilities

[Clusters Support page](#) - information on the various computing clusters around the campus. If you're having trouble finding an available workstation, you may want to check the [Cluster availability page](#)

IT Help

If you have an ISS related problem or enquiry, contact the Helpline:

Phone: (0191 222) 5999

Email: helpline@ncl.ac.uk

People Search

Contains the email addresses and contact details of other members of the University (on campus only - also see RAS below).

<https://directory.ncl.ac.uk/advanced.php>

Remote Application Service

[RAS](#) - the Remote Application Service (RAS) is a way of accessing University computing facilities via your web browser. This includes the software found on University PCs, and your personal University filestore (H: drive).

The links below are those to which we believe you – as a student – may want quick access.

Comments, suggestions and general feedback are welcomed to help us improve this information - please direct feedback to webmaster@ncl.ac.uk

Resources for Disabled Students

This site is intended for everyone – for example you may have broken your leg when hang-gliding ... we're all disabled at some time or another!

[Easy Access](#) - facilities made available via ISS to make access to computing and work facilities easy for everyone. This includes accessible buildings, desks, equipment, and literature.

Printing and Scanning

[Printing information](#) - information on ISS printing services.

Personal Computers on Campus

See <http://www.ncl.ac.uk/iss/pre-arrival/your-computer/> to find out about using your own computer on the campus network via docking points in Halls and on campus, wireless access, etc.

Personal Web Publishing

[Register for your homepage](#) - as a student, you can register to publish your own homepage on our [students server](#). Similarly, we offer a [societies registration form](#) so that you can create a homepage for your [University Society](#)

Blackboard

The teaching team makes much use of Blackboard. Blackboard is a virtual learning environment that can be accessed via the University of Newcastle intranet: <http://bb.ncl.ac.uk>. An induction session to Blackboard will be offered as part of the IT induction session on Friday 30th September.

To log in to Blackboard, use the same username and password as for logging in to your University computer profile or email. All students registered on the programme have access to the system and it enables students and staff to share material and information on the web. For example, lecturers may put lecture notes/presentations onto Blackboard for you to view after a teaching session.

It is also being used to improve communication and collaboration between students studying on the programme. Blackboard has a major part to play in providing general information about changes and updates across the programme and the University in general.

Finally, student assignments, where possible, will be submitted through Blackboard. It would be a good idea for you to get familiar with it as soon as possible.

Blackboard has a special dedicated area to bring together all the students on Media degrees. This can be found in **My Communities – Media and Communication Degree Programmes**. Here you can find a range of comprehensive information about the content of the programme, seminar series and other activities, module guides, and discussion boards dedicated to students.

Remember to access the support materials, news updates and discussion forum on Blackboard regularly and take up the opportunity to meet informally with your peers in the groups co-ordinated by the DPD and the student representatives.

Handouts and Noticeboards

At times, staff and various support services can communicate through handouts. We are always trying to have sufficient copies of the handouts given to all students. **If you have not received your handout and the respective document is not available on Blackboard, the internet or by email, there are usually copies with the Course Secretary.**

There is a noticeboard outside the main corridor on the second floor in the North Wing of the building, which contains essential information about the course and some elements of the timetable and upcoming events. Also, there are other noticeboards that are used to inform about research activities of members of staff.

If you want to post a note on one of these boards, please contact the Course Secretary for permission, otherwise the notice will be removed.

Also, there are various other noticeboards across the School and University detailing the Health and Safety measures of the respective building. Please make sure you familiarise yourself with them.

Contacting you by Post

It is absolutely imperative that the Course Secretary always has an up-to-date postal address for both your term address and home address. Throughout the year we have to send you letters informing you about various issues relating to your studies and we need to be sure that the letter will reach you. Also, it is essential that after you complete your course you leave contact details at which we can contact you for the following six months. Please email to nicci.hardy@ncl.ac.uk with 'change of address' as the subject of your email.

STAFF AND STUDENTS

The MA Media programmes are run by The School of Arts and Cultures and are located in the Media and Cultural Studies Section. This School is part of the Faculty of Humanities and Social Sciences (HASS). HASS represents its Schools, with other Faculties to many of the key University committees.

Prof Peter Stone is Head of the School of Arts and Cultures and Dr Liviu Popoviciu is the Head of the Media and Cultural Studies (MACS) Section. Sue Barnes is the School Manager.

Contacting Staff at the School

Address: School of Arts and Cultures
Newcastle University
Armstrong Building
Queen Victoria Road
Newcastle upon Tyne, NE1 7RU

Tel: 0191 222 5336

Fax: 0191 222 5242

University Switchboard: 0191 222 6000

The details of the key people within SACS whose responsibility it is to ensure that you have a happy and successful time with us are listed here:

Prof Peter Stone Head of School

Email: p.g.stone@ncl.ac.uk

Tel: 0191 222 7065

SACS School Office, Armstrong Building

Mrs Sue Barnes School Manager

Email: s.m.barnes@ncl.ac.uk

Tel: 0191 222 6533

SACS School Office, Armstrong Building

The Course Secretary is Nicci Hardy



The Course Secretary has an amazing fund of information and is the first point of contact for general queries; but check first whether the answer to your question is in the handbook.

Nicci is available as follows: Tuesday, Wednesday, Thursday

Tel: 0191 222 5155

Room: 2.69 Armstrong Building

Email: nicci.hardy@ncl.ac.uk

MACS Office Opening Hours

Administrative support for your programme is provided by the MACS Administration team located in Room 2.96 on the 2nd floor, Armstrong Building.

MA Media Student Access to the MACS office:

Tues, Wed & Thurs 10.00am - 16.00pm

The office will be manned from 9.30am to respond to telephone and email queries only.

The office is also open and manned by the BA Media secretary Monday and Friday. On these days for MA students the office is for assignment submissions or urgent inquiries only.

Contacting Members of Staff

A glance at your timetables and the staff profiles should tell you how busy every member of staff is. But that doesn't tell the whole story. We try to be as accessible as possible but there will be times when staff are engaged in research, on business away from the University, teaching or outside the School.

Please do not drop in for a consultation without prior warning. It is always best to schedule an appointment with a staff member.

Students needing to see their personal tutor or a member of teaching staff should contact the staff member in the first instance by e-mail, telephone or note to set up an appointment. A mutually agreeable meeting time can then be arranged. Staff members do not post office hours since it is virtually impossible to meet the time-tabling needs of all students in all degree programmes.

E-mail is a convenient way of communicating important messages. It is useful, for example, if you need to explain an impending absence; to convey relevant personal information affecting your studies (e.g. illness); or to confirm an appointment for a

planned meeting. However, please bear in mind that you are not the only person who will be contacting your tutor or module leader and, although they are available and willing to help you, they, like you, have a lot of demands on their time.

Before sending an e-mail, please consider whether you could find out what you need to know from somewhere else. For example, if this Degree Programme Handbook does not provide the answer, the Course Secretary should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or examinations.

Staff Structure of the Degree

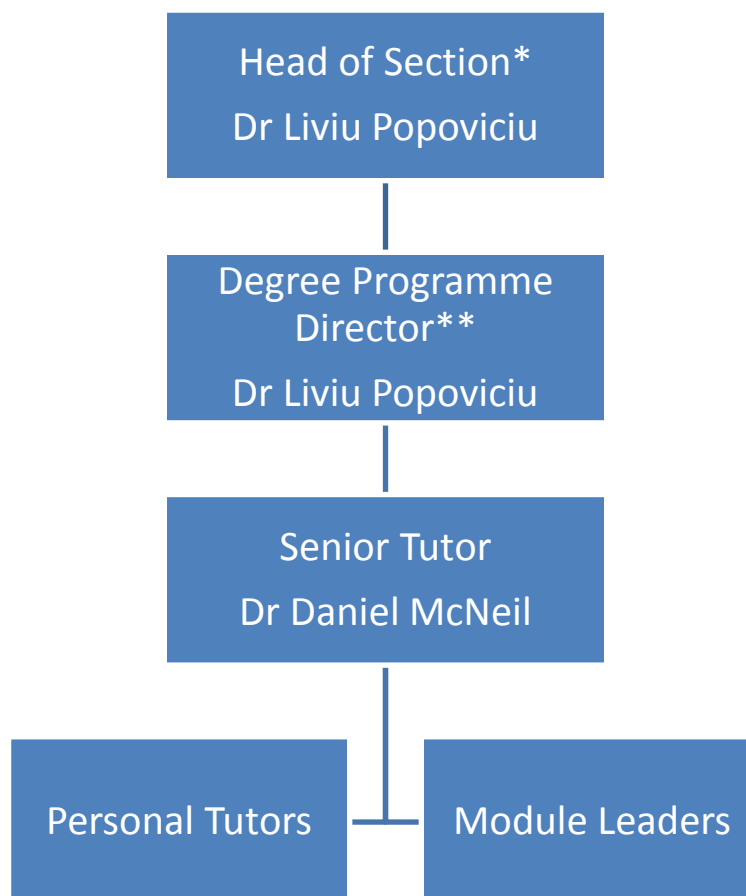
Personal Tutors (see below section on *Teaching, Learning and Assessment – Pastoral Support*) offer a point of contact to discuss issues that are not generally connected to modules, such as wider academic matters or personal concerns.

Modules Leaders are members of staff who take responsibility for the different modules that are being run. They can offer help about specific information about the modules themselves.

The **Senior Tutor** takes responsibility for all pastoral care and student issues on the programmes.

The **Degree Programme Director** takes general responsibility for all teaching, learning and administrative matters concerning the programmes.

The **Section Head** takes overall responsibility for academic leadership in the Communication Section.



*In semester one, Dr Liviu Popoviciu is on Research Leave. The role of Head of Section will be taken over by Prof Deborah Chambers for one semester.

**David Baines takes up the role of Degree Programme Director during the third semester for the MA in International Multimedia Journalism while the teaching takes place at the Press Association.

Academic Staff Profiles

David Baines

Email: david.baines@ncl.ac.uk

Telephone: 0191 222 8569

Address: Room 2.80 Armstrong Building



David Baines David Baines leads the Journalism section of the team's initiatives and his research is located in the Sociology of Journalism. His research focuses on current transformations in the media industry, locally and globally. Mr Baines has extensive professional experience in the journalism profession as a full time daily newspaper journalist for 30 years and has extensive links with media industries in the North East, providing a crucial dimension on media organisations within the research of the Media and Cultural Studies team and promoting strong links with media industries for the benefit of students in media/ journalism and PR.

His research and teaching interests within the sociology of journalism include media law; writing for the media; ethnic minority media and audiences and related alternative media; new media in relation to citizen journalism; changes in the journalism profession and practices; the changing public sphere. He has delivered professional development programmes for journalists on The Journal, Newcastle, a Trinity Mirror regional morning newspaper and taught trainee Journalists at the Press Association's Training centre in Newcastle. He is a National Union of Journalists learning representative, a member of the National Council for the Training of Journalists North East Area Advisory Committee and a Fellow of the Higher Education Academy.

Deborah Chambers

Email: deborah.chambers@ncl.ac.uk

Telephone: 0191 222 5092

Address: 2.79 Armstrong Building



Professor Deborah Chambers' research interests lie within the areas of media analysis, culture, gender, and journalism. She has conducted research on changing social ties, women in journalism, ethnic minorities and journalism, representations of the family, teenage sexual morality. Her research has drawn on a range of qualitative and quantitative sociological and cultural methods including oral history, focus group

interviews, ethnography and cultural analysis. She has taught and researched in both British and Australian universities. Deborah is currently writing a book on the Politics of Fertility for Polity Press. Her publications include the following books:

New Social Ties: Contemporary Connections in a Fragmented Society (Palgrave/Macmillan forthcoming 2006); *Women and Journalism* (Routledge 2004), with Linda Steiner and Carole Fleming; *The Practice of Cultural Studies* (Sage 2004) with Richard Johnson, Parvati Raghuram and Estella Tincknell; *Representing the Family* (Sage 2001).

Her teaching interests at undergraduate and postgraduate levels include Media Analysis, News and Journalism, Social and Cultural Theory, Qualitative and Quantitative Research Methods.

Chris Falzon

Email: chris.falzon@ncl.ac.uk

Telephone: 222 6417

Address: 2.78 Armstrong Building



Chris Falzon is a Teaching Fellow for the School of Arts and Cultures. He designs online content for various University research projects and currently lectures on the BA (Hons) Media, Communication and Cultural Studies, the MA Media and Journalism, the Graduate Skills Enhancement and the PGCE Postgraduate Teacher Training programmes.

With a teaching background in schools and a history in commercial software development, he is involved in a number of projects including producing online resources for teachers and designing databases for schools and researchers.

He is presently the project manager of a HEFCE-funded teaching project that is looking at improving University teaching and delivery methods by examining different formative assessment techniques that use Information Technologies. Recent research projects include:

FDTL5: Developing Formative Assessment using ICTs in Education (2004-2008), funded by the Higher Education Funding Council for England (HEFCE).

Learning 2 Learn Research Project: How different L2L approaches impacts on motivation and supports lifelong learners (2003-2005) funded by the Campaign for Learning.

The Interactive Whiteboard Project: Embedding ICT In The Literacy And Numeracy Strategies (2002-2004), funded by the DfES.

Digital Service Providers Evaluation: An analysis of educational online service provisions in the UK (2001-2002), funded by the DfES.

Chris Haywood

Email: c.p.haywood@ncl.ac.uk

Telephone: 0191 222 6570

Address: 3.34A Armstrong Building



Dr Chris Haywood is a Senior Lecturer in Communication and Cultural Studies in the School of Arts and Cultures. He has written on masculinity, sexuality, methodology, sexuality and schooling. He is currently involved in developing research projects on younger children's gender identities, black working class masculinities and children, primary schools and adoption. He has a particular interest in exploring how the implications of applying pre-existing concepts onto empirical evidence in the development of new knowledge and understanding of social and cultural issues. Recent publications include:

Haywood, C. and Mac an Ghail, M. (2009) 'The Queer in Masculinity': Schooling, boys and identity formation, in N. Rodriguez (ed.) *Queer Masculinities*. (London: Springer).

Haywood, C. (2008) Genders and sexualities: exploring the conceptual limits of contemporary educational research, *International Studies in Sociology of Education*, Volume 18, 1: 1 - 14.

Haywood, C. and Mac an Ghail, M. (2006) *Gender Culture and Society: Contemporary Femininities and Masculinities*. (London: Palgrave).

Haywood, C. and Mac an Ghail, M. (2003) *A Sociology of Men and Masculinities* (Buckingham: Open University Press).

Laurel Hetherington

Email: laurel.hetherington@ncl.ac.uk

Address: 2.81 Armstrong Building



Laurel Hetherington is a Teaching Fellow in Public Relations and the region's only CIPR Approved Trainer. She works directly with a wide range of organisations, and also with many consultancies for both their own staff and their clients. Recent clients include charities, government, retailers and consultancies, both national and regional. As well as regularly delivering the CIPR's Introduction to Public Relations and Writing for the Press workshops, both in London and throughout the country, she is also Treasurer of the CIPR North East Group and a judge for both the PRide and Fresh awards. She teaches the CAM

Diploma in Marketing Communications (covering PR, marketing and consumer behaviour, advertising, integrated media, and direct marketing/sales promotion) to those who are in their first or second jobs., and has taught the cream of the region's communications professionals, many of whom have now moved on to senior positions and have won various awards. Laurel, a double Fellow with both CIPR and CAM, is also a PR examiner for CAM, a Visiting Lecturer at the University of Sunderland and Course Leader for the CIPR Diploma there. This constant stimulation by those who are both working in the communications industry and those who are hoping to enter into it, ensure that she is constantly kept up to date with new techniques and best practice standards, as well as providing her with a wealth of knowledge and experience in successful (and unsuccessful) programmes across a wide range of industry sectors. Delegates and students who have attended my lectures, training sessions and workshops leave with lots of practical tips and advice, action plans and details on How to...., and, perhaps most importantly, confidence in their own abilities to succeed.

Tracey Jensen

Email: @ncl.ac.uk

Address: 2.83 Armstrong Building

Dr Tracey Jensen is Lecturer in Media and Cultural Studies at the School of Arts and Cultures. Her research and teaching interests include the politics of representation and sociology of media, feminist theory, gender and popular culture, social class, inequalities and cultural value. Her research examines parenting culture, advice and policy and she is engaged in television studies, media ethnography and transmedia audience research.

Recent publications include:

- T. Jensen "Speaking as a mother; Notes on becoming a researcher" (2008) *Feminism and Psychology* 18-3-384-389.
- T. Jensen 'Why are people watching Supernanny' (2009), in *Standing Up To Supernanny*, Jennie Bristow (ed.) Imprint Academic: Exeter
- T. Jensen "What kind of mum are you at the moment?' Supernanny and the psychologising of classed embodiment" (2010) *Subjectivities* 3, pp170-192
- T. Jensen "Warmth and wealth: re-imagining social class in taxonomies of parenting" (2010) in *Studies in the Maternal* Volume 2, Issue 1
- T. Jensen "Shame and Irritation in televisual encounters with 'bad mothers'" (2011) in *Radical Psychology* Volume 8, Issue 2

Gareth Longstaff

Email: g.longstaff@ncl.ac.uk

Address: 2.73 Armstrong Building



Gareth Longstaff is a teaching associate and PhD candidate within the Media and Cultural Studies section of the School of Arts and Cultures.

He is currently undertaking teaching and supervision of the undergraduate degree in Media, Communication and Cultural Studies and has expertise in the critical and cultural study of technologies, sexuality and desire, masculinity, representation, identity and psychoanalysis and visual culture. With Dr. Tony Purvis he has recently been involved in a project at The British Film Institute documenting seminal gay and lesbian magazine shows 'Out on Tuesday' (1989) and 'Out' (1990-1994) as well as working on a part-time PhD concerned with the representation of desire between Homo and Hetero Male Sexuality, the implications of homosexuality and psychoanalysis and the (im)personality of online exchange.

Geoff Lowe

Email: Geoff.Lowe@ncl.ac.uk

Address: Room 2.69 Armstrong Building



Geoff Lowe has worked in film, television and digital content for over 35 years. He is a graduate of the UK's National Film School (now NFTS) where he studied screenwriting and film direction. He has worked with many major names in film and television including: Robert Altman, Troy Kennedy Martin, Dick Clement & Ian La Frenais, Walter Hill and David Giler, Warren Beatty, Shekhar Kapur, Mike Figgis. He has made dramas and documentaries for BBC, CBS, ITV, C4, Virgin and Discovery Network. He has held executive roles in advertising and produced and directed music videos and cross platform digital content for mobiles and the internet. His documentary company Castlehaven Digital, co-founded with Rex Pyke made the BAFTA award winning, 'Lockerbie, a Night Remembered'. They also created the pilots for the music cable channel MusicVision, the forerunner of MTV and produced

documentaries for Eric Clapton, Joe Cocker, Van Morrison etc. Geoff has made several factual films including a specially commissioned film for Scotland Yard's Anti-Terrorist Squad, which was distributed to every Police station in the UK to train Police officers of all ranks on how to identify potential terrorists during their daily work. His digital company Filmserve, developed the first IP based interactive system for digital cinema as part of the DTI funded Digital testbed at the NFT on London's South Bank. Geoff has been involved in initiatives to encourage and foster new talent with companies such as BT, Sony Ericsson and Dave Stewart's Artist Network. He has given lectures and talks around the world on film, cinema and digital content. Geoff consulted for Paul Allen's 'Hospital Project', now one of London's premiere venues for the media industry. He is currently writing and producing on a number of film and television projects.

Daniel McNeil

Email: Daniel.McNeil@ncl.ac.uk

Telephone: 0191 222 6571

Address: Room 2.76 Armstrong Building



Daniel McNeil is a Lecturer in Media and Cultural studies in the School of Arts and Cultures. He is also an Honorary Fellow of the Wilberforce Institute for the study of Slavery and Emancipation. His recent work has addressed the freedom dreams and self-fashioning of individuals in the Black Atlantic. His forthcoming work continues to chart this transnational and intercultural formation in order to explore the ethics of racial identity. For example, he is currently writing a book that engages with depictions of white liberals, black radicals and mixed-race translators during the twentieth century. This pays particular attention to the sound bites about slimy subjects and existentialist heroes that were often deployed in discussions of these identities.

His teaching interests at undergraduate and postgraduate level include: Media and Society, Social and Cultural Issues, Ethnicity and Immigration, Black Movement, The politics of difference

Recent and forthcoming publications include:

"Black devils, white saints & mixed-race femme fatales: Philippa Schuyler and the sound bites of the sixties", *Critical Arts: A Journal of South-North Cultural Studies* 25.3 (2011).

"Race, prejudice and UNESCO: The liberal discourse of Cyril Bibby and Michael Banton", *The History of Education Researcher* 85.2 (2010).

"Black with 'white blood'? To advertise, or not advertise, the race of Obama's mother." In *Race 2008: Critical Reflections on a Historic Campaign*, ed. M. Mendible. Florida: Brown Walker Press, 2010. pp. 86-101.

Sex and Race in the Black Atlantic: Mulatto Devils and Multiracial Messiahs. New York: Routledge, 2009.

“Lennox Lewis and Black Atlantic politics: The hard sell”, *Journal of Sport and Social Issues* 33.1 (2009): 275-298.

Carolyn Pedwell

Email: Carolyn.Pedwell@ncl.ac.uk

Telephone: 222 6527

Address: 2.28 Armstrong Building



Dr Carolyn Pedwell is Lecturer in Media and Cultural Studies. Carolyn’s research and teaching interests lie at the intersection of media and cultural studies, gender studies and international politics. Her research focuses on gender, the body and culture; multiculturalism and ethnic difference; feminist theory and popular culture; and the transnational politics of emotion and affect. Carolyn is currently pursuing two major research projects. The first project, „Gender, Culture and Embodied Practice” focuses on the gendered body as a key site through which anxieties about „cultural difference” are articulated in multicultural and transnational contexts. Her book, *Feminism, Culture and Embodied Practice: The Rhetorics of Comparison* (Routledge, 2010) explores how, within both feminist theory and popular culture, establishing similarities between embodied practices rooted in different cultural and geo-political contexts (e.g. „African” female genital cutting and „Western” cosmetic surgery) has become increasingly common as a means of countering cultural essentialism, ethnocentrism and racism. The second research project, „The Transnational Politics of Empathy” explores the theoretical and ethical implications of transnational and cross-cultural expressions of empathy in cultural theory, media, education, international development and popular feminist writing. Carolyn’s research has been published in the journals *Feminist Theory*, *Feminist Review* and *Body and Society*. Prior to joining Newcastle University in January 2009, she worked in the Media and Communications Department at Goldsmiths College, University of London and at the Gender Institute, London School of Economics.

Liviu Popoviciu

Email: Liviu.Popoviciu@ncl.ac.uk

Telephone: 0191 222 8568

Address: 2.70 Armstrong Building



Dr. Liviu Popoviciu is a lecturer in Media, Communication and Cultural Studies in the School of Arts and Cultures. His teaching and research interests in the media include: globalisation of the media, national identity, ethnicity, political regimes and the role of the media. In the area of cultural studies, his interests are: cultural theory, popular culture, the culture and interpretation of the visual. In the field of communication studies, the main areas of interest are the semantics of contemporary communication and textual interpretation. Recent publications:

Popoviciu, Liviu and Mairtin Mac an Ghaill, – Racism, Ethnicities, and British Nation-Making in Devine, F. and Waters, M. C. ed. *Social Inequalities in Comparative Perspectives*, Blackwell Publishing, 2004.

Haywood, Chris, Popoviciu, Liviu & Mac an Ghail, Mairtin (2005) 'Feminisation and Schooling: re-masculinisation, gendered reflexivity and boyness in *Irish Journal of Sociology*, Vol. 14, No.2, December 2005.

Popoviciu, Liviu, Chris Haywood & Mairtin Mac an Ghaill (2006) 'Migrating Masculinities: The Irish Diaspora in Britain in *Irish Studies Review* Vol. 14 No. 2 May 2006.

Popoviciu, Liviu, Chris Haywood and Mairtin Mac an Ghaill (2006) The promise of post-structuralist methodology: ethnographic representation of education and masculinity in *Ethnography and Education* Vol. 1, No. 3, September 2006.

John Richardson

Email: John.Richardson2@ncl.ac.uk

Telephone: 222 6068

Address: 2.71 Armstrong Building

John E Richardson a Senior Lecturer in the School of Arts and Culture, Newcastle University. He is on the editorial board of the scholarly journals *Discourse and Society*, *Social Semiotics* and the *Journal of Language and Politics*, and is the Special Issues Editor for *Critical Discourse Studies*. His research interests include structured social inequalities, British fascism, racism in journalism, critical discourse studies and argumentation. His publications include the books *Language and Journalism* (2009), *(Mis)Representing Islam: the racism and rhetoric of British Broadsheet newspapers* (paperback edition 2009), *Analysing Journalism: an approach from critical discourse analysis* (2007), special issues for *Critical Discourse Studies*, *Journalism Studies* and *Social Semiotics*, and academic articles on critical discourse studies, newspaper representations of Muslims, balance and impartiality in BBC reporting of Israel/Palestine, argumentation in readers' letters, political communications and party political leaflets. His co-authored book *Key Concepts in Journalism Studies* (2005) has been translated into Chinese and Japanese. He is currently writing a book, contextualising and analysing the multimedia discourses of the British National Party (Bloomsbury Academic, 2012).

Gayle Tomlinson



Email: gayle.tomlinson@ncl.ac.uk

Address : 2.73 Armstrong Building

Gayle Tomlinson is a visiting lecturer in Public Relations and Journalism.

She has more than 13 years in the media industry including 10 as a journalist, working for publications including the Scotsman and Newcastle Evening Chronicle, where she won the Cordner prize for North East Business Writer of the Year in 2006.

Gayle now runs a public relations consultancy and her clients include national law firm Thompsons Solicitors, music accessories design house Tribal Planet and the Mick Knighton Mesothelioma Research Fund. She also provides training to PR professionals in the region and undertakes specialist freelance journalism projects.

Gayle has an NCE in Journalism, BA Hons Journalism and is a member of the NUJ and CIPR.

Nikki Wilkinson

Email: nikki.wilkinson@ncl.ac.uk

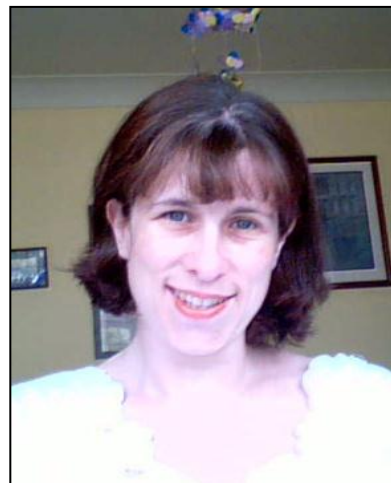
Address: 2.69 Armstrong Building

Nikki Wilkinson is a visiting lecturer in Public Relations. Nikki has spent the past 17 years campaigning on behalf of third sector organisations. As Campaigns Director for St Oswald's Hospice she devised and led "St Oswald's Jigsaw Appeal" which raised £5.1 million to build a children's hospice for families in Tyne and Wear and Northumberland. As Chief Executive of the North East Enterprise Bond, Nikki planned and led their campaign to secure funding for the promotion of enterprise activities in the region. This greatly exceeded its original target and became the UK's largest charitable bond. Now a freelance consultant, Nikki advises on campaigns and fundraising activities for a wide range of charitable organisations. She is currently leading a £4 million appeal to build a new school for children with severe autism.

Louise Wilson

Email: l.wilson@ncl.ac.uk

Address: 2.69 Armstrong Building



Louise Wilson is a visiting lecturer in Communication Studies and Public Relations. She is a public sector management professional. She has more than fifteen years' public sector experience including leadership of national programmes. Co-author of "*eCommunication Skills: a guide for primary care*" (Radcliffe Publishing, 2005), Louise's key interests include organisational learning, communities of practice and the development of clinical networks.

Ian Wylie

Email: ian.wylie@ncl.ac.uk

Address: 2.69 Armstrong Building



Ian Wylie has been a journalist for more than 20 years and is currently a freelance writer and editor for the *Financial Times*, *Guardian*, *Monocle*, *Management Today*, *easyJet Traveller* and other titles. For 16 years he was a staff writer, feature writer and editor at *The Guardian* newspaper. He also runs the *JesmondLocal* news project with Newcastle University student volunteers.

Born and schooled in Northern Ireland, he has a degree in Economics from Heriot-Watt University in Edinburgh and has previously taught multimedia journalism, design and sub-editing at Newcastle University and online journalism at Sunderland University. He is married with three children and a brand new labradoodle puppy. More information at ianwylie.co.uk

STRUCTURE OF THE MA IN MEDIA AND JOURNALISM

Programme code: 4075 F (full-time); 4075 P (part-time)

General Aims and Objectives

The MAs in Media and Journalism offer two general and one specific aims:

The first aim is to provide students the main conceptual and theoretical tools needed to engage in a sophisticated academic analysis of historical and contemporary changes in media organisations, practices and forms at a regional and global level. Students have the opportunity to broaden and consolidate their understanding of the complex, pervasive and increasingly internationalised cultures of the production and consumption of media output.

The second aim is vocational: to enhance the employability of students by providing you with the opportunity to acquire the necessary knowledge, understanding and skills associated with the professional practice of journalism through a range of key practical skills and forms of knowledge that are directly relevant, and therefore transferable to, the media and cultural industries in journalism.

A third, specific aim is to provide high quality research training towards completion of a dissertation by gaining a knowledge and understanding of the methodological tools required to engage in a comprehensive analysis of media institutions, media information and media audiences.

For those students who have already gained experience of working in relevant media professions and industries, this programme of study is also aimed at advancing the academic ability of media practitioners at postgraduate level by providing you with the opportunity to extend and develop your academic knowledge as media practitioners and to a) enhance your understanding of the social, cultural, economic and political contexts in which news production and journalistic processes work, and b) to gain rigorous skills in research methods and conceptual tools in the study of media and cultural theory in order to produce scholarly research of a high standing in the field of media and journalism.

On completion, **the objective** is for graduates of these programmes to develop a critical and practical understanding of media, culture and society and of the skills associated with journalistic practice. Students will develop and demonstrate a) conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the core modules and the related options; b) the skills required to enhance employability in the profession of journalism as provided through the core module of each programme and related options.

Learning Outcomes

Intended learning outcomes for the Degree Programme conform to those defined by the HEQF as being at Masters Level. On completion, graduates of this programme will have developed a critical understanding of media, culture and society and of the skills associated with the practices of journalism. The programme therefore provides students with the opportunity to develop and demonstrate:

- conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the two core modules Media Analysis and Methodologies and the related options;
- the skills required to enhance employability in the profession of journalism as provided through the modules Multimedia Journalism: Principles and Practice, Media Law, Professional Sub-editing, News and Journalism: Critical Studies and related options such as Public Affairs: Politics, Journalism PR.

Graduates of this Degree programme will be able to demonstrate analytical, critical skills needed to conduct and evaluate current research and advanced scholarship, and the practical skills associated with the profession of Journalism.

These skills are detailed as follows:

Knowledge and Understanding

Students on this programme will develop and demonstrate:

- a critical and sophisticated understanding of media, culture and society;
- an advanced knowledge and understanding of the key approaches to theorising and analysing media and journalism, which is informed by cutting edge research;
- an in-depth knowledge and understanding of media law in a transnational context as it pertains to the journalistic profession and media industry;
- an understanding of the strengths and weaknesses of different types of data dissemination and analysis in media, communication, and journalism;
- an in-depth understanding of key production processes and professional practices relevant to media, cultural and communicative industries.
- an advanced understanding and knowledge of the ethical responsibilities that a scholar and investigator has towards the object of research;
- a sound awareness of professional codes of practice as laid down by the National Union of Journalists;
- an advanced knowledge and understanding of the power relations inherent in research fieldwork.

Intellectual Skills

Students on this programme will develop and demonstrate:

- effective problem solving strategies and high level analytical and planning processes;
- the capacity to define and formulate research problems, questions and hypotheses;
- the ability to reflect on the relationship between theory and practice;
- conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the core modules Media Analysis, Multimedia Journalism and Media Law and the related options;

- the analytical and critical skills needed to assess and conduct current research and engage in advanced analysis;
- the ability to critically analyse key theoretical and practical concerns;
- the ability to assess the strengths and weaknesses of different types of data and to extract information from relevant data sources.

Practical Skills

Students on this programme will develop and demonstrate:

- the capacity to develop and apply advanced professional skills to the production of journalistic and related practical work;
- practical skills needed for producing a wide variety of written materials to publishable standards;
- bibliographic skills needed to identify and retrieve relevant material, including books, journal articles, conference proceedings, statistical data, government and other public reports including resources available online and on the web;
- a sophisticated use of methods of evaluating a range of sources, texts and practices using theoretical frameworks that pertain to media, communication and cultural studies;
- a capacity to reflect critically on the key theoretical, subject-specific and practical concerns of media and journalism, and the journalistic techniques of multi-media news gathering and production;
- the application of principles and concepts of journalistic production to a number of relevant multi-media contexts (Multimedia Journalism, Professional Sub-Editing);
- the skills to produce news reports in a range of media forms and to comprehend and manage change in journalism and the media industry.

Transferable/Key Skills

Students on this programme will develop and demonstrate:

- the skills to communicate and present research findings effectively to specialist and non-specialist audiences;
- the skills of effective written and oral communication and presentation;
- the capacity to manage research effectively, including planning, implementing and producing reports, assignments, and related projects on time;
- the skills to manage workloads and to work to deadlines;
- the skills to work effectively, both independently and as member of teams in both an academic and professional context.

Structure of Semesters

The structure for this programme is modular. In order to graduate, students will need to accumulate successfully 180 credits during the three semesters. The programme comprises 120 credits of taught modules during the first two semesters and a 60 credits dissertation during the third semester. All modules on this programme are of 20 credits.

There are four compulsory modules, totalling 80 credits:

Media Analysis (20 credits)

Media Law (20 credits)

Multimedia Journalism: Principles and Practice (20 credits – runs over two semesters, 10 credits each semester) (capped at 90)

Methodologies: Researching Media, Culture & Society (20 credits)

All students have to take two optional modules, totalling 40 credits.

The two optional modules can be taken from the list of MA level optional modules below:

News & Journalism: Critical Studies (20 credits)

Professional Sub-Editing (20 credits)

Strategies and Management in PR (20 credits)

Theoretical Approaches to PR (20 credits)

Public Affairs: Politics, Journalism, PR (20 credits)

PR in the Digital Age (20 credits –runs over two semesters, 10 credits each)

Building a PR Campaign (20 credits) (capped at 60)

The Art and Practice of Digital Film (20 credits) (capped at 60)

The Art and Practice of Advanced Digital Film (20 credits) (capped at 30, with pre-requisite to have completed The Art and Practice of Digital Film)

Alternatively, one (and only one) of the two optional modules can be taken from the list of modules that are shared with BA students on the Media, Communication and Cultural Studies degree (the availability of these modules cannot be guaranteed due to potential timetable clashes):

Television Studies (20 credits)

Globalisation and National Culture (20 credits)

Celebrity Culture (20 credits)

Advertising and Consumption (20 credits)

Sex, Sexuality and Desire (20 credits)

Alternatively, 20 credits can be taken outside the programme on any degree in the School, Faculty or University, subject to the approval of the Degree Programme Director and the respective module leader, as long as prerequisites are fulfilled and the chosen module does not clash with timetabled modules on the programme.

Enrolment on these modules depends on their availability. Modules can be withdrawn due to staff being unavailable. Some modules may have a capping in place due to the capacity of the computer teaching cluster.

The modules are structured as follows over the two semesters:

	SEMESTER ONE			SEMESTER TWO		
	Code	Module	Credits	Code	Module	Credits
COMPULSORY MODULES	COM8057	Media Analysis	20	COM8058	Methodologies: Researching Media, Culture and Society	20
	COM8059	Media and Law	20			
	COM8069	Multimedia Journalism: Principles and Practice				20
OPTIONAL MODULES MA LEVEL	COM8065	Theoretical Approaches to PR	20	COM8061	Professional Sub-Editing and Design	20
				COM8163	News and Journalism: Critical Studies	20
				COM8164	Public Affairs: Politics, Journalism, PR	20
				COM8060	Strategies and Management in PR	20
				COM8070	Building a PR Campaign	20
	COM8001	PR in the Digital Age				20
	COM8002	The Art and Practice of Digital Film	20	COM8003	The Art and Practice of Advanced Digital Film	20
COMPULSORY MODULES	COM8299	Dissertation for MA Media & Journalism				60
	COM8004	Advanced Digital Film Project (prerequisites COM8002 and COM8003)				60

Part-time route

Year 1	All core modules (80 credits)					
	Semester 1			Semester 2		
	Code	Module	Credits	Code	Module	Credits
COM8057	Media Analysis	20	COM8058	Methodologies: Researching Media, Culture and Society	20	
COM8069	Multimedia Journalism: Principles and Practice				20	
COM8059	Media and Law	20				
Year 2	All optional modules (40 credits)					
	Semester 1			Semester 2		
	Code	Module	Credits	Code	Module	Credits
	COM8065	Theoretical Approaches to PR	20	COM8061	Professional Sub-Editing	20
				COM8163	News and Journalism	20
				COM8164	Public Affairs: Politics, Journalism, PR	20
				COM8060	Strategies and Management in PR	20
				COM7070	Building a PR Campaign	20
	COM8001	PR in the Digital Age				20
	COM8002	The Art and Practice of Digital Film	20	COM8003	The Art and Practice of Advanced Digital Film	20
COM8299	Dissertation for MA Media & Journalism				60	
COM8004	Advanced Digital Film Project (prerequisites COM8002 and COM8003)				60	

For details of modules, see pages: 55-80 [Modules on the Programmes](#)

Dissertation

This is a research-based study which is submitted in partial fulfilment of the requirements of the MA degree programmes. The topic is selected with advice from your personal tutor and should relate closely to your specialist area. This submitted work is assessed by both internal and external examiners. Students are required to undertake a 12,000 word research-based or professionally based dissertation on an approved topic in their relevant programme of Media and Journalism.

Research Stages

The ***first stage*** of the dissertation is development of a research proposal that is written as part of the assessment for **COM8058 Methodologies: Researching Media, Culture and Society** during the second semester. This module aims to develop your research focus and give you guidance on the appropriate research methodologies that are suitable for the chosen topic.

Together with the module leader, you will identify a research area and a specific topic, develop the research proposal and identify the methodological framework for the dissertation.

The ***second stage*** of the process starts at the end of the second semester when you are allocated a dissertation supervisor and start work on the project, which you carry out during the third semester.

Further details about the dissertation can be found in the module guide for **COM8299 Research Dissertation: MA in Media and Journalism** that you will receive towards the end of the second semester.

Alternatively, if a student has completed both **COM8002 The Art and Practice of Digital Film** and **COM8003 The Art and Practice of Advanced Digital Film**, the dissertation can be substituted to an extended digital film project module **COM8004 Advanced Digital Film Project** (60 credits).

The deadline for the submission of the finished work is: ***31st August 2012.***

STRUCTURE OF THE MA IN MEDIA AND PUBLIC RELATIONS

Programme code: 4076 F (full-time); 4076 P (part-time)

General aims and Objectives

The MAs in Media and Public Relations offer two general and one specific aims:

The first aim is to provide students the main conceptual and theoretical tools needed to engage in a sophisticated academic analysis of historical and contemporary changes in media organisations, practices and forms at a regional and global level. Students have the opportunity to broaden and consolidate their understanding of the complex, pervasive and increasingly internationalised cultures of the production and consumption of media output.

The second aim is vocational: to enhance the employability of students by providing you with the opportunity to acquire the necessary knowledge, understanding and skills associated with the professional practice of Public Relations through a range of key practical skills and forms of knowledge that are directly relevant, and therefore transferable to, the media and cultural industries in Public Relations.

A third, specific aim is to provide high quality research training towards completion of a dissertation by gaining a knowledge and understanding of the methodological tools required to engage in a comprehensive analysis of media institutions, media information and media audiences.

For those students who have already gained experience of working in relevant media professions and industries, this programme of study is also aimed at advancing the academic ability of media practitioners at postgraduate level by providing you with the opportunity to extend and develop your academic knowledge as media practitioners and to a) enhance your understanding of the social, cultural, economic and political contexts in which public relations processes work, and b) to gain rigorous skills in research methods and conceptual tools in the study of media and cultural theory in order to produce scholarly research of a high standing in the field of media and public relations.

On completion, ***the objective*** is for graduates of these programmes to develop a critical and practical understanding of media, culture and society and of the skills associated with public relations practice. Students will develop and demonstrate a) conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the core modules and the related options; b) the skills required to enhance employability in the profession public relations as provided through the core module of each programme and related options.

Learning Outcomes

Intended learning outcomes for the Degree Programme conform to those defined by the HEQF as being at Masters Level. On completion, graduates of this programme will have developed a critical understanding of media, culture and society and of the skills associated with the practices of public relations. The programme therefore provides students with the opportunity to develop and demonstrate:

- conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the two core modules Media Analysis and Methodologies and the related options;
- the skills required to enhance employability in the profession of public relations as provided through the modules Strategies and Management in Public Relations and Theoretical Approaches to PR, Public Affairs: Politics, Journalism, PR, as well through related options such as Building a PR Campaign and PR in the Digital Age.

Graduates of this Degree programme will be able to demonstrate analytical, critical skills needed to conduct and evaluate current research and advanced scholarship, and the practical skills associated with the profession of Public Relations.

These skills are detailed as follows:

Knowledge and Understanding

Students on this programme will develop and demonstrate:

- a critical and sophisticated understanding of media, culture and society
- an advanced knowledge and understanding of the key approaches to theorising and analysing media and public relations, which is informed by cutting edge research;
- an in-depth knowledge and understanding of media law and advertising regulations in a transnational context as it pertains to the public relations profession and media industry;
- an understanding of the strengths and weaknesses of different types of data dissemination and analysis in media, communication, journalism and public relations;
- an in-depth understanding of key production processes and professional practices relevant to media, cultural and communicative industries.
- an advanced understanding and knowledge of the ethical responsibilities that a scholar and investigator has towards the object of research;
- an in-depth knowledge and understanding of professional methods and codes of practice as laid down by the Chartered Institute of Public Relations;
- an advanced knowledge and understanding of the power relations inherent in research fieldwork.

Intellectual Skills

Students on this programme will develop and demonstrate:

- effective problem solving strategies and high level analytical and planning processes;
- the capacity to define and formulate research problems, questions and hypotheses;
- the ability to reflect on the relationship between theory and practice;
- conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the core modules Media Analysis,

Strategies and Management in PR, Theoretical Approaches to PR and the related options;

- the analytical and critical skills needed to assess and conduct current research and engage in advanced analysis;
- the ability to critically analyse key theoretical and practical concerns;
- the ability to assess the strengths and weaknesses of different types of data and to extract information from relevant data sources.

Practical Skills

Students on this programme will develop and demonstrate:

- the complex practical skills to plan, deliver and assess a public relations event for the public, private or voluntary sector (Building a PR Campaign);
- practical skills needed for the production of various materials necessary for a public relations campaign;
- bibliographic skills needed to identify and retrieve relevant material, including books, journal articles, conference proceedings, statistical data, government and other public reports including resources available online and on the web;
- a sophisticated use of methods of evaluating a range of sources, texts and practices using theoretical frameworks that pertain to media, communication and cultural studies;
- skills to set up a campaign network for the optimal delivery of a PR campaign;
- skills to deliver PR campaign messages in a wide variety of media and a good understanding of the characteristics of these media (PR in the Digital Age);
- skills to produce effective press releases in accordance of journalistic practices.

Transferable/Key Skills

Students on this programme will develop and demonstrate:

- the skills to communicate and present research findings effectively to specialist and non-specialist audiences;
- the skills of effective written and oral communication and presentation;
- the capacity to manage research effectively, including planning, implementing and producing reports, assignments, and related projects on time;
- the skills to manage workloads and to work to deadlines;
- the skills to work effectively, both independently and as member of teams in both an academic and professional context.

Structure of Semesters

The structure for this programme is modular. In order to graduate, students will need to accumulate successfully 180 credits during the three semesters. The programme comprises 120 credits of taught modules during the first two semesters and a 60 credits dissertation during the third semester. All modules on this programme are of 20 credits.

There are four compulsory modules, two each semester, totalling 80 credits:

- Media Analysis** (20 credits)
- Methodologies: Researching Media, Culture & Society** (20 credits)
- Theoretical Approaches to PR** (20 credits)
- Strategies and Management in PR** (20 credits)

All students have to take two optional modules, totalling 40 credits. The two optional modules can be taken from the list of MA level optional modules below:

- PR in the Digital Age** (20 credits – runs over two semesters, 10 credits each semester)
- Building a PR Campaign** (20 credits)
- News and Journalism: Critical Studies** (20 credits)
- Multimedia Journalism: Principles and Practice** (20 credits – runs over two semesters, 10 credits each semester)
- Media Law** (20 credits)
- Professional Sub-Editing** (20 credits)
- Public Affairs: Politics, Journalism, PR** (20 credits)
- The Art and Practice of Digital Film (20 credits)** (capped at 60)
- The Art and Practice of Advanced Digital Film** (20 credits) (capped at 30, with pre-requisite to have completed The Art and Practice of Digital Film)

Alternatively, one (and only one) of the two optional modules can be taken from the list of modules that are shared with BA students on the Media, Communication and Cultural Studies degree (the availability of these modules cannot be guaranteed due to potential timetable clashes):

- Television Studies** (20 credits)
- Globalisation and National Culture** (20 credits)
- Celebrity Culture** (20 credits)
- Advertising and Consumption** (20 credits)
- Sex, Sexuality and Desire** (20 credits)

Alternatively, 20 credits can be taken outside the programme on any degree in the School, Faculty or University, subject to the approval of the Degree Programme Director and the respective module leader, as long as prerequisites are fulfilled and the chosen module does not clash with timetabled modules on the programme.

Enrolment on these modules depends on their availability. Modules can be withdrawn due to staff being unavailable. Some modules may have a capping in place due to the capacity of the computer teaching cluster.

The modules are structured as follows over the two semesters:

	SEMESTER ONE			SEMESTER TWO		
	Code	Module	Credits	Code	Module	Credits
COMPULSORY MODULES	COM8057	Media Analysis	20	COM8058	Methodologies: Researching Media, Culture and Society	20
	COM8065	Theoretical Approaches to PR	20	COM8060	Strategies and Management in PR	20
OPTIONAL MODULES MA LEVEL	COM8001	PR in the Digital Age				20
	COM8059	Media and Law	20	COM8070	Building a PR Campaign	20
				COM8163	News and Journalism: Critical Studies	20
				COM8164	Public Affairs: Politics, Journalism, PR	20
				COM8061	Professional Sub-Editing and Design	20
	COM8069	Multimedia Journalism: Principles and Practice				20
	COM8002	The Art and Practice of Digital Film	20	COM8003	The Art and Practice of Advanced Digital Film	20
COMPULSORY MODULES	COM8299	Dissertation for MA Media & Journalism				60
	COM8004	Advanced Digital Film Project (prerequisites COM8002 and COM8003)				60

Part-time route

Year 1	All core modules (80 credits)					
	Semester 1			Semester 2		
	Code	Module	Credits	Code	Module	Credits
	COM8057	Media Analysis	20	COM8058	Methodologies: Researching Media, Culture and Society	20
	COM8065	Theoretical Approaches to PR	20	COM8060	Strategies and Management in PR	20
Year 2	All optional modules (40 credits)					
	Semester 1			Semester 2		
	Code	Module	Credits	Code	Module	Credits
	COM8001	PR in the Digital Age				20
	COM8059	Media and Law	20	COM7070	Building a PR Campaign	20
				COM8163	News and Journalism	20
				COM8164	Public Affairs: Politics, Journalism, PR	20
				COM8061	Professional Sub-Editing	20
	COM8069	Multimedia Journalism: Principles and Practice				20
	COM8002	The Art and Practice of Digital Film	20	COM8003	The Art and Practice of Advanced Digital Film	20
	COM8299	Dissertation for MA Media & Journalism				60
COM8004	Advanced Digital Film Project (prerequisites COM8002 and COM8003)				60	

For details of modules, see pages: 55-80 [Modules on the Programmes](#)

Dissertation

This is a research-based study which is submitted in partial fulfilment of the requirements of the MA degree programmes. The topic is selected with advice from your personal tutor and should relate closely to your specialist area. This submitted work is assessed by both internal and external examiners. Students are required to undertake a 12,000 word research-based or professionally based dissertation on an approved topic in their relevant programme of Media and Public Relations.

Research Stages

The ***first stage*** of the dissertation is development of a research proposal that is written as part of the assessment for **COM8058 Methodologies: Researching Media, Culture and Society** during the second semester. This module aims to develop your research focus and give you guidance on the appropriate research methodologies that are suitable for the chosen topic.

Together with the module leader, you will identify a research area and a specific topic, develop the research proposal and identify the methodological framework for the dissertation.

The ***second stage*** of the process starts at the end of the second semester when you are allocated a dissertation supervisor and start work on the project, which you carry out during the third semester.

Further details about the dissertation can be found in the module guide for **COM8199 Research Dissertation: MA in Media and Public Relations** that you will receive towards the end of the second semester.

Alternatively, if a student has completed both **COM8002 The Art and Practice of Digital Film** and **COM8003 The Art and Practice of Advanced Digital Film**, the dissertation can be substituted to an extended digital film project module **COM8004 Advanced Digital Film Project** (60 credits). The deadline for the submission of the finished work is: **31st August 2012**.

STRUCTURE OF THE MA IN INTERNATIONAL MULTIMEDIA JOURNALISM

***Programme accredited by the
Broadcast Journalism Training Council***

Programme code: 4082 F

General Aims and Objectives

The MA in International Multimedia Journalism has the following aims:

- To provide students with the opportunity to combine high quality scholarship in the field of Media Studies at Newcastle University with first-rate vocational training in multi-media journalism, delivered by Press Association tutors in a commercial publishing environment.
- To provide a programme that complies with the University's policies and procedures for assuring and enhancing academic quality and standards.
- To enhance the academic and professional skills of graduates and media practitioners at postgraduate level by providing them with the opportunity to engage in serious academic study and intensive training:
 - a) by enhancing their understanding of the social, cultural, economic and political contexts in which news production and journalistic processes work;
 - b) to advance their understanding of theoretical and cultural aspects of media production;
 - c) to obtain intensive and rigorous training in multi-media journalism to acquire an advanced set of skills in media practice.

These skills will be fostered through compulsory modules at Newcastle University in Media Law and Multimedia Journalism: Principles and Practice and further compulsory modules at the Press Association in Broadcast and Video Journalism, Advanced Reporting Skills and Online Journalism.

To provide students with access to the high quality training, industry-standard media facilities and the national reputation of the Press Association as trainers of Journalists and offer a learning environment which fosters dynamic entrepreneurial links with established and developing regional and national media and culture industries.

To provide students with a learning environment where the relationship between theory and practice is constantly interrogated. The compulsory module, Media Analysis, enables this kind of inquiry through the study of the relationship between cultural and technological production; the study of the shaping of media technology by cultural and political imperatives; the study of the impact of the Internet on society and the ways in which this new medium is reshaping our approach to 'news', 'messages', 'information', 'entertainment'. Similar processes can also be found in several optional modules, which examine

some of these issues in more depth, such as News and Journalism: Critical Studies, and Globalisation and National Culture, Television Studies, Advertising and Consumption.

To provide students with a theoretical understanding of the most recent developments in New Media in the context of new professional practices in journalism, notably the development of multimedia and online journalism. These issues are addressed by the compulsory module Media Analysis by examining the shift from traditional to new media; by examining the changing relationship between media and individuals/society; by assessing emerging interactive features of new media and the multi-media aspects of production and of consumption by viewers/readers/audiences. The issues of multi-media in production and consumption, and in the global environment of social change are addressed in various contexts in optional modules such as Television Studies, Globalisation and National Culture, News and Journalism, Advertising and Consumption.

To provide students with the theoretical and conceptual tools required to engage in a comprehensive analysis of media institutions, media information and media audiences in a global context.

To enable student to acquire a sophisticated knowledge and understanding of the principles, practices and products of journalism and thereby develop professional skills in the context of a critical analysis of the media at a national and trans-national level.

To advance the academic ability of media practitioners at postgraduate level by providing them with the opportunity not only to extend and develop their practitioner skills as media practitioners but also their academic knowledge by a) enhancing their understanding of the social, cultural, economic and political contexts in which news production and journalistic processes work, and b) gaining rigorous conceptual skills in the study of media and cultural theory in order to attain a sophisticated understanding of the academic field of media and journalism.

Learning Outcomes

Intended learning outcomes for the Degree Programme conform to those defined by the FHEQ as being at Masters Level. The programme outcomes have references to the benchmark statements for Communication, Media, Film and Cultural Studies. The programme provides opportunities for students to define and formulate research problems, questions and hypotheses. It also allows students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in Media Studies and Journalism within academic and professional contexts.

These skills are detailed as follows:

Knowledge and Understanding

On completion, graduates of this programme will have developed:

- a critical and sophisticated understanding of media, culture and society
- an advanced knowledge and understanding of the key approaches to theorising and analysing media and journalism, which is informed by cutting edge research;

- an in-depth knowledge and understanding of media law in a transnational context as it pertains to the journalism profession and media industry;
- an understanding of the strengths and weaknesses of different types of data dissemination and analysis in media, communication and journalism;
- an in-depth understanding of key production processes and professional practices relevant to media, cultural and communicative industries.
- an advanced understanding and knowledge of the ethical responsibilities that a scholar and investigator has towards the object of research;
- an in-depth knowledge and understanding of professional methods and codes of practice as laid down by the National Union of Journalists;
- an advanced knowledge and understanding of the power relations inherent in investigative work.

Intellectual Skills

On completing the programme students should be able to demonstrate:

- effective problem solving strategies and high level analytical and planning processes;
- the capacity to define and formulate research problems, questions and hypotheses;
- the ability to reflect on the relationship between theory and practice;
- conceptual, theoretical and methodological rigour in the application of knowledge to Media Studies through the compulsory modules Media Analysis and Media Law and the related options;
- the analytical and critical skills needed to assess and conduct current research and engage in advanced analysis;
- the ability to critically analyse key theoretical and practical concerns;
- the ability to assess the strengths and weaknesses of different types of data and to extract information from relevant data sources.

Practical Skills

Students on this programme will develop and demonstrate:

- the complex practical skills involved in applying principles and techniques of news gathering for the written, on-line, broadcast and video production of news texts
- the capacity to develop and apply advanced professional skills to the production of journalistic and related practical work;
- bibliographic and practical skills:
- the skills to identify and retrieve relevant material, including books, journal articles, conference proceedings, statistical data, government and other public reports including resources available online and on the web;

- multi-media journalism skills and competencies in the production of news reports and articles, to include advanced training in conventional and new media technologies.
- a sophisticated use of methods of evaluating a range of sources, texts and practices using theoretical frameworks that pertain to media, communication and cultural studies;
- a capacity to reflect critically on the key theoretical, subject-specific and practical concerns of media and journalism, and the journalistic techniques of multi-media news gathering and production;
- the application of principles and concepts of journalistic production to a number of relevant multi-media contexts;
- the skills to produce news reports in a range of media forms and to comprehend and manage change in journalism and the media industry.

Transferable/Key Skills

The programme provides the opportunity for students to develop and demonstrate:

- the skills to communicate and present research findings effectively to specialist and non-specialist audiences;
- the skills of effective written and oral communication and presentation;
- the capacity to manage research effectively, including planning, implementing and producing reports, assignments, and related projects on time;
- the skills to manage workloads and to work to deadlines;
- the skills to work effectively, both independently and as member of teams in both an academic and professional context.

Structure of Semesters

The structure for this programme is modular. In order to graduate, students will need to accumulate successfully 180 credits during the three semesters. The programme comprises 120 credits of taught modules during the first two semesters at Newcastle University and further 60 credits at the Press Association during the third semester. All modules on this programme are of 20 credits.

For the taught component at Newcastle University, there are four compulsory modules during the first two semesters, totalling 80 credits:

Media Analysis (20 credits)

Media Law (20 credits)

Multimedia Journalism: Principles and Practice (20 credits – runs over two semesters, 10 credits each semester)

Public Affairs: Politics, Journalism, PR (20 credits)

All students have to take two optional modules, totalling 40 credits.

The two optional modules can be taken from the list of MA level optional modules below:

News and Journalism: Critical Studies (20 credits)

Professional Sub-Editing (20 credits)

Theoretical Approaches to PR (20 credits)

Strategies and Management in PR (20 credits)

PR in the Digital Age (20 credits – runs over two semesters, 10 credits each semester)

Building a PR Campaign (20 credits)

The Art and Practice of Digital Film (20 credits) (capped at 60)

The Art and Practice of Advanced Digital Film (20 credits) (capped at 30, with pre-requisite to have completed The Art and Practice of Digital Film)

Alternatively, one (and only one) of the three optional modules can be taken from the list of modules that are shared with BA students on the Media, Communication and Cultural Studies degree (the availability of these modules cannot be guaranteed due to potential timetable clashes):

Television Studies (20 credits)

Globalisation and National Culture (20 credits)

Celebrity Culture (20 credits)

Advertising and Consumption (20 credits)

Sex, Sexuality and Desire (20 credits)

Alternatively, 20 credits can be taken outside the programme on any degree in the School, Faculty or University, subject to the approval of the Degree Programme Director and the respective module leader, as long as prerequisites are fulfilled and the chosen module does not clash with timetabled modules on the programme.

If the level your English language competence is deemed to be insufficient by the Degree Programme Director or by INTO Newcastle Centre, the student will be required to take remedial English classes instead of 20 credits optional modules.

During the third semester, students will have to take the following three compulsory modules at the Press Association Training, totalling 60 credits:

Advanced Reporting Skills (20 credits)

Broadcast and Video Journalism (20 credits)

Online Journalism (20 credits)

Enrolment on all modules depends on their availability. Modules can be withdrawn due to staff being unavailable. Some modules may have a capping in place due to the capacity of the computer teaching cluster.

The modules are structured as follows over the two semesters:
(for details of modules, see pages: 55-80 [Modules on the Programmes](#))

	SEMESTER ONE			SEMESTER TWO		
	Code	Module	Credits	Code	Module	Credits
COMPULSORY MODULES	COM8057	Media Analysis	20	COM8164	Public Affairs: Politics, Journalism, PR	20
	COM8059	Media and Law	20			
	COM8069	Multimedia Journalism: Principles and Practice				20
OPTIONAL MODULES MA LEVEL	COM8065	Theoretical Approaches to PR	20	COM8061	Professional Sub-Editing and Design	20
				COM8163	News and Journalism: Critical Studies	20
				COM8060	Strategies and Management in PR	20
				COM8070	Building a PR Campaign	20
	COM8001	PR in the Digital Age				20
	COM8002	The Art and Practice of Digital Film	20	COM8003	The Art and Practice of Advanced Digital Film	20

During the third semester at the Press Association you will the following compulsory modules:

	SEMESTER THREE		
	Code	Module	Credit
COMPULSORY MODULES	COM8165	Advanced Reporting Skills	20
	COM8166	Broadcast and Video Journalism	20
	COM8167	Online Journalism	20

Teaching, Learning and Assessment at the Press Association

The third semester on this programme **6th June 2012 – 24th August 2012** – will be spent with The Press Association.

You will spend most of your time at The Press Association's Training Centre in the headquarters of ncjMedia – a multi-media publishing house producing daily and weekly newspapers, magazines and news and information websites. This is where PA professionals train journalists who are entering the profession, and experienced journalists working on the Daily Telegraph, Daily Mail, Daily Mirror, and other national and regional newspapers who want to extend their skills and develop their careers.

But you will also spend a week at The Press Association's international Headquarters in Yorkshire, where there is a TV studio and a training centre dedicated to broadcast and video journalism. Your transport and accommodation costs for this week are included in the fee.

This is an intensive, professional programme: students will be working in a media business environment and will be expected to dress accordingly and keep office hours – usually 9am to 5pm - during which time they will be involved in workshops, seminars and practical exercises inside and outside the office. No holiday should be booked during this period!

The media centre where you will be working is in Newcastle City Centre, about 15 minutes' walk from the main university campus.

The professionals who will be teaching you will offer pastoral support and weekly one-to-one tutorials, but your Degree Programme Director from the university will also meet you regularly to help with any problems which might arise and you will be able to contact him or her by phone or email at any time.

Assessment will be based on a practical portfolio of work and on a reflective journal which you will keep, analysing and evaluating your practical work in the context of the theoretical media modules you completed earlier in the programme.

Further details will be contained in the module guide which students will receive at the beginning of the semester.

MODULES ON THE PROGRAMMES

Modules are listed by code number in ascending numerical order (except for BA level modules, which are listed at the end).

MODULE CODE:	COM8001
MODULE TITLE:	<i>PR in the Digital Age</i>
MODULE LEADER:	<i>Gayle Tomlinson & Chris Falzon</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>1 & 2</i>

Outline: This module introduces students to some of the most important skills needed by public relations officers in the 21st Century. It will enable students to master the practical and theoretical aspects of public relations in the multimedia landscape. They will develop a wide range of professional skills now needed in this fast paced industry.

Through practical workshops, supervised exercises and discussion, they will discover how to write press releases for the internet. They will learn how to use blogs and networking websites like myspace to raise awareness and will find out how to use new concepts like citizen journalism and video releases in a pr campaign.

They will engage in a project to plan and produce a digital media PR campaign of their choice and they will learn the skills to implement this campaign effectively.

Students will also be introduced to key public relations skills needed in the workplace.

COM8001 PR in Digital Age is capped at 60 places – priority will be given to students on MA in Media and PR, the remaining places will be allocated on first come first served basis.

Assessment:

PR Plan	30%
Final project and Individual Report	60%
Presentation	10%

Reading:

Philips, D. 2001 *On-line Public Relations*, Kogan Page

Meerman Scott, D. 2007 *The New Rules for Marketing and PR*, John Wiley & Sons

Haig, M. 2000. *Public Relations on the Internet*, Kogan Page

Holtz, S. 1999. *Public Relations on the Net*, Amacom

Theaker, A. 2005 *The Public Relations Handbook* Routledge.

Gregory, A. 2000 *Planning and Managing Public Relations Campaigns* 2nd Ed, Kogan Page

MODULE CODE:	COM8002
MODULE TITLE:	<i>The Art and Practice of Digital Film</i>
MODULE LEADER:	<i>Geoff Lowe & Chris Falzon</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>1</i>

Outline: This is a practice oriented module giving you the chance to learn how to create a digital film and discover best practice in this increasingly important area. You will be instructed on how to use the latest cameras and editing equipment as well as how best to make and present digital narratives. Working in a team or individually you will be guided through the art of film, TV and web storytelling. The course is authored and delivered by visiting film professor Geoff Lowe, a fellow of the National Film & Television School UK, who has a thirty year career in film, media and television production.

COM8002 The Art and Practice of Digital Film is capped at 60 places – priority will be given to students on the MA in International Multimedia Journalism, the remaining places will be allocated on first come first served basis.

Assessment:

1. Project - a minimum length 3 minute film, either self-contained or extract from a longer narrative 65%
2. Critical Project Analysis - 1,000 word critical project analysis 25%
3. Project Presentation - 15 minutes oral presentation to include the project. 10%

Reading:

James Monaco (2009) *How To Read a Film*, Oxford UP.

Bruce Block (2007) *The Visual Story: Creating the Visual Structure of Film, TV and Digital Media*, Elsevier

Vladimir Propp (1968) *Morphology of the Folk Tale*, University of Texas Press

Marilyn Fabe (2004) *Closely Watched Films an Introduction to the Art of Narrative Film Technique*, University of California Press

MODULE CODE:	COM8003
MODULE TITLE:	<i>The Art and Practice of Advanced Digital Film</i>
MODULE LEADER:	<i>Geoff Lowe & Chris Falzon</i>
CREDITS VALUE:	20 credits
SEMESTER:	2

Outline: Following on from COM8002, this module will introduce you to the more advanced techniques used in the latest digital film productions. You will be shown how to use advanced camera control rigs, green screen techniques, time lapse, how to create computer generated imagery (CGI) and motion capture for 3D characters and more. You will be encouraged to use at least one of these techniques in your project and deliver a professional quality film at the end of the module. This is a great opportunity to create a film that can be used to further your career. Lectures will show best practice and encourage creative use of the advanced techniques that are used by professionals working in today's fast moving worlds of film, gaming, TV and digital media.

COM8003 The Art and Practice of Advanced Digital Film is capped at 30 places – only students who have completed COM8002 can enrol on this module. Students will be selected at the beginning of semester two based on the grade obtained on COM8002.

Assessment:

1. Project - Either an extended or interactive film of minimum duration 3 minutes or a functioning transmedia related website or advanced film related application for IPTV, webtv or mobile 65%
2. Critical Project Analysis - 1,000 word critical project analysis 1000 words 25%
3. Project Presentation - 15 minutes oral presentation to include the project. 10%

Reading:

OECD (2008) *Remaking the Movies - Digital Content and the Evolution of the Film & Video Industries*

Clay Shirky (2008) *Here Comes Everybody: The Power of Organizing Without Organizations*. Penguin

Carolyn Handler Miller (2004) *Digital Storytelling - A Creator's Guide to Interactive Entertainment*, 2nd Edition, Elsevier

Henry Jenkins (2006) *Convergence Culture - Where Old & new Media Collide*, New York University Press.

MODULE CODE:	COM8004
MODULE TITLE:	<i>The Art and Practice of Advanced Digital Film</i>
MODULE LEADER:	Geoff Lowe
CREDITS VALUE:	60 credits
SEMESTER:	3

Outline: This module replaces a written dissertation but you will be expected to deliver a more substantial film project based on a specific aesthetic, research or experimental discourse. The film you make here will be a culmination of the techniques you have learned and mastered over the previous modules and will exhibit professional standards as well as originality. As with the previous modules, assessment is based on the project you deliver at the end of the semester along with an analytical write-up of the creative journey you have made. Innovative thinking, analysis, technical mastery and creative originality will be encouraged and rewarded. Whether you intend to pursue film as a career or use it to augment your own specialist subject, the techniques learned on this course will stand you in good stead for future employment in industry or academia. You can enrol on this module only if you have completed successfully COM8002 and COM8004.

COM8004 Advanced Digital Film Project is capped at 15 places – only students who have completed COM8002 and COM8003 can enrol on this modules. Students will be selected at the beginning of semester three based on the grades obtained on the two previous film modules.

Assessment:

Film Project	70%
Reflective Report	30%

Reading:

TBC

MODULE CODE:	COM8057
MODULE TITLE:	Media Analysis
MODULE LEADER:	Deborah Chambers & John Richardson
CREDITS VALUE:	20 credits
SEMESTER:	1

Outline: The aim of this module is to offer students a critical and theoretical understanding of media, culture and communication in contemporary society. The module explores key research and debates about media institutions, media texts, cultures and media technologies in the context of changing cultures and identities globally. The module provides a historically and theoretically informed summary of changes in the media, including the shift from traditional to new media technologies and practices, the relationship between the state and business interests in forming and controlling media organisations and products, and media globalisation. It also provides students with an introduction to current debates and textual analyses of media stereotyping of gender and ethnic differences.

Assessment:

1. An individual project of 1000 words consisting of a media analysis exercise (30% weighting).
2. An individual essay of 3000 words in length (70% weighting).

Reading:

Cottle, S. (ed), (2003) - *Media Organisations and Production*, Sage

Curran, J. & Gurevitch, M. (Eds.) (2005) - *Mass Media and Society* (5th Ed), London: Hodder Arnold

Curran, J. (2002) - *Media and Power*, Routledge

Devereux, E. (2003) - *Understanding the Media*, Sage

Durham, G. & Kellner, D. M. (eds). (2005) *Media and Cultural Studies: Keywords*, Oxford: Blackwell.

Grossberg, L., Waterlila, E. and Whitney. C. (2005) - *Media Making: Mass Media in a Popular Culture*, Sage

Tomlinson, J. (1999) - *Globalisation and Culture*, Cambridge: Polity

MODULE CODE:	COM8058
MODULE TITLE:	<i>Methodologies: Researching Media Culture & Society</i>
MODULE LEADER:	<i>Carolyn Pedwell & Liviu Popoviciu</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>2</i>

Outline: The module introduces students to a range of methodologies that are central to researching the media, culture and society. It begins by examining ways of generating research data and investigating specific forms of quantitative and qualitative analysis, with an emphasis on the latter. The foundations of methodology and techniques of information gathering and analysis are then explored. Key social and cultural debates about research methods in media and culture are scrutinised. We then engage with the practical components of conducting research so that students may gain a sophisticated understanding of key aspects of the politics of research methodology in order to enhance the skills needed to produce a dissertation.

Assessment:

Essay: review of two research methods 3000 words	70%
Dissertation research plan 1500 words	30%

Reading:

Johnson, R., Chambers, D., Raghuram, P., Tincknell, E. (2004) *The Practice of Cultural Studies*. London: Sage.

Mann, C. and Stewart, F. (2000) *Internet Communication and Qualitative Research*, London: Sage

McGuigan, J. (1998) *Cultural Methodologies*, London: Sage.

Perks, R. and Thomson, A. (eds) (1997) *The Oral History Reader*, London: Routledge.

Rose, G. (2001) *Visual Methodologies*. London: Sage.

Seale, C. (ed) (1998) *Researching Society and Culture*, London: Sage

MODULE CODE:	COM8059
MODULE TITLE:	Media Law
MODULE LEADER:	David Baines
CREDITS VALUE:	20 credits
SEMESTER:	1

Outline: This module familiarises students with aspects of the legal system in a transnational context, by examining comparatively the freedoms aiding, and constraints placed on, the production of news and current affairs in many countries and in different judicial traditions. Ethical and regulatory issues that apply within these contexts are also examined. The range of restrictions associated with court reporting is explored to allow students to develop and apply techniques of crime reporting and covering civil and criminal court cases. The law is always being called on to balance conflicting rights and freedoms. Among those areas in which the media have an interest and which this module explores are the balance the law strikes between freedom of expression and the right to privacy and protection of reputation; freedom of information and the safeguarding of national security; open justice and the right to a fair trial / protection of children and vulnerable people and access to ideas and cultural artefacts and the creator's right to make a living from her work – IP and Copyright.

Assessment:

Essay	2,500 words	60%
Timed exercise: Five questions to be answered during 12 hours, (equivalent to 2,000 words)		40%

Reading:

Crook Tim (2010) *Comparative Media Law and Ethics*. Routledge. London

Brooke Heather. (2007) *Your Right to Know: A Citizen's Guide to the Freedom of Information Act and other Access Laws (2nd ed)* . Pluto Press. London. (This is available as an E-book from the university library)

Quinn, Frances (2011) *Law for Journalists (3rd ed)*: Longman. London

Other readings are listed in the module handbook and other documents are posted on the module's Blackboard site, which will be regularly updated throughout the course and which holds an archive of useful material.

MODULE CODE:	COM8060
MODULE TITLE:	<i>Strategies & Management in Public Relations</i>
MODULE LEADER:	<i>Laurel Hetherington</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>2</i>

Outline: This module will build on the key concepts and skills acquired in semester one on COM8065 and enables students to develop and experiment with a wide range of professional skills. Through a series of supervised exercises and discussion, you will plan and produce a PR campaign for a private, public or voluntary sector organisation, including producing written press materials. You will also be introduced to the theories of crisis management and will work to produce crisis management plans for an organisation of your choice. At the end of the course, using the skills you have gained, you will produce a debate report evaluating either a promotional or a crisis plan of your choice.

COM8060 can only be taken if students have completed COM8065 Theoretical Approached to PR in semester one.

Assessments:

The assessment tasks for this module are divided into three sections:

1. You will be required to plan a public relations campaign of your choice. This will comprise of 40% of the final mark, and you can choose from either the commercial, public or voluntary sectors.
2. You will be asked to prepare a crisis management plan for a scenario provided. This will comprise of 40% of the final mark, and there will be some choice as to which crisis you choose.
3. The final assessment task comprises 20% of the final mark. Here you will produce a short debate report that critically evaluates either a public relations campaign or a crisis plan adopted by an organisation of your choice. You will be asked to analyse the campaign and provide examples of why the strategy adopted was successful/unsuccessful. The word count for this task is 1000 words.

Reading:

Gregory, A (2010), *Planning and Managing Public Relations Campaigns: A Strategic Approach*, 3rd Edition, Kogan Page

Regester M and Larkin J, (2008) *Risk Issues and Crisis Management in Public Relations 4th edition - A case book of Best Practice*, Kogan Page

Maloney , K (2006) *Rethinking Public Relations*, 2nd ed. Routledge

Stauber J and Rampton S, (2004), *Toxic Sludge is Good For You: Lies, Damn Lies and the Public Relations Industry*, Robinson (London)

Theaker, A (2008) *The Public Relations Handbook*: Routledge

MODULE CODE:	COM8061
MODULE TITLE:	Professional Sub-Editing and Design
MODULE LEADER:	David Baines
CREDITS VALUE:	20 credits
SEMESTER:	2

Outline: Designers and sub-editors are the people who seduce readers, make them love their newspapers and magazines and the websites they turn to for news and information. They are the guardians of tone and style and they build and nurture their publications' personalities - be they bold and brash, cheeky and chatty, thoughtful and reserved or young, bright and adventurous. Designing and crafting something that is a pleasure to look at, to read, to hold in the hand, demands flair, imagination and creativity – and painstaking attention to detail. Your assignments will include the editing of selected journalistic source material to produce crisp, accurate news reports and a powerful, engaging feature article on issues of international importance. You will also redesign an existing publication or produce a special section for that publication which will enhance its appeal and reach out to a new audience.

COM8061 Subediting and Design is capped at 90 places – priority will be given to students on the MA in Media and Journalism and MA in International Multimedia Journalism, the remaining places will be allocated on first come first served basis.

Assessment:

Assessment will consist of three elements:

- 1) Three sub-editing exercises: You will be given raw copy containing errors of fact, grammar, spelling and style and material which raises ethical issues and you will be expected to edit it to a set length and to render it suitable for publication. *Weighting 40%*
 - a) A substantial news report featuring several different sources of information.
 - b) A series of international reports to be edited into a series of 'briefs'.
 - c) A substantial feature article on a controversial subject raising issues of fair and accurate representation.
- 2) Redesigning a tabloid newspaper or a newspaper supplement for a specific audience. You will produce a four-page (A3 - Tabloid) newspaper using text and photographs supplied by the tutor. *Weighting 45%*
- 3) A critically reflective report on the redesign and production of the newspaper. (750 words) *Weighting 15%*

Reading:

Harrower T (2007) *Designer's Handbook* McGraw-Hill. Boston Mass.

Hicks W (1998) *English for Journalists* Routledge. London

Other readings will be features in the module handbook and the module's Blackboard site will be regularly updated with articles and links to online resources.

MODULE CODE:	COM8065
MODULE TITLE:	<i>Theoretical Approaches to PR</i>
MODULE LEADER:	<i>Laurel Hetherington</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>1</i>

Outline: This module introduces the theory of PR and provides a thorough grounding of these concepts and skills in theoretical frameworks that underpin the subject area. The module will look at the history and development of PR, current practices and interconnections with the broader media, will examine ethical principles and develop reflective practice principles for PR professionals – everything that a well-trained PR specialist needs!

Assessment:

The assessment tasks for this module are divided into three sections:

Assignment 1: A 1500 word essay assessing the definitions and role of public relations. This is worth 35% of the marks for this module.

Assignment 2: A 1500 word report on the current usage of corporate social responsibility in an organisation of your choice. This is worth 40% of the marks for this module.

Assignment 3: A short one hour test on the range of PR theory; worth the final 25% of the marks for this module.

Reading:

Tench, R and Yeomans, L, (2009) *Exploring Public Relations*, 2ne edition Harlow: Pearson

Theaker, A (ed.) (2008) *The Public Relations Handbook*. 3rd ed. London: Routledge

Maloney, K (2006) *Rethinking Public Relations*. 2nd ed. London: Routledge

Gregory, Anne,(2007) *Public relations in practice*, 3rd Edition London Kogan Page

MODULE CODE:	COM8069
MODULE TITLE:	<i>Multimedia Journalism: Principles and Practice</i>
MODULE LEADER:	<i>David Baines & Chris Falzon</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>1 & 2</i>

Outline: You will learn the critical skills, knowledge and understandings that journalists need today: to find stories, tell them in different ways on different media and social media platforms and engage with different audiences. But you will also be encouraged - and have the opportunity - to be innovative and creative in how you do this, and to think of new ways to reach new audiences and work with them. In a world in which many people have the traditional skills of journalism, the ability to think critically and creatively will make you more valuable to an employer, enhance your career in the longer term and open opportunities for you to operate independently within the media sectors. And at the end of this module you should have a portfolio of work which will show prospective employers and clients just how good you are. You will write features and news reports; report a speech; record and edit a profile in sound and images and (working in 'creative clusters' of four) imaginatively and creatively interpret a brief and produce a multimedia package to be posted on the web.

COM8069 Multimedia Journalism is capped at 90 places – priority will be given to students on the MA in Media and Journalism and MA in International Multimedia Journalism, the remaining places will be allocated on first come first served basis.

Assessment:

1. **News reports:** From information provided, you will produce three news reports on the same event: 600 words for an evening newspaper; 30 seconds for a national radio bulletin and 200 words for an internet news site. (15% of total assessment)
2. **Profile:** You will interview a subject at length and write a profile of him / her. This will be written for a specific audience and will be accompanied by an audio-visual slide show made up of still photographs accompanied by an edited audio track of your subject. (20%)
3. **Speech:** You will view a recording of an important speech which raises key social / political / ethical issues and report it as a news story in 500 words. (15%)
- 4 **Multi-media feature package:** You will work in groups of four to produce a multi-media package based on a topic or issue agreed with the tutor – a series of reports using text, still photographs, video, audio and blogs to be mounted on a website. (50%)

Reading:

- Bull A. (2010) *Multimedia Journalism*. 2010. Routledge. London
- Harrower T. (2007) *Inside Reporting: a practical guide to the craft of journalism*. McGraw Hill. Boston Mass.
- Harcup, T. (2009) *Journalism Principles and Practice* (2nd ed), Sage, London.
- Hudson G. and Rowlands S. *The Broadcast Journalism Handbook*. 2007 Pearson. Harlow.

MODULE CODE:	COM8070
MODULE TITLE:	<i>Building a PR Campaign</i>
MODULE LEADER:	<i>Nikki Wilkinson, Louise Wilson & Gayle Tomlinson</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>2</i>

Outline: In seeking to absorb and understand the reams of marketing / PR and communications theory available to students, hands on experience can prove invaluable. Not for nothing did one of the most memorable campaigns of our time exhort you to, 'Just do it.' This module offers students the opportunity to design, deliver and evaluate a PR campaign for a client from the North East voluntary, public or private sector. The format and structure of the course will be student centred – responding directly to the challenges and requirements of each campaign as and when they arise.

Working in small groups, students will be allocated a client and challenged to develop a campaign which is tailored to their specific needs. With guidance from the module leaders, and working closely with their clients, each group will gain a clear understanding of the brief and work together to agree specific objectives for their campaign. Students will then be encouraged to utilise their research skills to gain an appreciation of the audiences they need to target and the ways in which those groups of people receive and assimilate information. Armed with this knowledge, students will go on to develop their creative, communication and presenting skills as they devise a campaign plan and make their pitch for the budget which will help them achieve their objectives.

Having launched the campaign to the public, students will seek to raise audience awareness, evaluate their success or otherwise and take the necessary action to achieve their objectives. Following a final evaluation of their campaign's achievements, each team will give a presentation outlining their brief, objectives, strategy, application and evaluation.

COM8070 Building a PR Campaign is capped at 60 places – priority will be given to students on MA in Media and PR, the remaining places will be allocated on first come first served basis. This is due to the nature of the teaching (placement type activities that requires real-life work environment provided by local businesses).

Assessment:

Group Presentation	35%
Individual Portfolio of Evidence (essay) 3000 words	50%
Peer and self-assessment	15%

Reading:

Levine, M. (2003). *Guerrilla PR wired: Waging a Successful Publicity Campaign Online, Offline and Everywhere in Between*, McGraw Hill, Chicago

Belch, G. and Belch, M. (2001) *Advertising and promotion: an integrated marketing communications perspective*, McGraw Hill, Boston

Moriarty, S.E. (1991) *Creative advertising: theory and practice*, Prentice Hall College.

MODULE CODE:	COM8163
MODULE TITLE:	<i>News and Journalism: Critical Studies</i>
MODULE LEADER:	<i>Deborah Chambers & John Richardson</i>
CREDITS VALUE:	20 credits
SEMESTER:	2

Outline: This module examines the role of journalism in a democracy. It provides students with the opportunity to gain an in-depth understanding of the key issues confronting journalism today by examining key debates about the forms and practices of reporting and about the quality of news. The module examines source dynamics in news production, sexism and racism in the news; the commodification of news, 'tabloidisation', scandals and celebrities; patterns in reporting conflict, terrorism and war; and the state of investigative journalism. The module places these themes and issues in the context of global media and allows students to draw on concepts and theories addressed in the core module, Media Analysis.

Assessment:

This module has two methods of assessment, as follows:

An individual case study project of 1500-2000 words	30%
An essay of 3000 words	70%

Reading:

Allan, S. (ed) (2005) *Journalism: Critical Issues*, Open University Press.

Chambers, D., Steiner, L., Fleming, C. (2004) *Women and Journalism*, Routledge.

Boyd-Barrett, O. & Rantanen, T. (eds) (1998) *The Globalisation Of News*, Sage.

Sreberny-Mohammadi, A., Winseck, D., McKenna, J., and Boyd-Barrett, O. (eds) (1997) *Media in Global Context: A Reader*, Arnold.

MODULE CODE:	COM8164
MODULE TITLE:	Public Affairs: Politics, Journalism, PR
MODULE LEADER:	TBC
CREDITS VALUE:	20 credits
SEMESTER:	2

Outline: This Module introduces students to the structures, functions and underlying principles of public administration at local, regional and international levels. The module introduces students to all levels of the organisation of government, from the local and regional level to that of transnational institutions such as the United Nations and the European Union and provides students with the information to comprehend the democratic and other governmental processes that shape public administration.

Areas covered include:

- The British Constitution: origins and reform; parliamentary system;
- The political process: parties, elections, legislative process, the executive;
- Local government: systems and structures;
- Treasury and the Budget; local government finance, Council Tax;
- Council functions and statutory responsibilities;
- Devolution: Scotland, N. Ireland and Wales; regional assemblies;
- Structures and functions of the European Union
- Structures and functions of the United Nations

Assessments:

The assessment task for this module comprises three elements:

1. Students will be required to submit an advance news story report of 750 words based around an issue or topic of their own choice. This will comprise of 25% of the final mark.
2. Students are also asked to produce a debate report of 750 words. This will comprise of 25% of the final mark.
3. The final assessment task will be the production of an essay report assignment of 2500 words. This will comprise of 50% of the final mark.

Reading:

Morrison, J. (2009) *Public Affairs for Journalists*, OUP.

Broole H (2005) *Your Right to Know: How to use the Freedom of Information Act and other laws*: Pluto

Nugent N (2006) *The Government and Politics of the European Union*: London, Palgrave, Macmillan

Peele G (2004) *Governing the UK*: London, Blackwell

Spark D (1999) *Investigative Reporting*: Focal Press

MODULE CODE:	COM8165
MODULE TITLE:	Advanced Reporting Skills
MODULE LEADER:	Press Association
CREDITS VALUE:	20 credits
SEMESTER:	3

Outline This module will hone the investigative, interviewing, reporting and writing skills you have already developed on this programme.

You will develop the ability to produce in any medium and for any audience journalism which is “intelligent, entertaining, engaging, reliably informative, properly set in context, honest in intent and effect, expressed in fresh language, and serves no cause by the discernible truth”. (David Randall, *The Universal Journalist*, 2007)

You will explore ethical and professional issues which arise for journalists; develop your understanding of news values; learn to source news and research reports and features; learn to handle numbers and statistics.

You will further develop your interviewing and writing skills in a variety of contexts and new genres. You will handle running stories in real-time, learn to use pictures effectively, be introduced to the business side of publishing and learn to make the most of the market - selling your stories - surpassing readers’ desires and expectations. You will also be expected to search for inspiration – to explore the very best journalism from around the world and to learn from it.

Assessment:

Portfolio of work to demonstrate the ability to gather, assimilate and report on news stories and issues.	85%
Critical Evaluation.	15%

This assignment consists of a reflexive analysis of the individual students’ practical work, evaluating it critically in an ethical, professional and strategic context and drawing on key concepts and strategies. This will consist of a single 2,000-word essay which will reflect critically on three modules: COM9165, COM8166 and COM8167. Although each of these has covered different ground and developed different skills, these modules should be regarded as covering different facets of modern journalism and this assignment is intended to give you the opportunity, through critical analytical reflection, to integrate the learning experience you have been enjoying! The mark you receive for it will be recorded against each of these modules and will make up 15% of your marks for each of the modules.

Reading:

Harcup T	<i>Journalism Principles and Practice</i> , 2 nd ed Sage, 2009.
Hicks W	<i>Writing for Journalists</i> , Routledge, 2004.
Randall D	<i>The Universal Journalist</i> . 3rd Ed. Pluto Press 2007
Spark D	<i>Investigative Reporting, a study in technique</i> , Focal Press 1999.
Harcup T	<i>The Ethical Journalist</i> Sage, 2007
Cottle S (Ed)	<i>Ethnic Minorities and the Media</i> Open University Press 2000

MODULE CODE:	COM8166
MODULE TITLE:	<i>Broadcast and Video Journalism</i>
MODULE LEADER:	<i>Press Association</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	3

Outline: The module synthesises the technical and practical - and the conceptual and theoretical - aspects of the broadcast media landscape to generate the sophisticated skill-set required to produce good journalism and deliver it to a range of audiences through audio and video formats, both broadcast and online.

You will analyse the ethical and professional issues generated by journalism delivered in a predominantly visual medium and engage with key health and safety issues.

You will originate ideas for and develop news stories in video; researching reports and learn how to write for TV. You will develop professional competencies in interviewing on camera; presenting on camera; shooting video; audio editing and production; editing video with industry-standard software and studio production.

Broadcasting is a highly regulated enterprise and you will explore the relevant laws and regulations which govern the industry.

Assessment:

A video-based report of 90 seconds based on either the same issue reported on in the advanced reporting skills module or a new issue. Using appropriate recording technology, the report will entail interviewing both primary and secondary sources and incorporate a piece to camera and voiceover. Students will edit their own content using appropriate software and output the piece to DVD. 85%

Critical Evaluation. 15%

This assignment consists of a reflexive analysis of the individual students' practical work, evaluating it critically in an ethical, professional and strategic context and drawing on key concepts and strategies. This will consist of a single 2,000-word essay which will reflect critically on three modules: COM9165; COM8166 and COM8167. Although each of these has covered different ground and developed different skills, these modules should be regarded as covering different facets of modern journalism and this assignment is intended to give you the opportunity, through critical analytical reflection, to integrate the learning experience you have been enjoying! The mark you receive for it will be recorded against each of these modules and will make up 15% of your marks for each of the modules.

.Reading:

Hudson G and Rowlands S *The Broadcast Journalism Handbook*. Pearson Longman 2007.

MODULE CODE:	COM8167
MODULE TITLE:	Online Journalism
MODULE LEADER:	Press Association
CREDITS VALUE:	20 credits
SEMESTER:	3

Outline: The module synthesises the technical and practical, and the essentially conceptual and theoretical aspects of the multimedia landscape to generate the sophisticated skill-set required to produce good journalism and deliver it to a range of audiences through diverse platforms.

It will introduce students to the art of storytelling in the online media, to the technical side of website development and encourage them critically to evaluate and analyse ethical and professional issues raised by the different methods of producing news online. Students will develop the new skills of telling stories in multiple media platforms on websites, explore the opportunities that non-linear reporting offers and learn how to write effectively in an environment in which the reader exerts greater control over the structure of delivery and access to information.

Students will learn and apply sophisticated news-writing skills, focusing on brevity, the active voice, online headline conventions, and, use relevant software to be able to design and produce websites. Students will also gain a critical understanding of the democratisation of media and the role of citizen journalism.

Assessment:

A designed and built web site featuring a home page and at least two additional link pages, using appropriate software and applying online design techniques. The site will be based on a regional media publisher's online content. 85%

Critical Evaluation* 15%

This assignment consists of a reflexive analysis of the individual students' practical work, evaluating it critically in an ethical, professional and strategic context and drawing on key concepts and strategies. This will consist of a single 2,000-word essay which will reflect critically on three modules: COM8165, COM8166 and COM8167. Although each of these has covered different ground and developed different skills, these modules should be regarded as covering different facets of modern journalism and this assignment is intended to give you the opportunity, through critical analytical reflection, to integrate the learning experience you have been enjoying! The mark you receive for it will be recorded against each of these modules and will make up 15% of your marks for each of the modules.

Reading:

Much new writing on online journalism is, naturally enough, on line. A very useful site with links to many other resources is that of the Poynter Institute in the USA:

<http://www.poynter.org/subject.asp?id=26>

The following book is recommended: Bull A. (2010) *Multimedia Journalism: A Practical Guide*. Routledge

MODULE CODE:	COM8199
MODULE TITLE:	<i>Research Dissertation: MA in Media and PR</i>
MODULE LEADER:	<i>Liviu Popoviciu</i>
CREDITS VALUE:	<i>60 credits</i>
SEMESTER:	3

Outline: This research project enables students to develop an in-depth knowledge and understanding of a selected topic in the field of Media and Public Relations. It enables students to develop their knowledge and understanding of the research process by devising and conducting an original investigation in the field of Media and Public Relations. It provides them with the opportunity to extend their repertoire of methodological skills and demonstrate a capacity for critical reflexivity. In addition the module aims to heighten students' awareness of the ethical issues related to undertaking research, and provide ways of addressing them.

The module takes the form of an independent piece of research of 12 000 words on an approved topic related to Media and Public Relations. Students are supervised individually by members of the programme team according to the chosen topic and theme of the dissertation. Students should remain in regular contact with their supervisor, who will provide feedback on drafts of their dissertation. Two seminars will be offered by the module leader where an introduction into dissertation writing will be given and students will have the opportunity to pose questions related to their research planning and writing. These sessions will focus on formal and ethical aspects regarding dissertation writing. Guidance on the content of individual research projects will be provided by supervisors.

Assessment:

A dissertation of 12 000 words

Reading List:

Blaxter, L., Hughes, C. & Tight, M. (2001) *How to Research* (Buckingham: Open University Press).

Bryman, A. (2001) *Social Research Methods* (Oxford: Oxford University Press).

Denscombe, M. (1998) *The Good Research Guide* (Buckingham: Open University Press)

MODULE CODE:	COM8299
MODULE TITLE:	<i>Research Dissertation: MA Media and Journalism</i>
MODULE LEADER:	<i>Liviu Popoviciu</i>
CREDITS VALUE:	<i>60 credits</i>
SEMESTER:	3

Outline: This research project enables students to develop an in-depth knowledge and understanding of a selected topic in the field of Media and Journalism. It enables students to develop their knowledge and understanding of the research process by devising and conducting an original investigation in the field of Media and Journalism. It provides them with the opportunity to extend their repertoire of methodological skills and demonstrate a capacity for critical reflexivity. In addition the module aims to heighten students' awareness of the ethical issues related to undertaking research, and provide ways of addressing them.

The module takes the form of an independent piece of research of 12 000 words on an approved topic related to Media and Journalism. Students are supervised individually by members of the programme team according to the chosen topic and theme of the dissertation. Students should remain in regular contact with their supervisor, who will provide feedback on drafts of their dissertation. Two seminars will be offered by the module leader where an introduction into dissertation writing will be given and students will have the opportunity to pose questions related to their research planning and writing. These sessions will focus on formal and ethical aspects regarding dissertation writing. Guidance on the content of individual research projects will be provided by supervisors.

Assessment:

A dissertation of 12 000 words

Reading List:

Blaxter, L., Hughes, C. & Tight, M. (2001) *How to Research* (Buckingham: Open University Press).

Bryman, A. (2001) *Social Research Methods* (Oxford: Oxford University Press).

Denscombe, M. (1998) *The Good Research Guide* (Buckingham: Open University Press)

MODULE CODE:	COM2071
MODULE TITLE:	<i>Sex, Sexuality and Desire</i>
MODULE LEADER:	<i>Chris Haywood</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>1</i>

Outline: This module considers how sex, sexuality and desire is becoming central to who we are and the identities that we forge. For example, there is a burgeoning selection of self-help guides that offer to reveal our secret natures, alongside the emergence in popular scientific magazines an evolutionary psychological argument that genetics is the basis of social behaviour. This is seen most clearly in the celebration of the discovery of the 'gay gene'.

At the same time, popular television programmes provide 'sex tips' to a national audience, whilst email spam interrupts daily routines with revelations of how to optimize our sexual performances. Popular culture commends that we should all become experts in sexual knowledge and fluent in sex talk. It is this context that this module sex, sexuality and desire is exploring and considering. More specifically, it aims to develop students' knowledge and interest in a wide range of issues and topics that surround sex, sexuality and desire. Furthermore, the module aims to encourage students to apply a critical literacy to explore the knowledge, meanings and understandings in this field of inquiry.

Assessment:

One essay 4,000 words 100%

Reading:

Foucault, M. (1979) *The History of Sexuality* (Harmondsworth: Pelican).

Gagnon, J. H. and Simon, W. S. (1973) *Sexual Conduct: The Social Sources of Human Sexuality*. (New York: Aldine)

Mac an Ghail, M. and Haywood, C. (2006) *Gender, Culture and Society: Contemporary Femininities and Masculinities*. (Palgrave: London).

Weeks, J. (1981) *Sex, Politics and Society* (London: Longman)

MODULE CODE:	COM2080
MODULE TITLE:	Celebrity Culture
MODULE LEADER:	Gareth Longstaff
CREDITS VALUE:	20 credits
SEMESTER:	2

Outline: The module aims to critically and theoretically investigate the rise of the celebrity during the twentieth century by locating and mapping the paradoxical and contingent nature of fame. The module will situate the conflicting and contrasting notion of the contemporary 'celebrity' alongside established versions of celebrity identity and identification. By positioning the politics of the 'ordinary' social sphere against the 'extraordinary' world of celebrity culture, it will use literature and theories from the fields of media and cultural studies, critical theory and visual culture to evaluate and bring to bear contexts and case studies. The module will be organised around three key themes:

- Theoretical approaches to 'celebrity culture' and the media
- Celebrities, identity, representation and consumption
- Celebrity, capitalism and cultural contingency / change

This module also explores the contemporary cultural phenomena variously dubbed 'celebrity culture.' The module thus explores the various facets of this culture. Students will analyse cultural approaches to celebrity which range from historical development, differing theoretical approaches, the relationships between celebrity and related media, economics, politics and reality television. To complement these cultural and theoretical discussions and analyses, the module will draw upon a number of examples and case studies such as: Alexander the Great, Elizabeth Hurley, Princess Diana, David Beckham and the serial killer

Assessment:

Timed Assessment – 1500 words

Essay - 2500 words

Reading:

Cashmore, Ellis (2006) *celebrity/ culture* Oxon: Routledge

Dyer, Richard (1982) *Stars*, BFI Publishing; 2nd Revised edition

Holmes, Su and Sean Redmond (2006) *Framing Celebrity*, Routledge

Holmes, Su and Sean Redmond (2006) *Stardom and Celebrity*, Routledge -

Marshall, P. David (2006) *Celebrity Cultures Reader*, Routledge

Marshall, P. David (1997) *Celebrity and Power: Fame in Contemporary Culture*, University of Minnesota Press

Rojek, Chris (2001) *Celebrity* London: Reaktion Books, Chapters 1-4

Turner, Graeme (2004) *understanding Celebrity* London: Sage

MODULE CODE:	COM 3063
MODULE TITLE:	<i>Advertising and Consumption</i>
MODULE LEADER:	Steve Walls
CREDITS VALUE:	20 credits
SEMESTER:	1

Outline: Cultural consumption is one of the key activities of everyday life. All consumption occurs in relation to advertising, promotion or communication. The module, then, will examine the cultural politics of advertising and consumption and the strategies used by advertisers to communicate with consumers in relation to the perspective of cultural studies. The module will provide a critical map of the field and bring together work on consumer culture in anthropology and sociology and work on media audiences within media studies and sociology. The rich and idiosyncratic features of local consumption practices will be illustrated through cases from different parts of the world.

Through such case studies, the module will show the varying balance between constraint and power and creativity and resistance, making links between consumption and production, and the patterns that shape access to symbolic and material resources. Consumption takes place in the context of everyday lives, which take place in urban, rural and domestic zones: questions of place and identity, poverty, the privatization of the home, and the linking of local everyday practices with broader, global processes are explored. Particular attention is given to the media and new communication technologies as points of overlap and exchange between the local and the global, between domestic consumption and the public sphere.

You will be encouraged to develop specialisms on the basis of specific interest (e.g. advertising and language; advertising and globalisation; consumption in cross-cultural settings; consumption and identity). In addition, students will be encouraged to consolidate methodological and critical skills. You will explore and apply interdisciplinary approaches to the study of consumer society now and in the recent past.

Assessment:

Essay, 4000 words	100%
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Initial reading

Baudrillard, J (1998) *The Consumer Society*, London: Sage

Mackay, H. (ed). (1998)*Consumption and Everyday Life* London: Sage

Storey, J. (1999), *Cultural Consumption and Everyday Life* London: Arnold.

MODULE CODE:	COM3067
MODULE TITLE:	Television Studies
MODULE LEADER:	Tracey Jensen
CREDITS VALUE:	20 credits
SEMESTER:	1

Outline: Television is medium of communication as much as it is a medium which shapes how individuals and communities perceive and make sense of local and international spheres. Television is seen as a medium which lowers moral standards, as something which is vulgar, and as a medium which impacts on violence, behaviour, and motivation. Yet television is used to bring communities together, shaping the values and opinions which serve to shape 'national' identities.

Television Studies will thus examine the principal themes, issues, and debates in the study of contemporary television. The module seeks to investigate the role of television in local and global cultures in relation to textual, socio-historical and production concerns.

The module will allow students to develop a detailed understanding of principal perspectives in the analysis of factual and fictional television output and will enable students to explore and evaluate empirical and theoretical tools for the understanding of television in recent history.

The module will include analyses of key issues, including TV audiences and identities, methods of textual analysis, social and critical theory and television, and issues in TV history and contemporary output. This includes topics such as quality and programming, reality TV, advertising, drama, documentary and news, genre and textual analysis, the development of television at key moments in television history, and questions of the relationship between television and social formations in public and private spheres such as class, national identity, and race.

Assessment:

TV Log book/Diary and seminar notes attached	50%
Essay 2500 words	50%

Initial Reading:

Creeber, G. *The Television Genre Book* (BFI, 2001)

Hill, C. *The Television Studies Reader* Routledge, 2004

Marris, P and Thornham, S. *Media Studies: A Reader* (Routledge/NYUP 2e)

Purvis, T and Thornham, S *Television Drama: Theories and Identities* (Plagrove, 2005)

MODULE CODE:	COM3078
MODULE TITLE:	<i>Globalisation and National Culture</i>
MODULE LEADER:	<i>Liviu Popoviciu</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>2</i>

Outline: We live in a globalising world that creates particular challenges to our everyday identity, resulting in increased levels of anxiety for all of us. Globalisation/anti-globalisation, migration, nationalisms and religious fundamentalisms, McDonaldisation and Starbuckification are constantly invoked as new menaces threatening the core fundamentals of our nations. How real are such threats? How can we understand what is actually going on?

The module will try to answer some of these questions by looking at a wide range of theoretical explanations of national identity formation, globalisation and the role of culture in contemporary world. It will critically address aspects of globalisation of culture, through its political, economic and social implications. From Hollywood to Bollywood, from the internet to the music video, from football stands to art galleries, we will explore aspects of contemporary cultural identity as they are constructed on a national and global scale.

Assessment:

Group presentation at seminars (10 presentations during semester)	20%
Essay 3000 words or	80%
Assessed report on carrying out a case study in an area agreed with module leader or	80%
Essay 4000 words	100%

Reading:

Held, D. (ed) (2004) *A Globalising World? Culture, economics, politics*. London: Routledge

Edensor, T. (2002) *National Identity, Popular Culture and Everyday Life*, Oxford: Berg

Griswold, W. (2004) *Cultures and Societies in a Changing World*, Thousand Oaks: Pine Forge Press

Holton, R. J. (1998) *Globalisation and the Nation-State*, Houndsmill: Macmillan

Waters, M. (2001) *Globalisation*, New York: Routledge

Held, D. & McGrew, A. (1999) *Global Transformations*, Cambridge: Polity

MODULE CODE:	<i>ICS8029</i>
MODULE TITLE:	<i>Cultural Enterprise/Entrepreneurship: freelancing in the cultural and creative sectors</i>
MODULE LEADER:	<i>David Baines, David Butler & Salome McVeigh</i>
CREDITS VALUE:	<i>20 credits</i>
SEMESTER:	<i>1 & 2</i>

Outline:

Many working in the media today work freelance for a variety of clients - or run their own media business. Big media businesses also expect their employees to work 'entrepreneurially' on special projects. This module provides a detailed introduction to Cultural Enterprise/Entrepreneurship. It focuses on key issues that practitioners face when working as an independent in the cultural sector. These include planning and resourcing (including fundraising and financial management), marketing and promotion, developing and using professional networks, creating and responding to opportunities. Examples of cutting-edge best practice in the UK and internationally will be used to highlight the different concepts and approaches in the cultural sector. You will benefit from working with other students from Fine Art and Music, whose professional lives are also typically characterised by freelance and entrepreneurial work.

This module introduces key issues and practices related to developing and sustaining a position as an independent producer/practitioner as a freelance individual or small independent organisation in the cultural sector. It uses actual models of practice and project based assignments to critically examine and analyse how successful projects are initiated, developed and realised.

Assessment:

- Presentation 1 10% Session 10, 08/12/10
- Presentation 2 10% Session 14, 23/02/12
- Business Plan 50% 30/4/12
- Reflective Report 30% end of programme 30/4/12

Reading:

TBC

Modules on other programmes

You can choose up to a maximum of 20 credits of optional modules in a different School or Department across the Faculty. You can look up modules in the Module Catalogue or Module Outline Forms Database accessible from the Quick links dropdown menu from the university's homepage.

<http://www.ncl.ac.uk/internal/module-catalogue/> (only accessible on Campus or through RAS)

Please bear in mind that you will need to see if there are any prerequisites for the module and then to obtain the approval of the respective module leader and/or Degree Programme Director from the School or Department where this module is located before being able to register. Also, you will have to notify the DPD of your course about this module choice and he reserves the right to refuse an inappropriate module choice (Certificate or Intermediate level modules are not acceptable).

We could bring to your attention some modules from other Schools or Services you might want to consider:

School of Education, Communication and Language Sciences – MA in Cross-Cultural Communication (click on module code for further details)

[CCC8001](#) The Social Psychology of Communication – semester 1

[CCC8015](#) Sociolinguistics – semester 2

[CCC8043](#) International Business Talk and Interaction – semester 2

[CCC8044](#) Cross-Cultural Cognition and Bilingualism – semester 2

[CCC8077](#) Professional Communication – semester 2

[CCC8086](#) Language and Cross-Cultural Communication – semester 1

[CCC8087](#) English in the World: Global and Cross Cultural Issues Surrounding English as a 'Lingua Franca' – semester 1

School of Modern Languages – MA in Film Studies

<http://www.ncl.ac.uk/sml/postgrad/film/filmoptions.htm>

Careers Service

Career Development Modules at

<http://www.ncl.ac.uk/careers/develop/cdm.php>

TEACHING, LEARNING AND ASSESSMENT

Student Charter

Newcastle University wants its staff and students to work together to provide a high quality learning environment. Students as well as staff have an important role to play in maintaining the quality and reputation of degrees awarded. This **Student Charter** outlines the standards of provision that undergraduate students and those on taught postgraduate programmes can expect from staff and the expectations that the University has of students in being responsible adults who are proactive and self-reliant learners. The University is committed to equal opportunities and fair practice. We expect students to treat staff, other students and people in the community with respect and courtesy.

The **Charter** was written by both staff and students and is updated regularly.

<http://www.ncl.ac.uk/pre-arrival/regulations/charter.php>

Teaching

Lectures, Seminars and Tutorials

Teaching on the degree is organised in a modular structure, around the academic timetable which can be accessed at;

<http://www.ncl.ac.uk/timetable/services/S+%20Weeks.php>

Please note that the numbering of academic weeks is different from the number of weeks during each semester.

Modules are either compulsory (they are included automatically in the curriculum of your degree) or optional (you can select them from a list of available modules each semester). See above *Structure of Semesters* for a detailed list of the compulsory and optional modules for your degree.

Lectures

Teaching for most modules is delivered through lectures. There is no single format for lectures and each individual lecturer can use a different type of lecturing for his or her module. The module leader will explain the type of lecturing to you and what is expected of you during the lecture.

On many modules, lectures are not a one-way information delivery practice, but especially at MA level, these are expected to be interactive and students are encouraged to ask questions and make relevant comments to the subject of the lecture. ***International students need to bear this in mind and need not be intimidated by asking questions during a lecture.***

The module leader might produce a range of accompanying materials for the lecture. These can be in the form of handouts given out during the lecture or other material posted on the module's homepage on Blackboard. Some lecturers might post the presentation slides used during the lecture on Blackboard or even the lecture notes.

However, this is not a universal practice and students should not demand from lecturers to hand them over lecture notes or presentation slides. It is the responsibility of the student to obtain the lecture notes if they missed a lecture.

Seminars

Most modules contain besides the lectures a number of seminars. There are numerous different formats for seminars and lecturers will use these according to their needs. In general, a seminar is a less formal teaching and learning session, where the emphasis is on interactivity and debate. The participation of international students is especially welcome, as they can bring a different perspective to the debated topic or contribute with case studies or examples taken from their own experience.

In general, seminars require students to do a certain amount of preparation in advance. Attending a seminar without having done the required reading or preparation results in undermining the personal and collective learning process.

Tutorials

Tutorials are an essential part of the teaching and learning process. The type of tutorial is determined by the module leader and the format can vary from module to module (regular timetabled tutorials, optional tutorials, individual or group tutorials etc). Tutorials give students the opportunity to engage more deeply with the subject of the module, but also to clarify any issues or problems encountered during the lectures and seminars. Tutorials are also used to obtain or clarify feedback for the formative and summative assessment tasks.

It is the students responsibility to arrange and then to keep the appointment for the tutorial. If they cannot attend a tutorial, the module leader must be notified in advance.

Timetables

You can find out information about timetables (check the timetable for the modules on your programme or on other programmes) at <http://www.ncl.ac.uk/timetable/> . Also, you can find here guidance on how to understand the timetable, on where the various rooms on the campus are located, how to book rooms and find a free work station in a computer cluster.

Module Choice

You have a certain amount of choice concerning which option modules you will take. You can obtain information on individual modules from the module outline forms contained in this handbook. You can obtain advice from your personal tutor in designing your programme of study.

There are two types of optional modules available to you: MA level modules and BA level modules which are shared with the undergraduate degree programme in Media, Communication and Cultural Studies. You can choose all your optional modules from the list of MA level modules; however, you can only choose one

module from the BA level modules list. So, for example, you have to take 40 credits of optional modules and this can be made up of either two 20 credits MA level modules or one 20 credits MA level module and one 20 credits BA level module, but not two 20 credits BA level modules.

If you are choosing modules outside your programme, you will have to make sure that you have the approval of the module leader and/or the DPD of the owning programme, as well as the approval of the DPD on your degree. You have to be careful to choose only Honours and Masters level modules (Certificate and Intermediate level modules are not acceptable). Only 20 credits can be taken outside your programme in the following combinations: one 20 credits module or two 10 credits modules.

The maximum number of credits you are allowed to take per semester is 70.

Please bear in mind that the maximum number of credits on the taught component is 120. Only the following combinations of module choices in relation to credit value per semester are possible:

<u>Semester 1</u>	<u>Semester 2</u>
60 credits	60 credits
50 credits	70 credits
70 credits	50 credits

Optional modules are chosen at the beginning of each semester by filling in a module selection form. It is highly recommended that you attend the first session of the chosen module and make sure you have all the information you need in order to make an informed choice. Module guides can be also found on Blackboard (My Communities, Media and Communication Degree Programmes, Postgrad). During the first two weeks you can audit (attend without registration) any optional modules that are included in your programme. ***By the end of the second week, you will have to be registered on the required number of optional modules. After that, you will not be allowed to transfer to a different, nor can you continue auditing any other module.***

You have to fill in a module selection form and hand it back to the Course Secretary by the end of the first teaching week at the latest.

Please find the right module selection form for your programme from the list in the Appendix A, cut and paste, fill in the content and then print out or email it to the Course Secretary.

The contact hours per module are specified in the module guide you will receive from the module leader. Teaching for most modules is delivered through lectures and seminars. The lengths and frequency of lectures and seminars for each module will be specified in the respective module guide.

Besides the lectures and seminars that are part of the curriculum, there are two seminar sessions that we consider very important and would strongly recommend attendance.

Capped Modules

Some modules have restrictions on the numbers of students that can enrol on them. These restrictions are due either to limited capacity in certain teaching facilities or the amount technical equipment or the number of projects with partners and clients we can provide.

Places on these modules will be allocated based on the specialisation of students and the requirements of programme regulations. See modules on the programme for details.

Master Classes: Professionals in the Media and Communication Industries

This series of master classes is meant to bring you an unmediated perspective on the media and communication industries. Speakers invited to the master class series will be professionals from these industries who will address a variety of topical issues that are confronting the sector. The seminar series is meant to be an integral part of the compulsory modules on your respective programmes and the module leaders can integrate aspects of the seminars into their teaching and assessment.

The seminars are usually timetabled on a Tuesday afternoon and attendance will be noted. The timetable for the seminar series can be found on Blackboard, My Communities, Media and Communication Degree Programmes, Seminars.

Research Group in Film and Media Seminars

The Research Group in Film and Media reflects the University's continuing commitment to film studies and its increasing interest in media. It is a research group which incorporates members of the former Centre for Research into Film and Media, as well as other researchers in the arts, humanities and social sciences at Newcastle.

These seminars can be an interesting addition to the modules you are studying and we would recommend you attend them, if they are relevant to your programme of study. The seminars are usually timetabled on a Wednesday afternoon and details can be found on Blackboard, My Communities, Media and Communication Degree Programmes, Seminars.

Attendance

It is important for you to keep to the semester/term dates and not to leave the university before the official date for the break (see *Dates of Terms and Semesters*). Modules begin on the first day and we often have courses and assessments continuing up to and including the last day. You should only miss these if there are medical or other emergencies. **Attendance is monitored regularly and is normally required at all teaching/learning sessions if a student is to pass. Repeated absence will need to be explained.** In cases of real crises or medical need, we try to give you all the help and support we can, but you must keep your personal tutor and Course Director informed.

With regard to absence from the University, the University General Regulation point A 4 will apply. For details, see:

<http://www.ncl.ac.uk/regulations/docs/documents/GeneralRegs0809.pdf>

Also, the Masters Degree Progress Regulation point E will apply.

For details, see:

<http://www.ncl.ac.uk/regulations/docs/documents/MastersRegs0809.pdf>

Attendance Monitoring: International Students and Visas

UK Border Agency Attendance Monitoring Requirements

The University is licensed by the UK Border Agency (UKBA) for the points-based immigration system and is subject to compliance monitoring. The University is obliged to ensure it has accurate records on all students including change in circumstance (such as student transfers of programme or mode of study, withdrawals and leaves of absence), and to report to the UKBA such changes that may affect the terms of an international student's visa. This includes reporting failure to register, changes in circumstance as above and absence from the programme for 10 expected interactions (e.g. physical attendance at lectures, seminars tutorials etc.). Reports must be made to UKBA within 10 days of any change/absence trigger.

The University requires the School of Arts and Cultures to establish attendance monitoring arrangements for all international students.

Attendance Monitoring Arrangements for 2010/11

The School will hold a census day on the following dates:

- Monday 24 October 2011
 - Monday 21 November 2011
 - Monday 30 January 2012
 - Monday 20 February 2012
 - Monday 12 March 2012
 - Monday 07 May 2012
- International students from undergraduate and postgraduate taught programmes (including Master of Music and MRes in Digital Media) will be sent an email to their Newcastle email address before each census date requesting that they come to the School reception on the census date with their Smartcard and sign against their name on the programme register.
 - Students who are unable to attend on the census dates due to sickness or agreed leave must forward a copy of their sick note/leave request to the School office in the Armstrong Building as soon as possible and then come to the office with their Smartcard to sign the programme register on the first day of return from leave/sick.
 - Support staff will remind students during the week of the census date so that by the end of the week each student has signed the programme register or has provided a written record of their absence for good cause (e.g. sick note/leave request).
 - If the School does not have a signature or confirmation of absence for good cause as above at close of business on the census day, the student will be emailed again and will be required to report to a key contact within 5 days,

after which they will be referred for exclusion under the unsatisfactory progress regulations through notifying the Data Officer and the Concessions team.

- In addition, the School will take stock of student results following each examination/assessment session (i.e. semester 1, semester 2 and resit results) either via Board of Studies or a progress review meeting at subject level.
- The School will hold a student register (via a very recent extract from the central University database) by programme for each census day. An audit trail of attendance records will be maintained for one year.
- Students who are away from the University on a placement which is part of their course will be required to forward email correspondence held in the previous month with either their supervisor or placement officer confirming they have permission to work away from the University.
- Please note that international students can not normally transfer to part time mode without invalidating their visa and no international student should work for more than 20 hours per week during term time (or most of the summer for postgraduate students) without invalidating their visa.

Absence

A student who is absent from attendance at classes for more than three days must inform the tutor through the completion of a Self-Certification form. The University's procedure and associated "Self-Certification of Illness" form is available on the University's website at <http://www.ncl.ac.uk/student-progress/sickness.htm>

In the case of an illness which lasts more than seven days the student must forward a medical certificate.

(It is, nevertheless, advisable that students inform their tutors of any illness as soon as possible, whatever the effects of the illness on their studies.)

Supporting Teaching

Study Skills

Induction programme and relevant modules such as Methodologies: Researching Media, Culture & Society, Multimedia Journalism, and professional Sub-editing will include sessions on skill development such as library use and information search skills, reading skills, and skills in use of computer to produce assignments relevant to the course. Skills in formatting assignments such as referencing and bibliography will be provided across modules, with a specific focus in the core modules. Students are also encouraged to liaise with relevant university services to improve specific skills (language centre for language in-session support, the school liaison librarian for further library research and usage, computer service for IT).

Please see below some of services available at the University of Newcastle that are geared towards helping students with various aspects of their studies.

The Robinson Library

www.ncl.ac.uk/library

All students are eligible, and encouraged, to use the Robinson Library. All reference and loan facilities for education are available there.

The Robinson Library contains many of the professional journals you will need in your studies. The library also has facilities for photocopying articles for personal use. Another source for obtaining published research is the Internet. Increasingly, journal publishers are making the table of contents, abstracts, and even the full text of articles available on the Internet. You can obtain the full text of articles from a number of electronic journals for free from the library website.

Reading Lists

All modules contain a reading list, which at times is divided into an essential list and a recommended list. A brief reading list for each module can be found in the module description section in the Structure of Semesters above. A comprehensive reading list will be included in the module guides you will be given at the beginning of each semester. In most cases, the reading list for each module can be found online on the Library's website at: <https://reading.ncl.ac.uk/>

Writing Development Centre

Location: Level 2, Robinson Library
 Website: <http://www.ncl.ac.uk/students/wdc/>
 E-mail: wdc@ncl.ac.uk
 Telephone: 0191 222 5650

The Writing Development Centre offers guidance and tuition for students who wish to improve their writing skills for study or employment purposes. Help is available with the following:

- understanding assignment and examination questions
- planning, structuring and revising assignments
- learning from feedback on previous assignments
- using reading sources without plagiarism
- developing an argument
- writing critically
- using an appropriate authorial voice
- writing different types of assignment (e.g. essays, reports, reviews, reflective pieces)
- writing theses and dissertations
- answering examination questions
- using grammar and punctuation accurately and effectively
- using appropriate vocabulary and style
- writing CVs and cover letters.

We run a series of **lectures and workshops** throughout the academic year. Some are open to all students, while others have been developed for specific degree programmes or modules. To find out more about these sessions, please visit the Group Teaching pages of our website: <http://www.ncl.ac.uk/students/wdc/group/>.

We also offer a **one-to-one support** service. You can have an individual consultation with an academic writing tutor to discuss any difficulties you may have with writing, seek feedback on your written work or gain a better understanding of academic writing conventions and the standards expected at University. We recommend that you book a session in advance via our online booking system: <http://www.ncl.ac.uk/students/wdc/support/>. A limited drop-in service is also available. For more information, see **Opening hours** below.

International students with English as an additional language please note: You can use the Writing Development Centre one-to-one support service if you meet **one** of the following requirements:

- You have been exempted from language testing
- You have attained a mark of 70 or over in the UELA writing assessment
- You are a continuing student who has attended INTO In-Sessional English classes in previous years.

If you are a new international student with a UELA writing score of less than 70, you will be supported by the INTO In-Sessional provision in the first instance.

Online resources

You will find a collection of learning resources for academic writing and general writing skills at <http://www.ncl.ac.uk/students/wdc/learning/>.

English Language Support – INTO Newcastle Centre

Of crucial importance to your ability to complete the programmes described in this handbook is competence in English.

Consequently, students who achieve less than Level 3 in the Language Assessment exercise carried out in the first week of the Induction Programme will be required to attend additional classes provided by INTO Newcastle Centre. These in-sessional classes are free of charge and offer excellent tuition in all the language skills. Tutors receive information from the Language Centre on attendance and progress of students and any assessments will be included in the Approaches to Academic Study file. Evidence of successful completion of these modules must be provided where appropriate. It is your responsibility to visit the Centre and arrange to attend the appropriate classes

In-sessional English

The INTO Newcastle In-sessional Team can provide information on:

- information about the [University English Language Assessment](#) (UELA)
- free academic [English language classes](#) for Newcastle students whose first language is not English and would like to take in-sessional language classes
- [Open Sessions](#) which any non-native speakers can attend without registering
- [English for General Academic Purposes](#) (EGAP) classes for postgraduate students on any degree programme
- [English for Specific Academic Purposes](#) (ESAP) classes for postgraduate students on certain degree programmes

- [One-to-One Advisory Sessions](#)
- [English Language Materials Online \(ELMO\)](#)

The In-Sessional English language programme provides up to 12 hours per week of free academic English language and study skills classes for students at Newcastle University whose first language is not English. These classes are provided by INTO Newcastle University. The programme gives specific help in academic English and can be useful for students who have a good level of English but little experience of using English in an academic environment.

Credit-bearing modules

If your EULA results were deemed particularly low by the Degree Programme Director, 20 credits of optional modules can be substituted with credit bearing modules in English language for General Academic Purposes in order to improve your performance on the course. See details below:

- [English for General Academic Purposes \(EGAP\) modules](#)

Further information is available at: <http://www.ncl.ac.uk/students/insessional/>

INTO Newcastle University is part of a unique, university-based initiative for international students, offering new and higher quality standards of preparation for undergraduate and postgraduate study in the UK. The INTO Centre at Newcastle University offers a wide range of academic pathway programmes and English language courses for international students. The INTO Centre provides a full range of In-sessional English Language support for degree programme students already studying at Newcastle University.

INTO Centre staff work closely with students, supporting and guiding them, helping them to succeed and make the very best of their UK University education.

<http://intohigher.com/universities/united-kingdom/newcastle-university.aspx/>

ELMO – English Language Materials Online



The University provides overseas students with a variety of support materials and systems to improve their level of competence in English and these can be accessed online

These materials have been created for non-native speaker students and academic staff in Higher Education institutions. However, native English speakers may also find some units useful, particularly in developing academic writing skills. This innovative, multimedia, self-study site is the only one of its kind in the UK. The aim of the materials is to help you improve your English for Academic Purposes (EAP).

Please explore this site for further information about ELMO or click here to 'Enter ELMO' and start studying.

<https://elmo.ncl.ac.uk/Home.aspx>

Study Skills at Newcastle

The University provides all students with a specialised website through the University Library that helps improve their study skills, focusing on essay writing, reading and managing learning, amongst other things.

There is a variety of resources suggested, from books available in the Library to online materials. <http://www.ncl.ac.uk/library/teaching/stan/>

Open Access Centre

This purpose-designed Centre provides facilities for the learning, teaching and practice of languages. These facilities are available free of charge to students.

The Open Access Centre is equipped with over 40 combined video and television units, all capable of viewing pre-recorded videos or receiving satellite television. There is a small number of DVD players. 19 satellite channels can be broadcast at any one time, in a variety of languages, in addition to the 5 British terrestrial channels. News from satellite is recorded 5 times a week in French, German, Spanish, Italian and Portuguese. Other languages may be available from time to time - please enquire.

There are also computers with language learning software in the Centre. Software available includes multimedia CD-Roms and exercises for practising the grammar and vocabulary of selected languages.

Please visit website for further details: <http://www.ncl.ac.uk/langcen/index.htm>

HASS Graduate Skills Enhancement Programme 2011-12

The international Induction Session will include a welcome to the Faculty from the HASS PG Dean and the Head of the School of Education, Sue Robson. Sue will introduce students to the HASS Graduate Skills Enhancement Programme 2011-12.

For further details, see

<http://www.ncl.ac.uk/ecls/postgrad/research/gradskills/index.htm>

What is it? This is a programme of linked and independent sessions run by the Research Centre for Learning and Teaching with additional input from a range of specialists. It is intended to supplement skills training that students receive during their studies here at Newcastle.

Who should attend? All international Master's level students in the Faculty are invited to attend (sessions are, however, open to and appropriate for overseas PhD students).

What might a commitment look like? Students are not required to attend sessions but are welcome to attend all the sessions or to select those they find most relevant to their needs. To aid in this process, the sessions have been organised in several key themes:

- Post-graduate learning at Newcastle University

- Academic communication: reading, writing and presentation
- Research design and management (with qualitative and quantitative sub-strands)

How much time will it take? HASS Graduate Skills Enhancement Programme sessions are one hour long and always in the same time-slot - 2-3pm on Wednesdays.

HASS Graduate Skills Enhancement Programme Timetable

4	Name of Course/Module	Day & Date	S+ Week	Time	Taught By	Room(s) Requested
5						
6	What to expect in postgraduate studies	Wednesday 5th Oct	wk 12	2-3pm	Sue Robson	Lecture Theatre 1 KGVI
7	Finding and using academic information	Wednesday 12th Oct	wk13	2-3pm	Linda Kelly	Lecture Theatre 1 KGVI
8	Reading & writing critically	Wednesday 19th Oct	wk 14	2-3pm	Jill Clark	Lecture Theatre 1 KGVI
9	Introduction to academic writing	Wednesday 26th Oct	wk 15	2-3pm	Karen Lowing	Lecture Theatre 1 KGVI
10	Research data management	Wednesday 2nd Nov	wk 16	2-3pm	Elaine Hall	Lecture Theatre 1 KGVI
11	Quantitative methods: Introductory workshop on data management with	Wednesday 9th Nov	wk 17	2-3pm	Pauline Dixon & Pam Woolner	Lawn Niaid cluster
12	Preparing for the first assignment	Wednesday 16th Nov	wk 18	2-3pm	Sue Robson	Lecture Theatre 6 KGVI
13	Planning your research proposal: research questions	Wednesday 23rd Nov	wk 19	2-3pm	Elaine Hall	1.71 & 1.71A KGVI
14	Planning your research proposal: from questions to methods	Wednesday 30th Nov	wk 20	2-3pm	Elaine Hall	1.71 & 1.71A KGVI
15	Research ethics	Wednesday 7th Dec	wk 21	2-3pm	Carl Towler	1.43 KGVI Media Lab
16	Drop in	Wednesday 14th Dec	wk 22	2-3pm	CfLaT	1.43 KGVI Media Lab
17	Quantitative data analysis: beginners SPSS analysis workshop	Wednesday 11th Jan	wk 26	2-3pm	Pam Woolner	1.43 KGVI Media Lab
18	Qualitative data analysis workshop	Wednesday 18th Jan	wk27	2-3pm	Elaine Hall	1.71 & 1.71A KGVI
19	Quantitative data analysis: intermediate SPSS analysis workshop	Wednesday 25th Jan	wk 28	2-3pm	Pauline Dixon	1.43 KGVI Media Lab
20	How am I doing? Improving your postgraduate skills	Wednesday 1st Feb	wk 29	2-3pm	Elaine Hall	1.43 KGVI Media Lab
21	Quantitative data analysis drop in session	Wednesday 8th Feb	wk 30	2-3pm	Pauline Dixon & Pam Woolner	1.43 KGVI Media Lab
22	Qualitative data drop in session	Wednesday 15th Feb	wk 31	2-3pm	Carl Towler	1.71 & 1.71A KGVI
23	Quantitative data analysis: advanced SPSS analysis workshop	Wednesday 22nd Feb	wk 32	2-3pm	Pauline Dixon & Pam Woolner	1.43 KGVI Media Lab
24	Writing about your research	Wednesday 29th Feb	wk 33	2-3pm	Karen Laing	1.71 & 1.71A KGVI
25	Presentations and progression	Wednesday 7th March	wk 34	2-3pm	Elaine Hall	1.43 KGVI Media Lab
26	Drop in	Wednesday 2nd May	wk 42	2-3pm	CfLaT	1.43 KGVI Media Lab
27	Qualitative data analysis drop in session	Wednesday 9th May	wk 43	2-3pm	Karen Laing & Carl Towler	1.71 & 1.71A KGVI
28	Quantitative data analysis drop in session	Wednesday 16th May	wk 44	2-3pm	Pauline Dixon Pam Woolner & Carl	1.43 KGVI Media Lab
29	When things go wrong: rescue remedies for research	Wednesday 23rd May	wk 45	2-3pm	Jill Clark	1.43 KGVI Media Lab
30	What to do if your marks aren't what you expected	Wednesday 30 May	wk 46	2-3pm	Sue Robson	1.43 KGVI Media Lab
31	Drop in	Wednesday 6 June	wk 47	2-3pm	CfLaT	TBC
32	Drop in	Wednesday 13 June	wk 48	2-3pm	CfLaT	TBC

Support for Special Needs

The University of Newcastle is committed to the principle of equal treatment of disabled persons and the proper application of the Disability Discrimination Act 1995 (DDA 1995). The teaching and learning support, resources and method of delivery such as course documentation provision of lectures and seminars are scrutinised to ensure that it is appropriately provided to any student with Special Needs, taking into account those needs as and when they arise, in accordance with University policy. Information regarding the Disability Support services can also be accessed at: <http://www.ncl.ac.uk/disability-support/> .

Personal Development Planning

You will be able to make use of a personal development planner tool (known here as PDP) to record, reflect on and evidence the skills knowledge and abilities which you're developing during your time at university. By undertaking this process you will be giving yourself a definite advantage when it comes to applying for jobs or further study. In addition it provides a way for you to bring together your thoughts, plans and achievements and build on them for the future. You can also use the PDP system to record your personal tutorial meetings. All the information you put into PDP is secure and private, it is only accessible to you unless you choose to make it available to others. The one exception to this is the information you provide to your personal tutor which is available to them and to you (but no one else). To start using PDP or find out more about it, please log onto Blackboard where you will find a tab with the title PDP, click on this and follow the simple instructions to access the PDP system.

Pastoral Support

Personal Tutors

All taught postgraduate students should be allocated a personal tutor. Tutors effectively support student learning by:

- a. Helping you to develop effective study skills and habits
- b. Reviewing your overall academic progress and providing feedback and advice
- c. Helping you to understand relevant University rules and regulations
- d. Providing appropriate information, support and guidance
- e. Where appropriate helping and advising you in University processes affecting your University Commitment.

Meeting Your Personal Tutor

When you join the School, you will be assigned a personal tutor who will probably be the same member of staff throughout your time here. *You are required to see your tutor three times over the course of the year; at the beginning of the first, second and third semesters.* Your tutor may request to see you at other times; it is mandatory that you meet with them. It is your responsibility to attend meetings arranged with your tutor.

If for any reason you cannot attend, you should let your tutor know in advance so that alternative arrangements can be made.

Academic and Personal Support

Sessions may take the form of giving personal or academic advice, or helping students to access the appropriate specialist support services. Personal tutors have experience of a wide range of issues, including problems with study skills, anxiety about exams or finances, the need for guidance on progress and achievement, career issues, and key personal issues which impact on learning. Sometimes the tutor will deal with these issues directly; on other occasions it will be advisable to refer students to specialist advice.

It is also your responsibility to inform your tutor of any special circumstances which may be affecting your academic performance.

Illness, Extensions and Concessions

All issues relating to absence due to illness or other personal circumstance need to be communicated first to the personal tutor. He or she will act as the key person on your behalf and will, for example, keep other staff informed if you are ill or absent. In case you need an extension, please fill in the PEC form from Appendix D, while if you are applying for a concession, please fill in the same form and hand them over to your personal tutor.

All applications for extensions to assessment deadlines and applications for concessions need to be made through the personal tutor, as he or she will be best informed about your circumstances. Extension request cannot be considered by the module leader! In case your personal tutor is unavailable, you should contact the Degree Programme Director to deal with the above issues.

Reference Letters

Your tutor will often write your references for jobs and when you leave. His/her job is to get to know you and to oversee your career in the University and your developing work experience. As a matter of courtesy you should let your tutor know about the applications you are making, and make sure that he or she has an up-to-date copy of your c.v.

Help from Other Staff

However, personal tutors cannot usually help you with matters that relate to specific modules and assignments. If this is the problem, go to the module leaders. If it is a problem with the programme which affects others, and which you cannot sort out directly by talking to the module leader or other appropriate members of staff, remember to use the channels/committees available to make your views and difficulties known.

You may ask to change your personal tutor if you feel that the process is not working for you. You do not need to state a reason. To do this you should contact the Degree Programme Director.

Student Feedback and Participation

Three formal mechanisms exist for receiving feedback from students on various aspects of your course: (1) online evaluation questionnaires following each module

(2) student representation on various School committees (3) programme evaluation questionnaire.

1. Module Evaluations

The School distributes online feedback questionnaires to all students upon completion of each module. These questionnaires are included on the home page of each module in Blackboard and are completed by you anonymously. Results are compiled and returned to each module leader, where the feedback can be taken into consideration when modifying the module for the next academic year. This mechanism ensures that modules are regularly tuned to your needs. Any changes resulting from the questionnaires will be fed back to you through the Staff-Student Committee.

2. Student Representation on School Committees

You are encouraged to participate in various committees. Students' representatives are elected by peers to sit on committees. Student representatives sit on the following committees:

- **School of Arts Teaching and Learning Committee** (meets approximately once every month) need one student from the Media Masters to attend. This is a committee that channels various policy documents to the sections of the School.
- **Board of Studies** (meets once or twice each semester, see *Programme Calendar* in section *General Information* above). The Board of Studies committee is used by the degree programme to conduct its business and ensure quality standards. It deals with issues such as trends in applications, first destination results, progression (including retention rates), degree classifications, standards etc. It is the main forum for discussing issues raised by the Staff-Student Committee. It is also the place where Faculty strategy is implemented.
- **Staff-Student Committee** (meets one week before the date for the Board of Studies). The matters raised at these meetings are first discussed at the tutor meetings and action is taken where possible. At each meeting there are opportunities for both consultation and feedback. Although a large part of the meeting is given over to the representatives' agendas, items concerning changes proposed by the University or the School are put to the students and discussed. This committee is also the main conduit for returning feedback to students from module evaluations and any staff action resulting from them. Minutes from Staff-Student Committees will be placed on Blackboard (My Communities, Media and Communication Degree Programmes, Student Reps).
- **Student Social Committee**: There is a Student Social Committee comprising of representatives across all three years. Students nominate themselves and are then voted onto the Committee by their peers. A budget can be allocated by the DPD to a Student Social Committee for a variety of activities.

Election of at least two student representatives for each degree programme will take place during the first semester.

There is a section dedicated for student representation on Blackboard, My Communities, Media and Communication Degree Programmes, Student Reps. Here you can find the dates of meetings as well as the minutes of the Staff-Student Committee, as well as a discussion board where any relevant issues can be posted by any student.

3. Programme Evaluation Questionnaire

At the end of third semester, you will be asked to complete a questionnaire to provide feedback to staff about the overall quality of your learning experience. These questionnaires will be totally anonymous. The results will be fed back to the Board of Studies.

4. Implementing Student Feedback

The programme takes seriously student comments and evaluations. Student input has been invaluable and over the last year has helped contribute to the following developments:

- **Blackboard:** All module leaders will be putting relevant resources and material online for their students to access.
- **Professional Speakers:** The degree will be inviting professional speakers to give a presentation on their experiences in communication orientated employment.
- **Personal Tutors:** Personal tutor meetings will be mandatory. Personal tutors will also conduct a review of students' academic performance attendance.
- **More Seminar Groups:** some modules will have additional seminar groups in order to facilitate more in-depth discussions.
- **Introduction of Shorthand:** for Journalism students, this can be an additional bolt-on element offered by Press Association Training.

Learning

The programme offers a range of learning activities and approaches to study – from formal lectures and seminars to workshops, and group participation in problem solving activities and tasks. Films and video programmes are regularly used. Wherever possible, use is made of your own experience and theory is closely related to research.

Independent private study is an essential element of learning and increases in importance over the duration of the programme. Tutorial support and regular feedback on progress is a key feature of the programme. It is through these approaches that the aims and objectives of the degree programme are achieved.

One of the biggest challenges we have is to develop your ability to be analytical and critical in your written work and to form an argument. We find that these abilities can best be developed by being engaged in analytical work in class and by being involved in discussion and debate.

The required time of study for a 20 credits module is 200 hours of student time. You will spend around 20-40 hours in lectures, seminars and tutorials, leaving you about 160-180 hours of individual study time. (For comparison, this would amount roughly to 24 full-time working days of 7 hours per week.) You will need to dedicate this amount of time to library based study, research and preparation of the assessment. Going below this indicated time allocation can seriously affect the outcome of your study, being reflected in the level of your grades!

Placements and Work Experience

There is no built-in requirement in this course for a placement-type, work experience learning. Consequently, all placements are voluntary and the Programme is under no obligation to provide them to any or all students. We facilitate a number of placements every year with our industry partners and we are continuously trying to diversify the range and increase the number of these opportunities.

Graduates' job prospects can be considerably improved by demonstrating some degree of familiarity with industry practices. We encourage all students to think carefully about the possibility of accumulating some work experience during their studies. Nevertheless, you need to think carefully if a particular placement is suitable for your skills (language skills, team-working skills, flexibility, ability to integrate it into your learning and work schedule etc.) before signing up for it.

The best periods for placements and work experience are during the Easter and Summer Vacations. Placements can be arranged either independently by the student or facilitated by the Programme. In case students find placements independently, they have to notify the Degree Programme Director about this placement and obtain their approval before starting work.

The placements and work experience opportunities facilitated by the Programme will be made available to all students on a first come, first served basis.

The Erasmus Student Exchange programme has a component for work placements in EU countries. However, the minimum length of the stay is three months, although a monthly grant is provided to cover living expenses. Such work placements have to be

secured by the student. Please contact the Degree Programme Director if you would be interested in such a placement.

Seminars and Group Work

Seminars are smaller than lectures and are ideally composed of no more than 20-25 students and a lecturer.

The seminar is the space where ideas and issues are disseminated, discussed, debated, and explored. They are an essential part of university learning (and assessment in some cases), and are as important as lectures, tutorials, workshops, and production meetings.

There is no one way to do a seminar, but they are usually structured in very informal ways, with the group ideally seated facing each other. Sometimes the seminar will be organised around one key topic. On other occasions, it may be that stimulus material (e.g. a handout or article, with supporting questions) has been provided and students prepare for the seminar the week before the group meets.

Ideally, every student makes some form of contribution, either in a smaller group of two or three in the seminar itself, or as part of the general group discussion. Seminars are to be welcomed with enthusiasm and they are potentially very enjoyable elements in the learning and teaching process. Undoubtedly students often feel nervous about sharing ideas in this kind of setting but there's no reason that seminars shouldn't be one of the best places to learn.

The participation of international students is most welcome to seminars and discussion groups, as they will undoubtedly bring a different cultural perspective on the issues debated and illustrate their arguments with examples taken from their experience, which would not normally be accessible to their peers or even the lecturer.

Enjoying Seminars

- Students should not feel intimidated. Media and culture studies are principally concerned with how people live with each other in relation to the objects, forms, institutions, and practices of the media. Culture is a way of life which is not fixed, but open for debate and discussion – and so use the seminar to engage with some passion and humour.
- Seminars are the place to state what it is about the lecture or the module that is straightforward, complex, interesting, obvious, worth talking about further, or not worth talking about again.
- The seminar is the place to make your own mark on how media, culture and society are talked about.
- The seminar is not for the lecturers! At least, lecturers give lectures and students do seminars. The lecturer's role in the seminar is to facilitate the discussion.
- Don't think lecturers are expecting right answers and that wrong answers will be mocked. Think of the seminar as something which is undertaken in a spirit of inquiry and open discussion.
- Photocopying - Photocopying needed for seminar presentations and any hard copies of assignments (where relevant) is the responsibility of the student.

Assessment

Assessed Work

A diverse range of knowledge and skills are required by students undertaking a programme of advanced study in MA Media and Journalism, MA Media and Public Relations and MA in International Multimedia Journalism. A balanced and diverse assessment menu is therefore necessary.

A full range of assessment methods – including group and individual oral presentations, case-study projects, written essay assignments, tests, professional plans and profiles, methodological critiques of selected research studies, practice-based reports, individual and group oral presentations, dissertation – are employed. These will reflect the aims and objectives of the programme and the postgraduate level of the degree.

The key factor that distinguishes these courses from other Masters programmes in Media is the combining of a research-led and critical approach with practical components that allow students to develop professional skills. The range of assessment reflects this diversity. Assessment requires students to:

- engage with theories and concepts
- provide research evidence and engage with relevant literature
- demonstrate a critical understanding of research methodology
- develop practical skills of direct relevance to the profession of either journalism or public relations.

Knowledge and understanding is assessed by a variety of means: oral presentations, case-study and professional reports, essays, methodological critiques of selected research studies, written assignments and the dissertation.

Subject-specific skills are assessed through oral presentations, professional and practical reports, written assignments and the dissertation.

Cognitive or intellectual skills are assessed by the dissertation and oral presentations, professional and practical projects

Key transferable skills are assessed through oral presentations, practice-based reports, tests, written assignments and the dissertation.

Assessments will test, as appropriate, theoretical, empirical and professional knowledge and understanding, together with their application to the profession of public relations. The assessments will reflect the postgraduate nature and aims of the course.

Student Progression

For a detailed description of the student progression and the examination regulations, please see: <http://www.ncl.ac.uk/regulations/docs/>

For the complete set of regulations of the programme you are attending, see: <http://www.ncl.ac.uk/regulations/programme/2011-2012/sacs.php>

Satisfactory Progress

The student is required to make satisfactory progress in the relevant programme of study and, during each semester, the student's progress shall be reviewed in all modules by the degree programme director.

Failure to make satisfactory progress may be grounds for:

- (a) monitoring the attendance of the student or requiring the submission of written work in addition to that required by the degree programme regulations;
- (b) deferral of the student's first attempt at the whole assessment for the module(s) concerned to the August/September resit examinations in the same academic year. Where such a deferral is taken, the students' attempt shall be the second attempt;
- (c) interruption or termination of the student's programme of study.

Evidence of Failure to make Satisfactory Progress

Any of the following may constitute failure to make satisfactory progress and all may be taken into account in considering the student's case:

- (a) failure to attend for interview with the tutor assigned to the student at the commencement of each semester, and at such other times as the tutor may require;
- (b) failure to attend regularly the programme of study without good cause (see General Regulations A4);
- (c) failure to perform adequately in work prescribed for the degree programme;
- (d) failure to submit written work required under the degree programme regulations (whether or not such work counts for assessment purposes) at the required time;
- (e) failure to attend examinations or to satisfy the examiners in the examinations prescribed; provisional examination results may be used as such evidence;
- (f) failing to attend English language assessment and attend in-session English language classes as directed by your degree programme director.

Note: students are expected to acquaint themselves with the attendance requirements for all elements of their programme of study, including lectures, seminars, tutorials, practicals, laboratory work, language classes, performances and fieldwork.

Choosing an Assignment Title

Tutors will provide essay titles for you to choose from. However, it may be possible in some modules to negotiate your own essay title with a course tutor. If you are allowed to develop your own question you must ensure that:

- it includes concepts and themes covered in the module;
- it has been agreed and authorised by the course tutor;
- a copy of the question is submitted to the module leader.

Guidance on Assignment Questions

Phrasing of Questions in Essays and Other Assignments

How to work with 'question' words?

One of the first points to make about essays and examinations is that the marker – a member of staff who has taught on the degree or who is familiar with the range of ideas – is not looking for or expecting the student to recite everything that can be said about a topic. It is more a case of responding in ways which demonstrate your command of the key debates, and your confidence in discussing these issues with some fluency and criticality.

Questions require students to respond in certain ways and not others. Understanding these question 'stems' is important, and so the most common ones used in examinations are listed here.

Examine: this word is asking students to provide a relatively thorough written investigation of a particular debate, topic, or object. 'To examine' means to look closely at something from a number of angles. You will ask probing questions and provide answers so that the shape and potential flaws of the object under examination become familiar. But you will also point to the strengths, as you see them, on the basis of your specific examination.

Discuss: is the word which allows students to approach a question in different ways. There is no one correct way to discuss a topic. However, it is often worth considering the ways in which your discussion focuses on one or two issues more than others in order to illustrate in detail what it is that is being discussed. See the word 'discuss' as a way of engaging the issues in diverse and stimulating ways. Consider, for instance, how discussions occur on television documentaries or on radio interviews. The best discussions come from participants who cover the range of material in interesting and sometimes provocative ways, but who do not stray from the subject.

How far has...: this kind of phrase is making it clear to students that there are a number of ways of thinking about a particular topic. The answer will probably address the length and breadth of an issue or field. Again, it will be worth having one or two areas for specific illustration to support the answer.

Compare and contrast: This sort of question uses words which make clear that there are least TWO sides to a debate. Generally, to compare one thing with another is to see similarity, and to contrast one thing with another is to notice difference. The answer thus needs to indicate similarity and difference. Try and provide unusual contrasts in order to make the answer richer or more thought-provoking.

Define and outline: These words are often used in conjunction with other key terms (as in 'Outline and examine...'). To outline and define a topic is to offer a fairly short summary without going into critical detail. Having defined 'culture', for instance, you will be expected to assess its usefulness or examine its different meanings.

Describe: To describe an object is not to express any judgement or make any assessment of its worth. You will be asked, for instance, to describe some of

the features of contemporary youth cultures or the features of a particular television genre, and then go on to analyse, discuss, or examine the features.

Assess, and evaluate: These words are associated with the exercise of judgement, and often have an element of *measurement* attached to them, depending on the phrasing of the question.

Other terms such as **briefly, choose,** and **drawing on the work of,** are fairly self-explanatory but should always be taken into account in the interpretation of the examination question. In addition, always double check 'either/or' questions so that you are not answering both parts of the question if this is not required. Sometimes questions use quotations from other texts to elicit student responses. On some occasions, it will be necessary to know the work of the author, whereas on other occasions, the quote is being used to stimulate discussion of a particular area of study.

Submission of Assessed Work

Most submission of assessed work is done electronically through Blackboard.

Standard procedures for electronic submissions:

- the document has to be typed in easy to display and print out fonts (Arial or Times New Roman)
- Font in size 12
- double spaced, with a margin of at least one and a half inches on the left, outer margins three quarters of an inch minimum, page numbering included.

The document has to be saved in a commonly available format that is supported by the computer networks on the Campus. At the moment, only the following formats are acceptable: word document (.doc) Microsoft Word 2003, 2007 and 2010, Rich Text Format (.rtf) and Adobe (.pdf).

You are asked to complete, write your name as electronic signature and enclose at the front of each piece of work a statement concerning its provenance. (*The typing of your name in place of a handwritten signature is considered an electronic signature.*)

Electronic submissions that cannot be opened or read on computer on the Campus will be considered as failure to submit and will receive a mark of zero.

In some cases, the module leader might ask you to submit in hard (paper) copy.

Standard procedures for hard copy submissions:

- typed in easy to display and print out fonts
- double-spaced on one side of A4 paper, with a margin of at least one and a half inches on the left, outer margins three quarters of an inch minimum.

You are asked to prepare a standard title page for your work.

Title Page for Assignments (see appendix B at the end of the handbook)

<p style="text-align: center;">UNIVERSITY OF NEWCASTLE</p> <p style="text-align: center;">MA MEDIA & JOURNALISM/ MA MEDIA & PUBLIC RELATIONS/ MA INTERNATIONAL MULTIMEDIA JOURNALISM/ MA CROSS-CULTURAL COMMUNICATION AND MEDIA STUDIES</p> <p style="text-align: center;">TITLE OF MODULE</p> <p style="text-align: center;">TITLE OF ASSIGNMENT <u>IN FULL</u></p> <p style="text-align: center;">NAME OF CANDIDATE</p> <p style="text-align: center;">NAME OF MODULE TUTOR</p> <p style="text-align: center;">DATE OF SUBMISSION</p>
--

You are also asked to complete, sign and enclose at the front of each piece of work a statement concerning its provenance;

Declaration Form for Assignments (see appendix B at the end of the handbook)

<p>I certify that all material in this Assignment / Dissertation which is not my own work, has been identified and that no material is included which has been submitted for any other award or qualification.</p> <p>I declare that this assignment is my own work and that I have correctly acknowledged the work of others. This assignment is in accordance with University and School guidance on good academic conduct (and how to avoid plagiarism and other assessment irregularities). University guidance is available at www.ncl.ac.uk/right-cite</p> <p>Signed:</p> <p>Date:</p>
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Pages will need to be stapled together or submitted in a folder that will keep them permanently in place.

In addition, in order to ensure that all students are working to the same high ethical standards, students may be asked to provide a copy of the assignment on a floppy disc. The electronic copy may be used to test for plagiarism using appropriate software.

If you have taken an optional module outside this degree programme, other policies may apply. In that case, it is your responsibility to make sure that you follow the submission procedure that governs that particular module. Please see the module leader for details.

Structure of Assignments

Your tutor or supervisor may provide you with specific instructions but the following normally applies (unless otherwise stated by the module leader):

ALL work should have:

TITLE PAGE

DECLARATION [A signed statement that the work is your own and original]

TABLE OF CONTENTS [for longer works and, if appropriate, list of tables, figures]

REFERENCES [or **BIBLIOGRAPHY**]

APPENDICES [*if necessary*]

as well as the **MAIN TEXT**

Assignments should be clearly structured with headings and sub-headings.

Longer pieces of work such as a dissertation should consist of headed chapters. A minimum set of chapters for an empirical study might read: Introduction, Review of the Literature, Methods, Results, Discussion, and Conclusions. For further guidance on formatting, content and presentation of dissertations, consult the module guide for the respective dissertation module.

Tables and Figures

Each table or figure should be placed immediately after the paragraph in which it is first mentioned. If it has a separate page, this page should be the one following the page on which the table was first mentioned.

References

For referencing, please see *below Academic practices and regulations Harvard Referencing System (Author-date method)*.

Appendices

Appendices should be lettered in the order in which they are referred to in the text. Place copies of unpublished instruments in appendices. [If you wish to include non-text materials, e.g. audio or video tapes, discuss this with your course tutor. If they are included, please ensure that your name is on both the tape and the box].

Typing and Proof Reading

If you require commercial services such as typing or proof reading of assignments or dissertations, please see notices on the university website or displayed in the Common Room or on School notice boards. Please see below guidance about proofreading in the *Good Academic Conduct* section.

Wordcount

All assignment should be written within the indicated wordcount. A 10% higher or lower deviation from the indicated wordcount will not be penalised. However, a more significant deviation from the indicated wordcount will attract a penalty on the final grade.

NB You are not allowed to use the University of Newcastle crest, logo or shield on the title page of your assignments or on any other document you have produced, unless you obtained an official approval for this.

Dates and Submission of Assessment

Check hand-in dates and/or examination dates for modules taken in other Schools.

UNLESS OTHERWISE STATED BY THE MODULE LEADER, ALL SUBMISSION DEADLINES FOR BLACKBOARD ARE 4.00PM AND HARDCOPY SUBMISSIONS ARE 4.00PM. HARD COPY ASSIGNMENTS MUST ALSO MEET THE DEADLINE SPECIFIED; FAILURE TO SUBMIT ON TIME WILL RECEIVE A MARK OF ZERO.

All written assignment should be submitted as requested by the module leader. See details for formatting and editing your assignment [here](#). A submission sheet should be filled in and stapled to the assignment and the submission sheet should be stamped with the date stamp and then left in the submission box outside room 2.69

Armstrong Building (submission forms, the stamp and various stationary is available on the table next to the submission box). You should also complete and stamp and then cut off the bottom part of the submission for as proof of the submission and keep it safe until the grade is returned.

(BB = Blackboard Electronic Submission, HC = Paper Hard Copy)

Semester 1

Module code	Module title	Mode of assessment	Type of submission	Hand-in deadline
COM8001	PR in the Digital Age	PR Plan	BB	Fri 16 th Dec 2011
COM8002	Art and Practice of Digital Film	Film Project Analysis Presentation	TBC BB	Mon 23 rd Jan 2012 Fri 27 th Jan 2012 TBC
COM8057	Media Analysis	Analysis Exercise Essay	BB & HC BB & HC	Fri 18 th Nov 2011 Wed 11 th Jan 2012
COM8059	Media and Law	Essay Timed exercise	BB BB	Mon 9 th Jan 2012 Fri 13 th Jan 2012
COM8065	Theoretical Approaches to PR	Essay Report Test	BB & HC BB & HC In class	Fri 4 th Nov 2011 Fri 9 th Dec 2011 Tue 17 th Jan 2012
COM8069	Multimedia Journalism: Principles and Practice	Three news reports Profile: Audio-video slideshow	BB BB	Mon 19 th Dec 2011 Mon 19 th Dec 2011
COM2071	Sex, Sexuality and Desire	Essay	BB & HC	TBC
COM3063	Advertising and Consumption	Essay	BB & HC	Wed 25 th Jan 2012
COM3067	Television Studies	TV Log book Essay	BB & HC BB & HC	Mon 21 st Nov 2011 Fri 16 th Dec 2011

Semester 2

Module code	Module title	Mode of assessment	Type of submission	Hand-in deadline
COM8001	PR in the Digital Age	Presentations: Group 1 Group 2 Project and Report	BB	Tue 1 st May 2012 Tue 8 th May 2012 Tue 22 nd May 2012
COM8003	Art and Practice of Advanced Digital Film	Film Project Analysis Presentation	TBC BB	Mon 28 th May 2012 Mon 28 th May 2012 TBC
COM8058	Methodologies: Researching Media, Culture and Society	Dissertation plan Essay	BB & HC BB & HC	Fri 16 th Mar 2012 Thu 31 st May 2012
COM8060	Strategies and Management in Public Relations	Campaign Plan Crisis Plan Debate Report	BB & HC BB & HC BB & HC	Mon 19 th Mar 2012 Fri 11 th May 2012 Wed 23 rd May 2012
COM8061	Professional Sub-Editing	3 Sub-editing exercises Re-design Reflective report	BB BB BB	Wed 2 nd May 2012 Fri 18 th May 2012 Fri 1 st June 2012
COM8069	Multimedia Journalism: Principles and Practice	Speech report Multi-media package	BB BB(Presentations)	Tue 13 th Mar 2012 Mon 14 th May 2012
COM8070	Building a PR Campaign	Group presentations Essay Peer/self-assessment	In Class BB & HC BB & HC	16 th May 2012 Tue 5 th Jun 2012 Tue 5 th Jun 2012
COM8163	News and Journalism: Critical Studies	Case study Essay	BB & HC BB & HC	Wed 7 th Mar 2012 Fri 25 th May 2012
COM8164	Public Affairs: Politics, Journalism, PR	News story report Debate report Essay	BB & HC BB & HC BB & HC	Wed 29 th Feb 2012 Wed 25 th Apr 2012 Fri 8 th Jun 2012
COM2080	Celebrity Culture	Timed Assessment Essay	BB & HC BB & HC	Fri 16 th March 2012 Fri 18 th May 2012
COM3078	Globalisation and National Culture	Presentation Essay	Seminars BB	Mon 28 th May 2012

Semester 3

Module code	Module title	Mode of assessment	Type of submission	Hand-in deadline
COM8004	Advanced Digital Film Project	Film Report	TBC BB	Fri 31 st Aug 2012 Fri 31 st Aug 2012
COM8199 COM8299	Dissertation Media and Journalism Dissertation Media and PR	Dissertation	BB & 2 BOUND HC	Fri 31 st Aug 2012

Assessment Irregularities

The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process. This includes, but is not limited to, the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room.
- Impersonating or allowing another to impersonate a candidate.
- Introducing examination scripts into the examination process otherwise than in the course of an examination.
- Permitting another student to copy work.
- The falsification (by inclusion or suppression) of research results.
- Plagiarism. This is defined as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in an examination script as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another's work. (see above section on Good Academic Conduct)

The University's Assessment Irregularities procedure in full can be found at:

<http://www.ncl.ac.uk/students/progress/student-resources/regulations/assessment.htm>

Detection

Your work may be run through detection software, but this is not the only way in which plagiarism may be detected. You might be given logging on details to an electronic plagiarism detection system and ask to resubmit your assignment. This can be done either for all the students enrolled on a module or for a selection of students. It does not mean that you are singled out for any suspicion about plagiarism http://www.submit.ac.uk/static/jisc/ac_uk_index.html.

Disciplinary Procedures

Breaches of the above rules constitute what the University calls an Assessment Irregularity and anyone breaking the rules is liable to suffer an academic penalty (loss of marks) and disciplinary action. No credit can be given for plagiarised work, so at the least you will lose marks. Indeed the penalties can also include a zero mark for that piece of work or for the module as a whole. In most cases a disciplinary warning will also be given, and occasionally students have been expelled for serious offences. The student disciplinary procedures can be viewed on-line at:

<http://www.ncl.ac.uk/students/progress/student-resources/regulations/disciplinary.htm>

The procedures give students suspected of offences the chance to put their side of the case and to submit supporting evidence, as the process is designed to be fair.

However, it is clearly better to follow the rules of good practice and avoid any such problems in the first place. Remember too that any academic reference is likely to refer to any offences, if issues of honesty and integrity are important.

Good Academic Conduct

Newcastle University expects students to be committed to academic honesty and will provide briefing and support materials to ensure that students know what is expected of them. The following paragraphs set out briefly what is expected of you and show where further support is available.

Plagiarism

Plagiarism is defined as *the use of the work of others without acknowledgement*. This covers not just using words, but also, for example, concepts, ideas, data, designs, images, computer programmes and music. Note in particular that it refers to ideas, not just to words, so even if you express someone else's ideas in your own words, the source of the idea must still be acknowledged,

Why do we have this requirement?

Good academic work is expected to draw on other sources, but these must be acknowledged. This enables others to see where the ideas you use have come from, which actually lends added authority to your work. It also allows readers to follow up these sources directly, if they wish. It involves being honest about what is your work and what is the work of others. Think how you would feel if someone used your work without acknowledging it. Furthermore students who plagiarise are gaining an unfair advantage over their honest colleagues.

How to avoid problems

- ensure that you provide in-text references for all the ideas you have taken from elsewhere and reference them in accordance with the guidance provided by your School.
- where you quote verbatim (word for word), you must show that this is a quotation (usually by using inverted commas ".....") and indicate the source document of the quote either immediately before or after it in the main text. Your School's guidance materials will show you how to do this.
- don't paraphrase or slightly modify work from another source and pass it off as your own. It is generally better to either include a direct quotation or to put things into your own words, but even then you must reference the source of the idea. However, where you paraphrase or slightly modify others' work, you must show an in-text reference at the beginning of, in the middle of (e.g., as stated by Smith (2007),...) or at the end of the paraphrased section. Don't leave including your reference to the end of the paragraph. You should adopt a similar approach to that which you would use in quoting verbatim.
- don't cut and paste from other sources without acknowledging them, and only do this to the extent that a direct quotation is required. It is usually better to put things in your own words.
- don't submit other's work as if it was your own e.g. borrowing an essay from another student; taking an essay from the web; paying someone else to write work for you.

- don't submit work you have prepared for one assignment for another.
- remember that listing a source in a list of references at the end of the work is not sufficient acknowledgement; there must also be an in-text reference.

On the other hand you don't need to reference material which is common knowledge or facts widely available from a range of sources, although it is recommended that you always reference statistical data.

Collusion

Collusion is defined as the submission by two or more students of the same or similar pieces of work (or parts of pieces of work) which are presented as the individual's own solely authored work. This could arise from students working together to complete the work, or by one student allowing another to copy his/her work. Copying without the author's permission is not collusion, but taking another student's work without permission is theft and constitutes a disciplinary offence.

Why do we have this requirement?

Apart from formal group work, any work you submit is expected to be your own. It is your degree and it is clearly dishonest to submit work which is not your own.

How to avoid problems

Students can of course help and support each other and this is to be encouraged. It is a question of knowing where to draw the line.

The following list provides examples of forms of co-operation with fellow students which are to be encouraged:

- notifying them of useful references
- directing someone to a source for an idea
- shared discussion and development of ideas
- jointly identifying ideas from a third party
- discussing what the assessment requirements involve
- discussing the techniques used in calculations
- sharing books and articles

Schools may also sometimes provide exemplars of work to help students understand what is expected or to help them understand assessment.

To avoid collusion though, you should:

- write the assignment on your own in your own words (except to the extent you cite references)
- not copy verbatim or in substance part or all of the work of other students
- take care to keep your work secure

Proof Reading

As the work you submit should be your own work, there are limits to the extent to which you should use a proof reader.

Why do we have this requirement?

The key issue here is to what extent the ideas within the work are truly your own work. If proof reading becomes rewriting, then the work is no longer completely your own.

How to avoid problems

The use of proof-reading to highlight deficiencies such as spelling and grammatical errors is normally legitimate, as the work is still demonstrably your own. The proof reading identifies deficiencies, but it is your job to correct these. Occasionally a specific assignment may rule out proof reading, as it seeks to test the student's skill of proof reading their own work. The use of proof reading to rewrite the text, correct citation errors and alter the content is not acceptable.

Some disabled/dyslexic students receive proof reading support where the Disability Support Service identifies this as necessary. The dyslexia tutor may guide them to clarify their arguments, but they will still be identifying their own deficiencies and correcting these themselves.

Examinations

In relation to University examinations, you should not:

- breach the University's rules for examinations. See www.ncl.ac.uk/examinations/RULES.htm
- copy from or confer with other candidates in the examination
- confer with others outside the examination room whilst an examination is in progress
- use unauthorised material (e.g. notes) or equipment (e.g. text stored in a non-approved calculator; mobile phone) in an examination room
- present yourself as another student or allow anyone else to present themselves as you in the examination room
- introduce examination scripts for marking other than in the course of an examination

Why do we have these requirements?

It is important that assessment is fair and that students are rewarded for their own achievement. Otherwise it is unfair on the overwhelming majority of honest students.

Other Aspects of Good Academic Conduct

You are also expected to be honest in submitting research results, which should not be falsified. This could happen through including fictitious or false data, or by suppressing results, perhaps because they don't match prior expectations.

Why do we have this requirement?

In universities we rely on researchers being totally honest about their results, otherwise their conclusions and any action taken in consequence of their findings will be flawed. How would you feel if one of the sources you were using had been dishonest about research results, when you are relying on them?

Support

The School's referencing guide will be supplied to you and is available below in the section ***Academic practices and regulations, Harvard Referencing System (Author-date method)***.

General support materials can be found on the web at www.ncl.ac.uk/right-cite. You are advised to work through the web-based tutorial package on plagiarism you can find here.

If you have any doubts about these issues or if you need further help, please contact either your personal tutor or the module leader.

Marking of Assignments

The assignment will be **provisionally** marked following the University's common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Grade	Classification
70 or above	Pass with Distinction
60-69	Pass with Merit
50-59	Pass
<50	Fail

The final grade will be subject to moderation, confirmed at the appropriate examination board, and may be changed.

Marking Criteria

The class of mark is determined by the quality of the work. For essays or similar projects there is broad agreement on the criteria used to determine the marks. You should look carefully at the instructions that are given for an assignment. Module leaders are required to talk through with you what particular aspects of the criteria you are being assessed on. This is followed by the specific marking criteria which tutors will apply to your assignments. A reading of the two sets of information should help you in preparing and presenting your work.

The criteria we use are the default marking criteria for MA course work agreed by the Media, Communications and Culture Team in the School of Education, Communication, and Language Sciences. The criteria show the features we expect to see in work of a given mark or grade. To achieve a given grade, students do not have to have met all the criteria listed; however, they must have demonstrated a preponderance of those qualities in their work. Although modes of assessment vary (essays, dissertations, and other forms of written output) the principles by which markers arrive at their judgements remain the same. Below is a list of aspects of students' work that may be taken into account during assessment, as appropriate.

- Relevance of material in the essay to the title of the assignment.

- Relevance to the content of the course.
- Understanding of issues or problems under discussion.
- Knowledge and understanding of relevant readings.
- Critical discussion of relevant readings.
- Independent research.
- Use of suitable data.
- Clarity and depth in the analysis of theory, data and issues under discussion.
- Coherence of argument.
- Clarity and relevance of introduction and conclusion.
- Clarity and precision of expression.
- Use of appropriate and consistent conventions for referring to other people's work.
- Clarity of presentation (layout, including use of paragraphs and tables, for example).
- Clarity of writing including grammar, punctuation, spelling and sentence construction.

The criteria used in the assessment of your work are as shown in the following table:

Focus	Criterion	70 and above	60-69	50-59	49 and below
Knowledge and understanding	Theoretical dimension	Comprehensive knowledge of ideas and issues as reflected in the body of theory; Familiarity with cutting edge theoretical developments in the field.	Good understanding of the more pertinent ideas and issues as reflected in the body of theory; Familiarity with more recent theoretical developments.	There is good general understanding of the theory covering the area demonstrated through familiarity with the most widely known and accepted aspects of theory.	Basic understanding of the area reflected through vague and general use of theory; Use of outdated theory.
	Conceptual quality	A thorough understanding of the topic and its implications; A capacity to relate consistently the theoretical and empirical material to the conceptual framework.	A good understanding of the topic and the ability to handle a suitable conceptual framework in relation to the theoretical and empirical material.	A reasonable understanding of the topic and its implications; evidence of functional integration of the theoretical and empirical material.	Limited understanding of the topic or misunderstood topic; failure to create an acceptable relationship between the topic and the theoretical and empirical material.
Argument and critical thinking	Developed argument	A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, leading to a reasoned conclusion fully supported by the foregoing material; the absence of extraneous material	In general, clearly expressed theme or argument and an ability to organise the data in a way that provides a clear and logical answer to, or discussion of, the question/topic.	There are limitations in the formulation and in particular the development of arguments (e.g. discussion of issues only in isolation from each other or in only the most obvious combinations, rather than involving any personal insights), and tending towards narrative description rather than rigorous analysis and synthesis.	A failure to order material so as to provide an adequate answer to the question. Inadequate conclusion.
	Critical engagement	A capacity to develop arguments beyond those available in the literature; creative use of the evidence to support innovative or speculative reasoning. Ability to demonstrate reflexivity.	Good critical thinking that is supported and qualified by appropriate evidence. Evidence of some reflexive engagement with aspects of the work produced.	There is evidence of critical thinking. However, some more difficult issues and ideas may be misunderstood or omitted. Very limited reflexivity.	Little or no attempt to critically engage with the task objectives; There is also a tendency to support claims with inappropriate evidence (i.e. irrelevant personal opinions). No reflexivity.
Research (if applicable)	Empirical dimension	Substantial evidence of independent research that has direct and clear relevance to the topic; thorough, consistent and critical methodology; originality and creativity in conducting research.	Evidence of independent research that is relevant to the topic and is well integrated into the argument; clear and thorough methodology.	Some evidence of independent research, although the research is derivative, limited in scope and lacking breadth and depth; limited exploration of the research methodology.	Insufficient evidence of independent research; lack of understanding of research processes; absence of methodology or misrepresentation of the research process.
	Quality of evidence/data	Appropriate evidence collection with explicit rationale; Recognition of strengths and weaknesses of the data collection.	Detailed discussion of evidence, including discussion of its reliability; Discussion of procedures used to collect evidence.	Sufficient evidence to achieve the goals of the assignment appropriately collected; procedures used are clear.	Little evidence on which to base the assignment and/or inappropriate methods of collection.
Professional practices (if applicable)	Theory informed practice	Outstanding ability to conceptualise and make connections between theory and practice; Evidence of the capacity to generalise and transfer principles and skills to take account of the wider context.	There is a clear connection between the theory underpinning the practice and the finished product; Ability to transfer skills learnt at the theoretical level to the context of the work.	The connection between theory and practice is limited or strenuous; Limited evidence of ability to transfer skills learnt from theory to practice.	No obvious connection between theory and practice; practice informed by other type of knowledge or experience.
	Industry standard output	The work produced is at the same standards as those practised currently by the industry; Demonstrates familiarity with cutting edge practices in the field.	The work produced is at standards that would be considered acceptable in the industry; Demonstrates familiarity with general practices in the field.	The work produced is nearly at industry standards and demonstrates understanding with general practices in the field; Can be easily improved to reach industry standards.	The work produced is below industry standards and is not reflecting a familiarity with general practices in the field; Very significant changes needed for industry standards work.
Presentation	Bibliographical sources	Clear and consistent attribution of the theoretical evidence used; Ability to find and use a wide variety of sources; Balanced use of theoretical evidence. Correct use of referencing conventions.	Clear and consistent attribution of the theoretical evidence used; Balanced use of theoretical evidence; Correct use of referencing conventions.	In general, theoretical sources are attributed and referencing conventions are correctly used; Some areas of ambiguity; Excessive or insufficient use of theoretical sources.	Inappropriate or insufficient attribution of theoretical sources; Incorrect use of referencing conventions; using other systems of referencing than recommended by module leader; Plagiarism.
	Organisation	Clearly structured with sections and sub headings where appropriate; Coherently organised in all respects; Evidence and supporting material in concise appendices. <i>(Outstanding oral presentation – if applicable)</i>	Clearly structured and reasonably concise; it is easy to locate information; Consistently accurate and well organised. <i>(Good oral presentation and good communication skills – if applicable)</i>	May lack direction at times but an overall structure is used; Accurate and well organised in most respects. <i>Adequate oral presentation and reasonable communication skills – if applicable)</i>	Careless or confused presentation; Main assignment (excluding appendices) outside the range of required wordcount. Lack of pagination or appropriate formatting. <i>(Poor oral presentation – if applicable)</i>
	Language	Excellent grammar, punctuation, spelling and sentence construction; Appropriate academic register and language; Clear and easily comprehensible language.	Good grammar, punctuation, spelling and sentence construction; In general, the register of language is appropriate; Clear and comprehensible language.	Adequate grammar, punctuation, spelling and sentence construction; Limited concern with style and academic register; Idiosyncratic, but comprehensible use of language.	Typographical and/or spelling errors; no attempt to use an academic register and style; Incomprehensible language.

Fail marks

All grades below 50 are considered as failed. However, there can be a distinction between an assessment marked between 49-40 and one below 40.

- A failed assessment that has received a mark between 49 and 40 can be considered by the Board of Examiners for compensation to a pass. This, however, is not an automatic process and it depends on a careful consideration of each case separately. (see below principles of compensation)
- A failed assessment that has received a mark below 40 (i.e. 39-0) cannot be considered for compensation by the Board of Examiners and the student will have to resit the assessment task.

Using the Full Range of Marks

Like other departments we try to make use of the full range of marks available, including using marks of below 30% and of above 80% where this is appropriate.

High marks - Marks above 80 (High Distinction) Marks above 80% will be given to work that demonstrates the strengths listed for marks above 70%. In addition, it will show original thinking going beyond that in the existing literature and backed up by appropriate evidence and reasoning. Marks above 90% will be given to work that is of a quality suitable for publication in an international refereed journal.

Low marks - Marks below 30 (A poor Fail) A mark below 30 means that the student has not given sufficient attention to study, has a lack of basic knowledge, and an inability to tackle the question or topic. It is characterised by:

- Inadequate knowledge of relevant literature.
- Inadequate understanding of relevant literature.
- No or totally flawed attempt to examine the issue(s) posed in the question.
- No or totally confused attempt to answer the question.
- Little or no structure in the presentation of argument.
- No, or irrelevant conclusion.

Marks of below 20% will be given to work demonstrating almost no knowledge or understanding of the literature and of the subject area. Any knowledge displayed will be completely misinterpreted.

Marks of below 10% will be given to work demonstrating almost complete incoherence and irrelevance.

These marking criteria will be used for the assessment of most examinations and essays. However, there will be occasions when the assessment requirements of the module (or piece of assessed work) require an alternative classification. In these circumstances, other clear criteria will be used, in conjunction with the aims and objectives of the module (or piece of assessed work).

You must retain all draft work and notes relating to assessed work. Examiners may conduct a viva (spoken examination) with any student concerning any piece of assessed work.

Marking of assignments involving multiple students

For some assignments where there are more than one student is involved in the production of a single piece of assessed work, this may be marked in part by assessors and in part by students to arrive at a final mark for each individual student; this process may be referred to as 'peer mark-moderation'.

The peer mark-moderation process for a group of n number of students is as follow:

Step 1) The n members of the group that worked on the assessed piece will meet to discuss and agree on the distribution of marks awarded to each individual member by allocating grades Y_1, Y_2, \dots, Y_n for each person. These values will each be in the range of 0 to 10, such that the sum of values for the group must always be $5n$. For example, a group of three students ($n=3$) must have a total of $5 \times 3 = 15$, distributed across each student to reflect their relative contribution.

Step 2) A single **peer mark-moderation sheet** containing these marks and a brief written rationale for these awards will be completed and signed by all n members of the group and **must be returned to the assessors at the same time as the assessed piece of work**.

Step 3) The assessors will grade the group work with a single group-mark, grade X .

Step 4) Individual marks will then be calculated by adding together the group-mark with the individual member grade and then subtracting five. Typically for student A, that was awarded a grade of Y_A in step 1, this would be calculated as: $X + Y_A - 5$.

If everyone is equal, each group would give five marks per member in step 1 and they would keep the same five marks as they would have contributed equally. However this is inevitable not the case on many occasions so the five mark allocation for each would need to be redistributed respectively across the group.

Examples:

Group mark 65%. There are four members in the group, so the group has 20 marks (5 marks x 4) to divide between themselves. The final total must remain at 20 marks. Two are given 3 marks and two are given 7 marks. So two come out with a final mark of 63 (that is $65 + 3 - 5$) and two have a final mark of 67 (that is $65 + 7 - 5$).

Group mark 57%. There are five members in the group, so the group has 25 marks (5 marks x 5) to divide between themselves. The final total must remain at 25 marks. Three have contributed equally so are given 5 marks, one did not contribute fully so was given 2 marks, and one excelled in making up the shortfall of work left by the previous individual so was given the higher mark of 8. So three come out with a final mark of 57 (that is $57 + 5 - 5$), one has a final marks of 54 (that is $57 + 2 - 5$) and one has a final mark of 60 (that is $57 + 8 - 5$).

As you can see from the above examples, for every mark an individual receives below 5, they will lose a mark from the group mark – for every mark above 5 they will gain a mark on the group mark. Remember that they cannot go below 0 (group mark - 5) and they cannot go above 10 (group mark + 5).

See [appendix E](#) for the marking sheet used in this process.

Moderation and scaling policy

See below the relevant extracts that explain how second marking, moderation and scaling takes place on all modules in Media and Cultural Studies

- a) Moderation takes place every semester after marking is completed for every module, except the dissertation module. For each module the module leader designates a stratified sample of assignments which includes all fails and marginal passes. Usually, this amounts to approx. 20% of the assignments. This sample is reviewed by the second marker, whereupon the moderation process leads to either:
 - i. the confirmation that standards are appropriate;
 - ii. that marks are systematically too high or too low, in which case scaling may be needed;
 - iii. that marking is so unreliable, that the whole cohort needs to be reconsidered.
- b) Students only see the first marker's feedback form, which will be adjusted, if need be, to show the final grade.
- c) Presentations which are summative assessments are second marked 100% and the same principles apply as above. If a second marker cannot be present during the presentation, a video recording is made of all the presentations. These recordings are kept by the module leader and then by the course secretary in the archive.
- d) The dissertation modules are subject to blind double marking; in case of disagreement between the markers, a third marker will moderate the grade having access to the grades and feedback of the first two markers, and the decision of the moderator is final.
- e) A moderation board is convened every semester to consider the application of scaling principles. This board considers performance across all modules by examining statistical evidence. If required, a longitudinal comparison of the profile and distribution of grades is considered, alongside a consideration of the nature of the assessment and learning aims and objectives of each module.
- f) For team taught modules, the teaching team ensures the moderation of the assignments on the respective module through the allocation and rotation of the various marking tasks.
- g) Occasionally, blind marking can be applied to any module if the module leader requests it, in case of an early career academic or a radical change of the assessment strategy on the module.
- h) The process of moderation is transparent, with external examiners provided with evidence of all the procedures. For example, external examiners are given the feedback form of the first marker, the second marker and the moderator's feedback form.

Provisional and Final Marks

All marks should be considered as provisional. This means that the marks that you are initially given may be raised or lowered as directed by the module moderation board, the Scrutiny Committee and the final Exam Board.

Provisional marks also provide the opportunity for students to read carefully their feedback. In some cases it is possible that an error has occurred in the calculation or the procedure used to reach the provisional marks. In such cases the student should contact the Course Secretary.

Final Marks are those marks that have been approved by the External Examiner at the final Exam Board. These marks cannot be revised or reviewed by members of staff. At this point students must make a formal appeal to the University Appeals Officer (see Academic Appeals). Hence, it is absolutely imperative that when provisional marks are returned you read carefully the comments. The degree endeavours to return all provisional marks at least a week before the final exam board.

Returning Marks and Feedback on Assessed Work

Normally, you can expect marks and comments to be returned to you within 4 working weeks of submission. In the event this is not possible, you will be informed of when you can expect marks to be posted onto Blackboard.

The Faculty of Humanities and Social Sciences' policy on the return of assessed work is as follows:

- a) the policy applies to both undergraduate and postgraduate students in the Faculty. It refers to assessed coursework and the return of marks related to semester 1 examinations on modules offered by Schools within the Faculty. It does not apply to dissertations, research topics and equivalent modules.
- b) exemptions to the policy can only be granted by the Head of School and only in exceptional circumstances. Where an exemption is granted, an alternative stated deadline for feedback must be given.
- c) the **maximum** length of time a module leader should take to return feedback to students should be **four term-time weeks**. The marks returned in such cases may be provisional.
- d) feedback should be designed so as to allow students to assess how well they are doing and what they need to do to improve performance
- e) where exceptionally there are justifiable reasons as to why feedback cannot be given in line with the policy, the Head of School is responsible for notifying students as soon as this is known and an alternative date should be given.

What students can do if feedback is not provided within the stated period?

Students should ask the Head of School, Prof Peter Stone P.G.stone@ncl.ac.uk for a satisfactory explanation. They are advised to copy their e-mail to their DPD. If a satisfactory explanation is not provided within seven days, then the student has the right to take the complaint to the Dean of Postgraduate Studies (Professor Neill Marshall, J.N.Marshall@ncl.ac.uk), who will then investigate and try and ensure that feedback is provided as quickly as possible.

Tutors are encouraged to give you as much detail concerning each piece of work as is compatible with the University's Regulations. In practice this means a written report detailing strengths and weaknesses and formative assessment designed to help you improve future work. (See Appendix C for an example of a Feedback Sheet). This feedback must be read in relation to the Marking Criteria above (see *Marking Criteria* in the *Assessment* section above).

In general, there are two types of assessment used on this programme:

Formative assessment – in general, these are shorter assignments that are administered during the semester, with a more reduced weighting. The

purpose of such assignments is mainly to check the understanding of the subject as it is being taught. Feedback for formative assessment is meant to improve the learning process and students are encouraged to discuss at length such feedback with the module leader or their personal tutors.

Summative assessment – normally, these are longer pieces of assessment administered at the end of a module or a degree programme (e.g. a dissertation). It is supposed to reflect the entire learning process of the module or degree programme and it should incorporate the feedback of the formative assessment received during the semester. The feedback for summative assessment is generally evaluative and is explaining the grade in light of the marking criteria.

Failure and Reassessment of Work

Late submission of work

Please see the University's Policy on Late Submission of Assessed Work at:

<http://www.ncl.ac.uk/quilt/assets/documents/qsh-assmt-latesub-pol.pdf>

Late submission without good cause or without the granting of an extension will lead to a maximum mark of 50% for taught Postgraduate programmes for the assessment in question. Non-submission of work will result in a mark of zero, as per the relevant University Regulations. This applies to all assessed work whether it constitutes all or part of the final mark.

A piece of work is regarded as late if it is not submitted by the published deadline (time and date) for the assessment in question. The period of late submission thereafter will be for a maximum of 7 days if no extension is granted after which the mark awarded for the piece of work will be zero.

In marking late submissions, markers are required to record the actual mark that would have been achieved had the work been submitted on time as well as the capped mark.

Extension for submission of work

Extension to hand-in deadlines can be granted on a range of medical, personal or social grounds. You will need to explain these issues to your personal tutor who can advise you on what action to take. The maximum extension that can be granted for students self-certifying illness or other circumstances is seven days.

Extensions are not granted by the module leader! You should inform the module leader that you are applying for an extension, but it is not within their remit to grant you the extension!

Please note that an extension to the deadline for submitted work may be permitted by the Senior Tutor, at the recommendation and with the support of the personal tutor, only when there are reasonable grounds for such an extension and you have completed an assignment extension request form (PEC form – see Appendix D). The request has to be received at least 24 hours before the deadline of the assignment.

Failure

All modules on a Masters programme have to be passed. You cannot usually graduate with failed modules.

You may fail a module due to:

- Academic failure
- Absent from an exam
- Failure to submit an assessment

If an assignment or a dissertation receives a fail grade, you have one opportunity to resubmit the piece of work. An assignment should be resubmitted within 3 months of receipt of the fail grade or no later than last day of the University's official resit period. In the case of a dissertation, resubmission should be within a defined period agreed by the board of examiners, normally within 3 months of the board of examiners' decision. An extension to the resubmission date can be up to one year with the approval of the dean of postgraduate studies.

Reassessment

A student who ***passes a module*** (including by compensation or discretion) cannot be reassessed for any component of that module. In other words, you cannot re-take the module.

A student who ***fails up to 40 credits*** of the taught element of the programme has the right to one reassessment for each module failed. So for every failed module, you will have one chance to pass it. The form of the resit may vary from the original, the board of studies may decide what this will be.

A student who ***fails more than 40 credits*** of the taught element of the programme will not normally be permitted to continue or be reassessed without the support of the chair of the board of examiners. This means if you fail 40 credits, you cannot normally graduate with a Masters' degree.

If you have ***failed a group work assessment***, you will be required to undertake an equivalent piece of independent work - to be decided by the Module Leader and the Senior Tutor or Degree Programme Director.

If you have to resit a module, you will only be awarded a pass mark of 50. However, the real mark – the mark that the piece of work deserves – will be made available to the Board of Examiners. This can help them make decisions about what level of Masters' award you may receive.

An early deadline for a resit can be set in order to support you as much as possible. The normal resit timing is usually outlined in the programme calendar. However, there may be circumstances where the Board of Examiners' may choose a different deadline.

Students will need to contact the module leader to find out the deadline for the resit.

Principles of Compensation

The Board of Examiners can consider any mark between 40 – 49 in light of the recommendations of the Scrutiny Committee and propose that this mark should be compensated (turn a fail mark into a pass) to a maximum of 50. However, this can be done only in the following conditions:

- The student has failed no more than 40 credits and the average of the grades at the end of the programme is above 50 (calculated at the final Board of Examiners).
- A recommendation has been received from the Scrutiny Committee.
- The Board can compensate only up to 40 credits of failed marks.

The Internal Summer Board of Examiners will not consider any compensation, but will examine the possibility to offer resits for students who failed modules. The Board of Examiners is under no obligation to automatically compensate for a failed grade and each case will be taken into consideration separately.

Students should complete the resit and should not expect an automatic compensation, as the Board of Examiners is under no obligation to grant compensation without a good reason.

Personal and Extenuating Circumstances

If things go wrong

Sometimes things happen that are beyond our control – illness, personal problems etc. If things start to affect your course, you need to let someone know. There are processes and people to help you. Use your personal tutor as the starting point – they will be able to advise you about the various University procedures. It can be confusing, as there are a few different forms, but they depend on what you need to happen. Some things can be dealt with by your degree programme director or school. Others will be referred to a central point within the University. The most important thing you can do is to tell your school about the problems you are having. To do this, complete a PEC form. PEC stands for Personal and Extenuating Circumstances. This one form will be a way of telling the School about the problems and requesting a number of different types of adjustment – such as extensions, exemptions, deferrals, concessions, board of examiner discretion.

A PEC form should be submitted to the School Office as soon as possible so that the appropriate adjustment or referral to other services can be made.

For further information on completing the form and providing evidence, see: <http://www.ncl.ac.uk/students/progress/student-resources/help/>

Concessions

A Concession is anything that is not explicitly covered by the University Regulations. Concessions allow exceptions to the regulations, based on a student's personal circumstances. Concessions can, amongst other things, wipe examination attempts away or allow a student to re-do a year, without the regular 'resit' penalty. Concessions are considered by an independent committee and not by individual Schools – although the forms should be submitted via the School for DPD and tutor to sign.

You can apply for a concession to sit this assessed work as a first attempt. This is different to taking a resit, as the mark will not be 'capped' at a maximum of a pass, instead your actual mark will count. Concessions are considered by the University Concessions Committee (UCC) and are evidence-based so a note from your GP is a really useful thing to include in your application, not just a self-certified note, these would not be accepted. It is also extremely important where you are unable to sit an examination, where possible you contact your school immediately. Your school will include this detail in your concession application as UCC will need to know that you did make contact, rather than just failing to attend.

Programme Extenuating Circumstances Committee and PEC forms

At the end of each year, the Programme Extenuating Circumstances Committee for your MA programme sits to consider any mitigating circumstances that may have affected your performance on the modules that you have taken this year. If there are any unforeseen and unavoidable personal circumstances that have significantly affected your performance you must bring it to the attention of the committee. You must do this by completing the PEC form that can be found on the University's internal website: <http://www.ncl.ac.uk/students/progress/student-resources/help/> (also in Appendix D)

Those students who feel that particular circumstances need to be taken into consideration should complete this form and submit any evidence that they feel should be taken into account. This might include personal testimony, medical notes, letters from the personal tutor etc. It is recommended that you make your tutor aware that you are submitting an application to the PEC Committee but, where you feel it appropriate, you may not wish to do so.

Once completed, you should return the form and any evidence to the Media and Cultural Studies Administration Office, room 2.69, Armstrong Building. Please be aware that any claims relating to personal circumstances made after results are known are not normally considered. A student who fails to disclose relevant circumstances to the examiners less than 24 hours before the scrutiny sub-committee meets, and who later applies for a review of the decision of the board, will be required to state the reason for not making the evidence known earlier.

Academic Appeals

Please see below the guidelines and procedures for academic appeals.

<http://www.ncl.ac.uk/students/progress/student-resources/regulations/appeals.htm>

Retaining Assessed Work

All material for assessment, which significantly contributes to the final award and its class, should be retained for a period of one year after the award of the degree or other qualification. Where necessary the work will be downloaded from Blackboard. For other pieces of work, procedures will be put in place. The University is under no obligation to return original marked scripts.

ACADEMIC PRACTICES, REGULATIONS, POLICIES AND PROCEDURES

Harvard Referencing System (Author-date method)

Introduction

When writing a piece of work you will need to refer in your text to material written or produced by others. This procedure is called citing or quoting references. Consistency and accuracy are important to enable readers to identify and locate the material to which you have referred. The same set of rules should be followed every time you cite a reference.

Complete and accurate referencing is extremely important in academic work and failure to reference properly can lead to failure of assessed work.

On this degree programme, the only acceptable referencing system is the Harvard or author-date method. Using other systems will be considered as a failure to reference properly.

A. Citation in the Text

All statements, opinions, conclusions etc. taken from another writer's work should be cited, whether the work is directly quoted, paraphrased or summarised. In the Harvard System, cited publications are referred to in the text by giving the author's surname and the year of publication in one of the forms shown below. If details of particular parts of a document are required, e.g. page numbers, they should be given after the year within the parentheses.

1. **If the author's name occurs naturally in the sentence** the year is given in the parentheses:-

e.g. In a popular study, Harvey (1992, P.556) argued that

2. If however, **the name does not occur naturally in the sentence**, both name and year are given in the parentheses:-

e.g. More recent studies (Bartlett 1996; James 1998) show that..

3. When an **author has published more than one cited document in the same year**, these are distinguished by adding lower case letters (a,b,c, etc) after the year and within the parentheses:-

e.g. Johnson (1994a) discussed the subject....

4. If there are **two authors**, the surnames of both should be given:-

e.g. Matthews and Jones (1993) have proposed that...

5. If there are **more than two authors** the surname of the first author only should be given, followed by et al.:-

e.g. Wilson et al. (1997) conclude that ...

6. If there is **no originator** then "Anon" should be used:-

e.g. A recent article (Anon 1993) stated that...

7. If you refer to a **source quoted in another work** you cite both in the text:-

e.g. A study by Smith (1960 cited in Jones 1994 p. 24) showed that...

(You need to list the work you have used, i.e. Jones, in the main bibliography)

8. Page Numbers

If you are referring to the overall argument of a book or article, do not use page numbers

e.g. "Nunan (1986) presents many different varieties of syllabus."

If, however, you are referring to a specific point within a book or article, mention the page number(s)

e.g. "Allwright (1982 p. 56) provides an example of intervention in a lesson."

9. Quotations

A short quotation of less than a line may be included in the body of the text in quotation marks, but if it is longer, start a new line and indent it. You must include the page number.

e.g.: ... so "good practices must be taught" (Smith 1996, P. 15) and we should...

or: Theory rises out of practice, and once validated, returns to direct explain the practice.

(Stevens 1997, p. 92)

10. Diagrams

Diagrams should be referenced as through they were a quotation, with the author and date given alongside and full details in the list of references.

11. Personal Communications

Taken from: APA, 1983, *Publication Manual of the American Psychological Association*. 3rd ed. Washington: APA

These do not provide recoverable data and so are not included in the reference list. Cite personal communications in the text only. Give initials as well as the surname of the communicator and provide as exact a date as possible.

e.g. Many designers do not understand the needs of disabled people, according to J.O. Reiss (personal communication, April 18, 1997).

B. The Bibliography at the End of a Piece of Work

The term bibliography describes references to cited documents given in a list at the end of the text. These are usually described as bibliographic references. (In some Schools the bibliography is called a references list and there is a separate bibliography of works that have been read but not cited.)

In the Harvard System, the references are listed *in alphabetical order of authors' surnames*. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Whenever possible, elements of a bibliographical reference should be taken from the title page of the publication.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited.

1. Reference to a book

Elements to cite:

Author's Surname, Initials.,
Year of publication.
Title.
Edition. (if not the first).
Place of publication:
Publisher.

e.g. Mercer, P.A. and Smith, G., 1993. *Private viewdata in the UK*. 2nd ed. London: Longman.

2. Reference to a contribution in a book

Elements to cite:

Contributing author's Surname, Initials.,
Year of publication.
Title of contribution. Followed by
Initials. Surname, of author or editor of publication by ed. or eds if
relevant
Title of book.
Place of publication:

Publisher,
Page number(s) of contribution.

e.g. Bantz, C.R., 1995. Social dimensions of software development. In: J.A. Anderson, ed. *Annual Review of Software Management and Development*. Newbury Park, Ca: Sage, 502-510.

3. Reference to an article in a journal

Elements to cite:

Author's Surname, Initials.,
Year of publication.
Title of journal
Volume number and (part number),
Page numbers of contribution.

e.g. Evans, W.A., 1994, *Approaches to intelligent information retrieval. Information processing and management*, 7 (2), 147-168

4. Reference to a conference paper

Elements to cite:

Contributing Author's Surname, Initials.,
Year of publication.
Title of contribution. Followed by *In*:
Initials. Surname, of editor of conference proceedings (if applicable)
followed by ed. or eds.
Title of conference proceedings including date and place of conference
Place of publication:
Publisher
Page numbers of contribution

e.g. Silver, K., 1991. Electronic mail: the new way to communicate. In: D.I. Raitt, ed *9th international online information meeting*, London 3-5 December 1990. Oxford: Learned Information, 323-330.

5. Reference to a publication from a corporate body

(e.g. a government department or other organisation)

Elements to cite:

Name of Issuing Body
Year of publication
Title of publication
Place of publication:
Publisher
Report Number (where relevant)

e.g. Unesco, 1993. *General information programme and UNISIST*. Paris: Unesco, (PGI-93/WS/22).

6. Reference to a thesis

Elements to cite:

Author's Surname, Initials.
Year of publication
Title of thesis
Designation, (any type)
Name of institution to which submitted.

e.g. Agutter, A.J., 1995. *The linguistic significance of current British slang*. Thesis (PhD). Edinburgh University.

C. Electronic Material - Following the Harvard System

No standard method for citing electronic sources of information has yet been agreed upon. The recommendations in this document follow the practices most likely to be adopted and are intended as guidance for those needing to cite electronic sources of information now. Those intending to use such citations in papers submitted to scholarly journals should check whether an alternative method is used by that journal.

1. Citation in the text

Follow the author, date procedure specified on page 2.

However, there can be some problems with web-based materials. Electronic sources such as WWW pages, electronic databases and electronic journals are cited in the text in much the same way as traditional print sources, with the exception of page numbers. The author's name is followed by a publication date, but no page numbers are listed. If no publication date is available, and this might be the case for WWW pages, then where the date should go, insert (n.d.) which stands for 'no date'. If no author is listed for an electronic source, use the title of the publication in the same way as you would for any other anonymous source. Please see below three examples of how such sources can be cited in the text and referenced in the bibliography.

e.g. in citation in the text

...and it follows that research into eating disorders in men is therefore much rarer ("Eating disorders", n.d., para. 4).

e.g. referenced in the bibliography

Eating disorders in males. (n.d.). Retrieved December 10, 2003, from the National Centre for Eating Disorders Web site: <http://www.eating-disorders.org.uk/docs/males.doc>

e.g. in citation in the text

It has been argued that ICANN was also, in some cases, contravening United States antitrust laws (Komaitis, 2003).

e.g. referenced in the bibliography

Komaitis, K. (2003). ICANN: Guilty as charged? *The journal of information, law and technology*, 2003(1). Retrieved February 9, 2004, from <http://elj.warwick.ac.uk/jilt/03-1/komaitis.htm3>

e.g. in citation in the text

New video advertisements were to be tested on fifteen “high profile” Web sites in February 2004 (Logan, 2004, para. 1). This development may...

e.g. referenced in the bibliography

Logan, T. (2004). *TV-style adverts arrive on web*. Retrieved February 9, 2004, from <http://news.bbc.co.uk/1/hi/technology/3453663.stm>

2. Elements to include in the list of references at the end of a work

a. Reference to individual works

Elements to cite:

Author/editor
(Year)
Title [online]
(Edition)
Place of publication
Publisher (if ascertainable)
Available from: URL
[Accessed Date].

e.g. Holland, M. (1996). *Harvard system* [online]. Poole, Bournemouth University. Available from:- <http://bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsyst.html> [Accessed 15 Apr 1996].

or Library Services. (1995). *Internet user glossary* [online]. North Carolina, North Carolina State University. Available from:- <gopher://dewey.lib.ncsu.edu:70/7waissrc%3A/.wais/Internet-user-glossary> [Accessed 15 Apr 1996].

b. Reference to E-Journals

Elements to cite:

Author

(Year)
 Title
Journal Title [online]
 Volume (issue)
 Location within host
 Available from: URL
 [Accessed Date].

e.g. Korb, K.B. (1995). Persons and things: book review of Bringsjord on Robot-Consciousness. *Psychology* [online], 6 (15). Available from: <gopher://wachau.ai.univie.ac.at:70/00/archives/Psycholoquy/95.V6/0162> [Accessed 17 Jun 1996].

c. Reference to mailbase/listserve e-mail lists

Elements to cite:

Author
 (Day Month Year)
 Subject of message
Discussion List
 [Online]
 Available from: list e-mail address
 [Accessed Date].

e.g. Brack, E.V. (2 May 1995). Re: Computing short courses. *Lis-link* [online]. Available from: mailbase@mailbase.ac.uk [Accessed 17 Apr 1996].

Jensen, L.R. (12 Dec 1995). Recommendation of student radio/tv in English. *IASTAR* [online]. Available from: Listserv@ftp.nrg.dtu.dk [Accessed 29 Apr 1996].

It should be noted that items may only be kept on discussion group servers for a short time and hence may not be suitable for referencing. A local copy could be kept by the author who is giving the citation, with a note to this effect.

d. Reference to personal electronic communications (E-mail)

Elements to cite:

Sender
 (Sender's E-mail address)
 (Day Month Year)
Subject of Message
 E-mail to Recipient
 (Recipient's E-mail address).

e.g. Lowman, D. (deborah-lowman@pbsinc.com). (4 Apr 1996). RE>>*ProCite and Internet Referee*. E-mail to P. Cross (pcross@bournemouth.ac.uk)

e. Reference to CD-ROMs

This section refers to CD-ROMS which are works in their own right and non bibliographic databases.

Elements to cite:

Author/editor

(Year)

Title

[Type of medium CD-ROM]

(Edition)

Place of publication

Publisher (if ascertainable)

Available from: Supplier/Database identifier or number (optional)

[Accessed Date] (optional).

e.g.	Hawking, S.W. (1994). <i>A Brief history of time: an interactive adventure</i> [CD-ROM]. Crunch Media.
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University Policies and Procedures Relating to Students

University Policies and Procedures Relating to Students

Further details of many of these can also be found on the Student Progress Service's web site at: <http://www.ncl.ac.uk/student-progress/> or the Student Service's portal at: <https://my.ncl.ac.uk/students/>

The Student Charter

<http://www.ncl.ac.uk/students/progress/assets/documents/FinalCharter.pdf>

An overview of University Calendar and Regulations

<http://www.ncl.ac.uk/regulations/docs/>

An overview of University Policies and Procedures

<http://www.ncl.ac.uk/pre-arrival/regulations/>

Postgraduate Masters' Degree Progress Regulations

<http://www.ncl.ac.uk/regulations/docs/documents/MastersRegs0809.pdf>

Disciplinary Procedures

<http://www.ncl.ac.uk/students/progress/student-resources/regulations/disciplinary.htm>

<http://www.ncl.ac.uk/pre-arrival/regulations/documents/DisciplinaryProc.pdf>

Disability Equality Scheme

http://www.ncl.ac.uk/diversity/info/disability/documents/20061212_disability-equality-scheme_pg.pdf

Race Equality Policy

<http://www.ncl.ac.uk/diversity/index.html>

Reporting and Recording of Racist Incidents

http://www.ncl.ac.uk/diversity/info/race/documents/20080501_diversity-policy-race-equality-incidents_jb.pdf

Complaints Procedure

<http://www.ncl.ac.uk/students/progress/student-resources/regulations/complaints.htm>

Academic Appeals

<http://www.ncl.ac.uk/students/progress/student-resources/regulations/appeals.htm>

Public Interest Disclosure ('Whistleblowing')

http://www.ncl.ac.uk/hr/policy/conduct/documents/policy-conduct-public-interest-disclosure-whistleblowing_rjcb.pdf

Changes in circumstances (suspension of studies or withdrawing from university)

<http://www.ncl.ac.uk/students/progress/records/circumstances.htm>

Or the University's Wellbeing Service's website:

<http://www.ncl.ac.uk/wellbeing-service/>

Smoking

Smoking is not permitted in areas any University premises or grounds at any time. The University's detailed Smoke-Free Policy is available from the website at: <http://www.ncl.ac.uk/hr/policy/conduct/smoke-free/>

Equal Opportunities

The University has a clearly defined equal opportunities policy. Copies of the policy are available from Human Resources, the Student Progress Service and on the University' web site at:

<http://www.ncl.ac.uk/diversity/>

Dignity at Work and Study

The University has a Dignity at Work and Study Code of Practice. The purpose of this Code of Practice is to promote a working and learning environment and culture in which harassment and bullying are known to be unacceptable and aims to ensure that if harassment or bullying does occur adequate procedures are readily available to deal with the problem with support and sensitivity so as to prevent it recurring.

The Code of Practice covers both staff and students and provides information on sources of advice and support. The full Code of Practice can be found at: http://www.ncl.ac.uk/hr/diversity/info/dignity/documents/20070112_policy-dignity-work-study_jb.pdf

UNIVERSITY SERVICES AND FACILITIES

Central Facilities

A number of central services are available to students while studying for your degree. You will be given an introduction to these services during Induction Week. For further information please visit the service's website.

Student Services

What services are on offer:

- Academic Information
 - Advising of change of circumstances – including taking a leave of absence or transferring programmes
 - Obtaining documentation such as Transcripts of Study and Council Tax Exemption Certificates
- Accommodation
 - Gaining advice and information on a range of accommodation issues including transfers and re-lets
 - Managing rent accounts and obtaining associated debt advice
- Career and Work
 - Information and advice on term-time jobs, work experience, graduate jobs and further study
 - Developing business ideas and getting them off the ground
- Finance
 - Making payments for all Tuition Fee and Accommodation charges
- Financial Support
 - Advice and information about sources of funding and managing finances, including short-term emergency loans
- Counselling & Mental Health Support
 - Confidential support and help available
- Disability/Dyslexia Support
 - Advice, information and guidance available on things such as Disabled Students' Allowance and examination arrangements
- Exchanges/Study Abroad Information
 - Advice and guidance to students who wish to participate in the Erasmus Programme or the Non EU Exchange Programme and guidance to incoming Exchange and Study Abroad students.
- Visa Support
 - A range of assistance from student visa renewal to advice on the immigration implications of changes of study plans

Who can use these student services?

The services are open to all students:

- Prior to coming to Newcastle University – to find information on our courses and what accommodation, financial and other support is available
- Whilst at University – when you need information, support and guidance

- After graduation - to access careers and business start-up support
- Also offer advice and signposting to other University services

Opening hours

Normal opening hours are:

Monday 9.00am – 5.00pm
Tuesday 9.00am – 5.00pm
Wednesday 10.00am – 5.00pm
Thursday 9.00am – 5.00pm
Friday 9.00am – 5.00pm

Student Services are located in the King's Gate building on the main city centre campus. The main Student Services entrance to Level 2 is next to Northern Stage and opposite the Union Society building. There is also an entrance on Level 1 (where Careers are based) from Barras Bridge.

<https://my.ncl.ac.uk/students/documents/kingsgateleaflet.PDF>

Student Self Service Portal (S3P)

Students should be made aware of the S3P system which enables them to

- Register on their programme of study
- Keep details such as addresses up to date
- Payment of fees
- The production of document to confirm student status such as for council tax purposes.
- Confirm module choices for the next academic year.

Further detail is available at: <http://www.ncl.ac.uk/students/progress/student-resources/s3p/>

Careers Service

Location: King's Gate
Telephone: 0191 222 7748
Email: <https://my.ncl.ac.uk/students/enquiries/>
Website: <http://www.ncl.ac.uk/careers/about/contact.htm>

Whatever your ambitions, values or subject, the award winning Careers Service exists to help you make the most of your unique skills and experiences. Whether that is a graduate career, going on to further research or starting your own business, we offer a range of support to help you realise your potential while you are studying and for up to three years or so after you have graduated.

Advice

- Come and see us whether you have very few, or very definite ideas regarding your future. Our one-to-one advice service enables you to weigh up all the options and assess the best ones for you. You can get careers advice without an appointment on any weekday, 10am – 4:30pm (this may vary in vacations).

Information

There's lots of information on the Careers Service website and in the Careers Service, which will give you an idea of the opportunities out there. Staff are always available to help you make the most of this information.

Developing potential business ideas

If you wish to generate or develop a business idea, you can have access to a team of business start-up advisers, creative thinking space and office facilities within the Hatchery, and lots more. There are also a range of activities on offer to develop your enterprise and entrepreneurial skills, including Newcastle University's annual business planning competition, Enterprise Challenge. For more details or to book an appointment with an adviser, ask at the Careers Service.

Getting experience and credit towards your degree

Gaining skills and experience in addition to your degree gives you a real edge at the end of your course, so it's worth thinking about ideas early. Details of many work experience opportunities are on our website and staff can help you find more specific openings.

Gaining skills

We run workshops on enterprise, entrepreneurship and employability throughout the year in which you can develop related skills. These skills are vital whatever you decide to do. For details, see our website.

Networking

Networking may sound scary, but it is all about making contacts and can give you a real head start from working out what to do, to getting support and advice for a business idea.

The Careers Service offers a number of opportunities to start making contacts:

- 'Graduate Connections' is an online database of over 600 graduates now employed in a wide range of jobs and professions. You can read profiles or even contact them directly to get first-hand information, advice and insight about the work they do and how to get into a profession.
- 'Breaking into...' events feature speakers who are in different roles within a particular sector. They give an overview about what they do and then are available to talk informally to individuals. For dates, times and details see our website.
- Networking events run throughout the year. For dates, times and details see our website.

Part-time and temporary jobs

We advertise part-time, temporary and vacation jobs that you can fit around your studies with employers in the Newcastle area. For more information about these opportunities visit our website.

Graduate vacancies

Regional, national and international employers come to the University throughout the year to give presentations and attend recruitment fairs to talk about their

organisations, jobs on offer and how to apply successfully. For details of these events and current graduate vacancies see our website.

Making applications

We run workshops throughout the year which cover all aspects of applying for jobs, from writing your CV to participating in assessment centres. You can also get personal advice and feedback on your CV, job and further study application forms, covering letters, interviews and business-related applications, on any weekday without an appointment.

Student Wellbeing Services

In order to assist our students achieve the best possible experience of life whilst at Newcastle University, we offer a comprehensive range of services and expertise.

The services are free and confidential and available to all students (see our confidentiality policy).

The student welfare service is organised into 3 main teams to meet your needs.

1. Wellbeing and Counselling

This service offers:

- A confidential one-to-one counselling service for students to help with a wide range of issues
- Consultation about mental health issues
- Training, support and advice to University staff
- Signposting of students to specialist services according to need
- A Mature Student Orientation Programme
<http://www.ncl.ac.uk/students/wellbeing/support/eventsadviser/mature.htm>
- Peer mentoring schemes for undergraduate and postgraduate students

Contact

Location: King's Gate

Telephone: 0191 208 3333

Email: <http://www.ncl.ac.uk/students/wellbeing/about/contact.htm>

Website: <http://www.ncl.ac.uk/students/wellbeing/>

2. Disability Support

This service offers:

- Advice and guidance to students with disabilities
- Specialist provision for students with dyslexia and sensory impairment
- Special examination arrangements
- Advice and guidance to academic schools, for example with regard to the University admissions policy for students with disabilities, accessible curriculum issues etc.

- A joint assessment centre with the University of Durham (J.U.N.A.C) , at which students' specific needs can be assessed prior to their application for financial assistance from the Disabled Students' Allowance

The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Adviser, Co-ordinator for deaf students and a Technical Support Adviser. The unit has a technical resources room with specialise equipment for the use of students and for assessment purposes.

The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students. The government provides funds for disabled students through the Disabled Students' Allowance to assist students who, because of their disability incur extra costs. Advice and help on all aspects of claiming Disabled Students' Allowance can be obtained from the Disability Unit.

Contact

Location: Disability Support Team, Student Wellbeing, King's Gate

Telephone: 0191 208 3333

Textphone: 0191 222 5545

Email: <http://www.ncl.ac.uk/students/wellbeing/about/contact.htm>

Website: <http://www.ncl.ac.uk/students/wellbeing/disability-support/>

3. Financial Support

This service offers:

- Advice to students on student financial support schemes
- Access to Learning Fund (UK students), Financial Assistance Fund (international students)
- Advice for student parents on childcare provision and childcare funding
- Information and advice about UK and international student scholarships and bursaries

Contact

Financial Support queries:

Location: King's Gate

Telephone: 0191 208 3333

Email: <https://my.ncl.ac.uk/students/contact>

Website: <http://www.ncl.ac.uk/students/wellbeing/disability-support/financial-support.htm>

Student Advice Centre

The Student Advice Centre occupies offices on the first floor of the Student Union Building. The centre acts as a Citizen's Advice Bureau for students offering assistance in problems ranging from difficulties with accommodation to transfer of degree programmes.

Contact

Location: Union Society, King's Walk
Telephone: 0191 239 3979
Email: sac.reception@ncl.ac.uk
Website: <http://www.unionsociety.co.uk/sac/>

Clubs and Societies

Student life at Newcastle University can very rich in itself! There is long list of societies and clubs set up and run by students that cater for a vast variety of interests and lifestyles. Please check the list below and you may find one that you would be interested in joining!

<http://www.nusu.co.uk/soc>

International Society

As in international student, you might want to share your experience with other students from all over the world. In which case, the best suggestion would be to contact the International Society.

This is an open and fun-loving group that welcomes ALL students. If you want to make some friends and have fun, you are invited to get involved. The most reliable way to get details about upcoming events is to join the mailing list- the newsletter normally goes out on Sunday. To join or find out more please email us at international.society@ncl.ac.uk

<http://unionsociety.co.uk/cas/content/index.php?page=147535>

Photocopying

Photocopiers for student use are provided by the University in both the Robinson and the Medical Library. There is also a photocopier available in the Resource Centre (see above). In order to use any of the photocopiers, a photocopy card must be purchased. These are available at the Robinson and Medical Library and also from the Office. Unfortunately you are not allowed to use the photocopier in Reception as this is for office use only. However, if a member of staff has asked you to make overheads or handouts for a seminar, s/he will give you access to the photocopier in Reception.

Car Parking

Parking facilities in the University are very limited and regretfully - after many unsuccessful attempts - we cannot make arrangements for you to park in the University Precinct.

(The Haymarket Metro Station is approximately very close the main entrance to the Campus).

Health and Safety – Points of Note for Students

Safety

The University is especially concerned that students and staff are not injured whilst they are at the University. There has been a considerable amount of effort to ensure that the University remains a safe place to study and undertake research. To this end everybody at the University must comply with the University's arrangements for Safety and Occupational Health which are set out in the University Safety Policy and the respective School Safety Policies.

There are also additional specific policy supplements and a considerable amount of guidance available on the University Safety Office website at www.safety.ncl.ac.uk and the Occupational Health Service website [at www.ncl.ac.uk/occupationalhealth/](http://www.ncl.ac.uk/occupationalhealth/) Failure to comply with University Safety Policy is a disciplinary matter.

Risk Assessments must be undertaken with respect of any high hazard work at the University. Assessments are required in order to demonstrate that the work is safe to undertake and being done in a legally permitted way. On all Safety and Occupational Health issues assistance can be obtained from the School Safety Officers and if necessary the University Safety Office. For this reason you are recommended to find out who is your School Safety Officer.

Security

The University takes Health and Safety, and especially security very seriously. For that reason once issued with your University Smartcard you are required to wear it at all times whilst on University premises. It is important that you wear your Smartcard as it identifies that you are a student and authorises you to be in the University. If at any time you are approached by staff and you cannot prove your identity then you may be asked to leave the premises. Smartcard holders are available from your programme secretary.

You should keep valuables with you at all times. For Fire Safety, doors to all rooms (lecture rooms, staff offices etc.) should always be CLOSED when the rooms are empty. If you are the last person out of a room CLOSE THE DOOR.

If you need security assistance call the University Emergency Number 6666.

Health and Safety Noticeboard

The MaCS Health & Safety notice board is located on the second floor corridor of the Armstrong Building. This contains relevant information on health and safety issues within the School and MaCS section in general.

Accident Procedure

All accidents and incidents will be reported to the Head of School via the MaCS Safety Officer, and the accident should also be recorded via the Online Report Form: <http://www.staff.ncl.ac.uk/vincent.theobald/USO/acc-form.html>

<http://www.staff.ncl.ac.uk/vincent.theobald/USO/acc-form-guide.pdf>

Work Outside Normal Hours

You must not work in King George VI Building outside of normal hours. Normal hours are Monday to Friday from 8.30 a.m. – 5.00 p.m. The building is normally locked at other times.

If it is necessary that you be in the School outside of normal hours, then permission must be obtained from the Head of School. Members of staff and postgraduate research students may work in the building after hours. The main entrance to KGV building is the only entry/exit point to be used out of hours, and staff that need to work out of hours can gain access with their Smart Card and, where necessary, will be issued with a PIN number to deactivate the alarm system in the appropriate part of the building. The member of staff is required to complete the in/out register by the main entrance.

The Robinson library and some computer clusters may be available outside normal hours.

Supervision of Students

For your safety the Office needs to be informed of the whereabouts of its students on taught courses when they are carrying out duties or assignments as part of their studies. There may be circumstances where you are asked to make occasional unaccompanied visits to schools, or elsewhere. In such cases the student should inform the Office Manager of his/her intended visit and method of transport. In the case of such visits, you may have University equipment (e.g. tape recorders). In the unfortunate event of being approached aggressively then your first priority is personal safety; if necessary, surrender the equipment to the assailant.

Fire Safety

In the event of the fire bell sounding

- Unless advised in advance that an alarm test is taking place, you **MUST** treat all instances of the Fire Alarm sounding as a genuine emergency, and evacuate immediately to the assembly point. Nominated Fire Wardens will check all rooms in their allocated area, and you **MUST** follow their instructions. Any person who does not follow the instructions of the Fire Warden will be reported and may suffer disciplinary action.
- In case of evacuation, the normal assembly point for the Armstrong building is alongside this building, at ASSEMBLY POINT H, which is in the Quadrangle outside the Old Library building. You should **NOT** wait outside the front or rear of the building as this may obstruct access by the emergency services.
- If you are taking a class when the alarm sounds, it is the responsibility of the lecturer or other person running the class to ensure that all participants in the class evacuate the premises to the correct assembly point and to report to the Fire Marshall.

If you discover a fire

- Instructions on what to do if you discover a fire are displayed in the seminar rooms.
- If you discover a fire, you should immediately activate the fire alarm at the nearest break glass point.

- Dial 6666 from an internal phone, 999, or inform a member of staff.
- Only tackle the fire with an extinguisher if you feel it is safe to do so. Keep well away from the fire and do not put yourself at risk.
- Leave the building by the nearest fire exit.

Fire Precautions

You should be familiar with access and exits to the building and the assembly points as indicated on the fire notices displayed throughout the buildings. When you are familiar with your regular tutor/teaching rooms ensure that you have identified and walked through two recommended escape routes from those areas. Please ensure that designated fire doors are not propped open and that fire equipment is not misused.

9.00 a.m. – 5.00 .pm. Monday to Friday

In the event of an emergency and the sounding of the fire alarms you should leave the premises, and make your way to the assembly points. Do not congregate around the entrance to the Armstrong Building, this may impede the evacuation of others and hinder the emergency services.

During the above hours appointed wardens from the School of Arts and Cultures are responsible for clearing designated areas. Do not wait to be evacuated but if asked to do so please follow instructions given.

After 5.00 p.m. and at weekends

There are no fire wardens during these periods. Students and tutors should follow the instructions displayed in teaching rooms and corridors. Everyone should vacate the premises immediately in an emergency keeping clear of entrances to the buildings. Details of the assembly points are on the notices. In the event of a 'mass evacuation' being required, the Fire Marshall, University Security Officer, or University Safety Officer will advise those assembled to move from the normal Fire Assembly point to an off-campus assembly area.

First Aid

If you or anyone under your care injures themselves on the premises, you **MUST** call a University First-Aider. If anyone is taken ill on the premises, a First-Aider should always be consulted to advise on the best course of action. Notices giving the contact numbers of all the First-Aiders for the Armstrong Building and the KGV building are on public notice boards, and in each Admin office. In the event of first aid being required, a nominated First Aider should be called to assist. If no First Aider is available within the building, then call 0191 222 (ext.6666) and request a First Aider from the Security team.

Hazard Spotting

Whilst we try to keep the building as health and safety friendly as possible, it is helpful if both staff and students take a certain level of responsibility for health and safety issues. If you spot a potentially hazardous situation you should inform a member of staff immediately.

Intruders

If you spot someone in the building acting suspiciously do not approach or tackle the person yourself. Inform a member of staff.

Smoking Policy

The University operates a smoke free policy which does not permit smoking anywhere on campus. University buildings and enclosures are designated no smoking by act of law.

The University's detailed Smoke-Free Policy is available from the website at: <http://www.ncl.ac.uk/hr/policy/conduct/smoke-free/>

Other safety matters

- **Electricity:** The School is obliged to regularly test electrical appliances. Personal electrical equipment which requires mains electrical power is not normally permitted. If you need to bring in any essential equipment then please see the MaCS Safety Officer for advice.

- **Lifting and moving:** You should never attempt to lift or move heavy items such as furniture. Porters are available for this but must be booked through the central booking system at: <http://www.ncl.ac.uk/estates/services/portering/request/index.htm>

When accessing objects on shelves, use only a step-stool and NEVER stand on chairs or desks. Step-stools are available from most admin offices.

- **Use of computer equipment:** You should aim to minimise strain and fatigue when working on computers by adopting a comfortable posture, and taking regular breaks away from the screen.

- **Occupational Health Services:** The contact numbers for this are in the main Safety Booklet. The Newcastle Occupational Health Agency (NOHA) performs this function on behalf of the University (Tel: 552 4790).

Teaching Equipment Sign out Procedure for students

1. A wide range of portable camera and sound capture equipment is available for use by students and staff.
2. Bookings are managed by Richard Bate & a designated PhD student. Requests must be made in at least 24 hours in advance via email to sacs-tech@ncl.ac.uk . Other technicians will cover the booking out sessions when required. Booking requests should identify equipment to be borrowed and date of return.
3. All equipment is booked out on the understanding that the borrower carries full risk for the entire replacement cost of lost equipment and the entire repair costs of any damaged equipment.
4. Equipment should be collected from Workshop 2, Ground Floor, Culture Lab.
5. Equipment may only be signed out and returned between the following times:

Monday	2.30 to 4
Wednesday	2.30 to 4
Friday	2.30 to 4
6. It is essential that these times are adhered to allow the technical staff to efficiently manage their workload. Only in exceptional circumstances, and agreed in advance, will staff or students be allowed to sign out equipment at other times.
7. Equipment taken on these days can be brought back either at the next session, or kept for a week. The return date must be specified when booking the equipment.
8. Staff and students should check that they have all the accessories, that batteries are charged and the equipment works as expected when signing out and report any faults or missing items immediately to sacs-tech@ncl.ac.uk.
9. All equipment must be returned within the designated times. Automated reminders are sent to any users with overdue items.
10. Please ensure that batteries are fully charged when returned and that any media has been erased.
11. Equipment and accessories will be visually checked at the time of return. Please mention any issues that you have had when returning. All kits have the same accessories, e.g. USB cables, SD cards, manuals etc. these are visually checked on return.
12. Equipment returned late or with accessories missing will incur a fee of £5 per day.
13. Any borrower failing to return equipment on time on more than three occasions will be barred from borrowing further equipment for the remaining part of the academic year.
14. Whilst the equipment is booked out, the person making the booking is responsible for its safety. Any losses or damages must be paid for. Students will not be able to graduate if damage has not been paid for.

15. Scheduled maintenance will be undertaken during vacation time when equipment will be unavailable on rotation. These times will be communicated to all users via email.

Useful Contacts

The main student portal at <https://my.ncl.ac.uk/students/> provides a useful gateway to many of the following student services.

- **Accommodation and Hospitality Services**

The Accommodation Service provides:

- Student accommodation for prospective students and assistance for current students
- Advice on private accommodation options
- Landlord help and guidance

Location: King's Gate

Telephone: 0191 208 3333

Email: <http://www.ncl.ac.uk/accommodation/about/contact.htm>

Website: www.ncl.ac.uk/accommodation

- **Chaplaincy**

The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated to the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of difference faiths and none and to making the University a place of religious tolerance and respect.

Location: 19/20 Windsor Terrace

Telephone: 0191 222 6341

Email: chaplaincy@ncl.ac.uk

Website: <http://www.ncl.ac.uk/students/chaplaincy/>

- **Careers Service**

The Careers Service offers information and advice on:

- Information on occupations and employers
- Advice on working life during and after your degree
- Gaining enterprise, entrepreneurial and employability skills
- Finding placements, internships or work experience
- Marketing your skills and yourself in CVs and job applications
- Finding graduate vacancies and postgraduate courses

Location: King's Gate

Telephone: 0191 222 7748

Email: careers@ncl.ac.uk or <https://my.ncl.ac.uk/students/enquiries/>

Website: <http://www.ncl.ac.uk/careers/>

- **Graduate Schools**

The Graduate Schools are available to provide information, support and guidance for current postgraduate students.

Contacts for the Faculty Graduate Schools:

Faculty of Humanities and Social Sciences Graduate School
Location: 7th Floor, Daysh Building (access via 5th Floor, Claremont Tower)
Telephone: 0191 222 5855
Email: hss.gradschool@ncl.ac.uk
Website: <http://www.ncl.ac.uk/hss/postgrad/>

- **Information and Systems Services (ISS) – The University’s Central Computing Service**

ISS provides the University’s IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students)

Location: Claremont Tower
Telephone: 0191 222 5999
Email: helpline@ncl.ac.uk
Website: <http://www.ncl.ac.uk/iss/>

- **International Office**

The International Office provides information and advice on:

- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Financial matters, such as tuition fees, scholarships and living costs

It also provides an orientation welcome programme and airport collection service.

Location: King’s Gate
Telephone: 0191 222 6856

- **INTO Newcastle University**

The INTO Centre at Newcastle offers a range of programmes providing direct entry to degrees at Newcastle (see also In-Sessional English and UELA)

Location: 6 Kensington Terrace
Telephone: 0191 222 7535
Email: into@newcastle.ac.uk
Website: <http://intohigher.com/universities/united-kingdom/newcastle-university.aspx/>

- **Library**

Location: Robinson Library
Telephone: 0191 222 7662
Telephone: 0191 222 7944
Website: <http://www.ncl.ac.uk/library/>

Liaison Librarians
Faculty of Humanities and Social Sciences
Lucy Keating, lucy.keating@ncl.ac.uk , 0191 222 7656
School of Arts and Cultures

- **Open Access Centre**

The Open Access Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.

Location: Old Library Building
 Telephone: 0191 222 7490
 Email: open.access@ncl.ac.uk
 Website: <http://www.ncl.ac.uk/langcen/>

- **Nightline**

Nightline is the confidential listening and information service run for students by students.

Telephone: 0191 261 2905 8pm to 8am
 Email: nightline@ncl.ac.uk
 Website: <http://unionsociety.co.uk/nightline>

- **Student Wellbeing**

Location: King's Gate
 Telephone: 0191 208 3333
 Email: <http://www.ncl.ac.uk/students/wellbeing/about/contact.htm>
 Website: <http://www.ncl.ac.uk/students/wellbeing/>

- **Support for mature students**

Location: Student Wellbeing, King's Gate
 Telephone: 0191 208 3333
 Email: <http://www.ncl.ac.uk/students/wellbeing/about/contact.htm>
 Websites: <http://www.ncl.ac.uk/undergraduate/support/mature/>

- **Fees, Funding and Financial Support Team**

The Fees, Funding and Financial Support Team offers a responsive and preventative approach to help students to maximise their University experience, regardless of their financial background or available resources

They are responsible for administering various funding schemes to assist both UK students and international and non-UK EU students, in addition to information and advice to students and prospective students on:

- Discretionary and statutory financial support schemes
- Eligibility criteria and how to apply for funding
- General student finance related topics
- Money management and budgeting

Location: King's Gate
 Telephone: 0191 208 3333
 Email: <http://www.ncl.ac.uk/students/wellbeing/about/contact.htm>
 Website: <http://www.ncl.ac.uk/students/wellbeing/finance/information/fees/> and <http://www.ncl.ac.uk/students/wellbeing/finance/index.htm>

- **Counselling and Mental Health Support Team**

The Counselling and Mental Health Support Team aim to support all students to get the most from their life at University through supporting and responding to students' emotional needs and general wellbeing. The service has a preventative, as well as

responsive role, offering therapeutic intervention, group work, life skills support, consultancy and training.

Location: King's Gate

Telephone: 0191 208 3333

Email: <http://www.ncl.ac.uk/students/wellbeing/about/contact.htm>

Website: <http://www.ncl.ac.uk/students/wellbeing/support/>

- **Disability and Dyslexia Support Team**

The Disability and Dyslexia Support Team are committed to providing a friendly and accessible service for disabled students so that they may study effectively and make full use of the opportunities at Newcastle University.

Advice, information and guidance is available to disabled applicants and students at all stages of their university career. In addition to liaising with academic schools over students' support requirements and external agencies where appropriate.

Location: Disability Support Team, Student Wellbeing, King's Gate

Telephone: 0191 208 3333

Textphone: 0191 222 5545

Email: <http://www.ncl.ac.uk/students/wellbeing/contact/>

Website: <http://www.ncl.ac.uk/students/wellbeing/disability-support/>

- **Student Advice Centre**

The Centre offers a professional support service to all Newcastle students and their dependants. The service is friendly, free, impartial and strictly confidential.

Professional advisers can provide advice and information on:

- Finance and employment
- Legal and consumer matters
- Immigration and visa issues
- Academic problems
- Housing
- Healthcare
- Registering with doctors and dentists

Location: Union Society, King's Walk

Telephone: 0191 239 3979

Email: sac.reception@ncl.ac.uk

Website: <http://unionsociety.co.uk/sac>

- **Student Progress Service**

The Student Progress Service delivers key progress events for students including registrations, examinations, academic progression, graduation ceremonies and postgraduate admissions. It also provides services relating to visa renewal, complaints, appeals and disciplinary cases.

Location: King's Gate

Telephone: 0191 208 3333

Email: <http://www.ncl.ac.uk/students/progress/about/contact/>

Website: <http://www.ncl.ac.uk/student-progress/>

- **Union Society**

Location: Union Society, King's Walk
 Telephone: 0191 239 3900
 Email: union.society@ncl.ac.uk
 Website: <http://unionsociety.co.uk/>

- **Writing Development Centre**

The Writing Development Centre aims to promote good writing practice across the disciplines and enable students to develop their academic writing skills in a supportive environment.

The Centre offers tuition, guidance and advice on all aspects of academic writing, including:

- Understanding assignment and examination questions
- Planning, structuring and revising assignments
- Using reading resources without plagiarism
- Developing an argument
- Writing critically
- Using an appropriate authorial voice
- Writing theses and dissertations
- Using grammar and punctuation accurately and effectively
- Learning from feedback on previous assignments

Location: Robinson Library
 Telephone: 0191 222 5650
 Email: wdc@ncl.ac.uk
 Website: <http://www.ncl.ac.uk/students/wdc/>

- **The Centre for Physical Recreation and Sport**

Website: <http://www.ncl.ac.uk/cprs/>

- **Emergency Contacts**

In the case of an **emergency on campus** you can also telephone the University Security Control 24 hour phone line on 222 6817.

If you find yourself or someone else in **immediate danger you should phone 999**, the call is free and you can make it from any phone. 999 quickly contacts all emergency services - select from the fire brigade, ambulance service, police, and the coastguard.

The Chaplaincy team is available to speak to students out of hours. In addition, students can call Nightline, on **0191 261 2905** from 8pm-8am any night in term time to speak about any issues which are concerning them.

- **Medical and Dental Emergencies:**

In the case of an emergency, please contact your local hospital. The contact details for local Accident & Emergency departments (A&E) are given here:

- **Newcastle General Hospital Accident and Emergency Department**

Westgate Road, Newcastle, NE4 6BE

Tel: (0191) 233 6161

Open 24 hours. Emergency contraception available only when no other clinics available e.g. Bank Holidays and weekends.

- **Newcastle Westgate NHS Walk-In Centre**
Tel: (0191) 2563163
Located at Newcastle General Hospital
Open 8.00 a.m. to 9.00 p.m. seven days a week.
- **North Tyneside General Hospital**
Rake Lane, North Shields, NE29 8NH
Tel: (0191) 259 6660
- **Queen Elizabeth Hospital**
Sheriff Hill, Gateshead NE9 6SX
Tel: (0191) 482 0000
- **Bensham General Hospital**
Fontwell Drive, Gateshead NE8 4YL
Tel: (0191) 482 0000
No A&E but operates a walk-in centre open from 7 a.m. – 10 p.m.
- **Royal Victoria Infirmary**
Queen Victoria Road, Newcastle, NE1 4LP
Tel: (0191) 2820531
No A&E but has a Minor Injuries Unit open from 9 a.m. – 4 p.m.
- **NHS Direct 24 hour helpline - 0845 46 47.**
Telephone this number for medical advice over the telephone.
- **For mental health emergencies see**
<http://www.ncl.ac.uk/students/wellbeing/medical/emergencies.htm>
- **For dental emergencies, visit the**
Newcastle Dental Hospital, on Richardson Road (behind the Royal Victoria Infirmary, which is adjacent to the University).
(0191) 282 4664 or 282 4693
<http://www.ncl.ac.uk/students/wellbeing/medical/emergencies.htm>

Reporting cases involving a student who has been seriously injured or hospitalised: if you hear of a student who has been badly injured or hospitalised, please do not assume that we already know about it. Read this procedure to find out what you should do.

<http://www.ncl.ac.uk/students/wellbeing/assets/documents/HospitalisationProcedure-Dec2009.pdf>

APPENDICES

Appendix A – Module Selection Forms

- Find below the right module selection form and complete it, by ticking the boxes next to the optional modules of your choice
- If you are taking modules outside the programme, please make sure that:
 - The Degree programme Director has been approved this choice
 - There is not timetable clash between the chosen option and any of the compulsory modules on the programme
 - There are no prerequisites for the chosen module that you are unable to satisfy
 - That the module leader or the programme director in charge of that module has accepted you on the module
- You can change your mind during the first week of each semester regarding the choice of your optional module. If you are unsure which module you want to attend, it would be a good idea to attend in the first week all the potential optional modules so that you don't miss out on teaching.
- For further details, see above the section on [Module Choice](#) or if you have any questions, ask your personal tutor!

MA Media and Journalism

Surname:			Forenames:			Student Number:					
COMPULSORY MODULES IN SEMESTER 1:						COMPULSORY MODULES IN SEMESTER 2:					
<i>Code</i>	<i>Credits</i>	<i>Module title</i>				<i>Code</i>	<i>Credits</i>	<i>Module title</i>			
COM8057	20	Media Analysis				COM8058	20	Methodologies: Researching Media, Culture and Society			
COM8059	20	Media and Law									
COM8069	10	Multimedia Journalism: Principles and Practice				COM8069	10	Multimedia Journalism: Principles and Practice			
PLEASE INDICATE BELOW YOUR OPTIONAL MODULE BY TICKING THE APPROPRIATE BOX:											
COM8002	20	The Art and Practice of Digital Film				COM8061	20	Professional Sub-Editing			
COM8065	20	Theoretical Approaches to PR				COM8163	20	News and Journalism: Critical Studies			
COM8001	10	PR in the Digital Age				COM8001	10	PR in the Digital Age			
						COM8164	20	Public Affairs: Politics, Journalism, PR			
						COM8060	20	Strategies and Management in PR			
						COM8003	20	The Art and Practice of Advanced Digital Film			
						COM8070	20	Building a PR Campaign			
PLEASE INDICATE BELOW YOUR MODULE CHOICES OUTSIDE THE PROGRAMME:											
PLEASE INDICATE BELOW YOUR CHOICE OF COMPULSORY MODULE IN SEMESTER 3:											
COM8299	60	Dissertation for MA Media and Journalism									
COM8004	60	Advanced Digital Film Project									

MA Media and Public Relations

Surname:			Forenames:			Student Number:						
COMPULSORY MODULES IN SEMESTER 1:						COMPULSORY MODULES IN SEMESTER 2:						
<i>Code</i>	<i>Credits</i>	<i>Module title</i>				<i>Code</i>	<i>Credits</i>	<i>Module title</i>				
COM8057	20	Media Analysis				COM8058	20	Methodologies: Researching Media, Culture and Society				
COM8065	20	Theoretical Approaches to PR				COM8060	20	Strategies and Management in Public Relations				
PLEASE INDICATE BELOW YOUR OPTIONAL MODULE BY TICKING THE APPROPRIATE BOX:												
COM8001	10	PR in the Digital Age				COM8001	10	PR in the Digital Age				
COM8002	20	The Art and Practice of Digital Film				COM8070	20	Building a PR Campaign				
COM8059	20	Media and Law				COM8003	20	The Art and Practice of Advanced Digital Film				
COM8069	10	Multimedia Journalism: Principles and Practice				COM8069	10	Multimedia Journalism: Principles and Practice				
						COM8164	20	Public Affairs: Politics, Journalism, PR				
						COM8163	20	News and Journalism: Critical Studies				
						COM8061	20	Professional Sub-Editing				
PLEASE INDICATE BELOW YOUR MODULE CHOICES OUTSIDE THE PROGRAMME:												
PLEASE INDICATE BELOW YOUR CHOICE OF COMPULSORY MODULE IN SEMESTER 3:												
COM8199	60	Dissertation for MA Media and Public Relations										
COM8004	60	Advanced Digital Film Project										

MA International Multimedia Journalism

Surname:			Forenames:			Student Number:					
COMPULSORY MODULES IN SEMESTER 1:						COMPULSORY MODULES IN SEMESTER 2:					
<i>Code</i>	<i>Credits</i>	<i>Module title</i>				<i>Code</i>	<i>Credits</i>	<i>Module title</i>			
COM8057	20	Media Analysis				COM8164	20	Public Affairs: Politics, Journalism, PR			
COM8059	20	Media and Law									
COM8069	10	Multimedia Journalism: Principles and Practice				COM8069	10	Multimedia Journalism: Principles and Practice			
PLEASE INDICATE BELOW YOUR OPTIONAL MODULE BY TICKING THE APPROPRIATE BOX:											
COM8002	20	The Art and Practice of Digital Film				COM8003	20	The Art and Practice of Advanced Digital Film			
COM8065	20	Theoretical Approaches to PR				COM8061	20	Professional Sub-Editing			
						COM8163	20	News and Journalism: Critical Studies			
						COM8060	20	Strategies and Management in PR			
COM8001	20	PR in the Digital Age				COM8001	10	PR in the Digital Age			
						COM8070	20	Building a PR Campaign			
PLEASE INDICATE BELOW YOUR MODULE CHOICES OUTSIDE THE PROGRAMME:											

Appendix B

Title Page for Assignments

UNIVERSITY OF NEWCASTLE

MA MEDIA & JOURNALISM

OR

MA MEDIA & PUBLIC RELATIONS

OR

MA INTERNATIONAL MULTIMEDIA JOURNALISM

OR

MA CROSS-CULTURAL COMMUNICATION AND MEDIA STUDIES

TITLE OF MODULE

TITLE OF ASSIGNMENT IN FULL

NAME OF CANDIDATE

NAME OF MODULE TUTOR

DATE OF SUBMISSION

Declaration Form for Assignments

I certify that all material in this Assignment / Dissertation which is not my own work, has been identified and that no material is included which has been submitted for any other award or qualification.

I declare that this assignment is my own work and that I have correctly acknowledged the work of others. This assignment is in accordance with University and School guidance on good academic conduct (and how to avoid plagiarism and other assessment irregularities). University guidance is available at www.ncl.ac.uk/right-cite

Signed:

Date:

Appendix C

Assessment Feedback Form

NEWCASTLE UNIVERSITY
SCHOOL OF ARTS AND CULTURES
MA PROGRAMMES IN MEDIA ASSESSMENT & FEEDBACK FORM

Module Code: **COM**

Year: 2011/ 2012

Semester: 1 2 (please circle)

Due Date:

Student Name:

NB: Marks are not calculated directly from the tick boxes below, nor is the weight assigned to each category necessarily equal

	70-100 <i>Distinction</i>	60-69 <i>Good Pass</i>	50-59 <i>Pass</i>	49-40 <i>Fail</i>	39-0 <i>Fail</i>
<u>Knowledge and understanding</u>					
<i>Theoretical dimension</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Conceptual quality</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Argument and critical thinking</u>					
<i>Developed argument</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Critical engagement</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Research (if applicable)</u>					
<i>Empirical dimension</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Quality of evidence/data</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Professional practices (if applicable)</u>					
<i>Theory informed practice</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Industry standard output</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Presentation</u>					
<i>Bibliographical sources</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Organisation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Language</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:


Mark:

Marker:

Second Marker:

Appendix D

Extension Form

PEC Form	 Newcastle University
Student notice of Personal Extenuating Circumstances To be completed by Undergraduate or Taught Postgraduate Students	
<p><i>Students who believe that their performance in or ability to complete assessments is being affected by personal extenuating circumstances should advise the examiners by completing this form, so that the appropriate adjustments can be made. Forms must be submitted to the School Office as soon as possible before or after the problem arises. The PEC procedure and advice on completing the form is available at www.ncl.ac.uk/students/progress - YOU SHOULD READ THE GUIDANCE</i></p>	

STUDENT DETAILS:	
Name of Student:	University email address: @ncl.ac.uk
Name of Tutor:	Student Number:
Programme:	Stage:

WHAT HAS BEEN AFFECTED? (please be specific)		
Module Code:	Aspect Affected (e.g. Essay, Exam, Attendance):	Dates:

HOW YOU HAVE BEEN AFFECTED: (tick all that apply)	
<i>Because of the circumstances described below, I am:</i>	
Unable to submit my work on time;	<input type="checkbox"/>
Unable to submit my work, despite being given an extension;	<input type="checkbox"/>
Unable to attend my exam(s) or other assessed session(s);	<input type="checkbox"/>
Unable to attend lectures;	<input type="checkbox"/>
Unable to participate in group work;	<input type="checkbox"/>
Unable to write comfortably in examination conditions;	<input type="checkbox"/>
Unable to prepare effectively for my examinations;	<input type="checkbox"/>
Unable to work to my normal standard;	<input type="checkbox"/>
Affected in the following way, not listed above; <i>Description:</i>	<input type="checkbox"/>

DETAILS OF PERSONAL EXTENUATING CIRCUMSTANCES: (please tick)

Medical <input type="checkbox"/>	Personal <input type="checkbox"/>	Other <input type="checkbox"/>
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Brief summary:

Proposed adjustment (e.g. 'I would like a 5 day extension' or 'I want to defer my exams' – note the formal outcome may vary from the proposed adjustment):

Evidence provided (e.g. medical note, statement from tutor , personal statement, legal documents, newspaper clipping):

Period affected: From.....(Date)
To.....(Date)

Signature (student):	Signature (tutor):
Date:	Date:

If necessary, your tutor or other member of staff may be asked to provide further information about your case. If you are not happy for this consultation to take place, please tick here and provide an explanation

For office use only

As a member of the PEC Committee, I deem that the following adjustment is an appropriate response to the student's personal extenuating circumstances (please tick) and will inform the student of this decision;

1. Immediate Action (in line with <input type="checkbox"/> UG and PGT EC 15) Detail: (e.g. extension, deferral of attempt, exemption)	2. Referral to SPS Examinations Team <input type="checkbox"/> for temporary adjustment Detail: (e.g. nature of impairment)
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Signature: Date:	Signature: Date:
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3. Referral to UCC for concession <input type="checkbox"/> (2010/11 only) Detail: (e.g. request to repeat Stage as first attempt, to set aside marks, to have extraordinary paper)	4. Retain for consideration at <input type="checkbox"/> PEC Committee meeting PEC comments: Rating (for BoE discretion purposes):
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Signature: Date:	Signature: Date:
---------------------	---------------------

<p>Or</p> <p><input type="checkbox"/></p> <p><i>As a member of the PEC Committee, I deem that there is no need for adjustment and will inform the student of this decision and the PEC appeal mechanism. Where necessary, I will direct the student to a more appropriate procedure (e.g. academic appeal, DPD request form)</i></p>
Comments: (e.g. lack of evidence, circumstances not relevant, PEC is not the most appropriate procedure)
Signature:
Date:

Guidance on completing the form can be found at:

<http://www.ncl.ac.uk/students/progress/student-resources/help/>

Or see the document below:

<h1>PEC Form</h1> <h2>Student notice of Personal Extenuating Circumstances</h2> <h3>Advice to students on completing the form.</h3>	 Newcastle University
<p>Students who believe that their study or ability to complete assessments is being affected by personal extenuating circumstances should advise the School by completing this form, so that the appropriate adjustments can be made. Students are advised to carefully read the notes below before submitting a PEC application.</p>	

- 1 You are expected to try and progress your studies, and complete all assessed work, in line with your peers on modules and programmes. This ensures fairness to all students as, for example, all students are given the same time to complete assignments. Also, some adjustments, like delayed hand-ins, can adversely affect other students if marks and feedback for the whole group need to be delayed while late work is marked. It is also unfair for staff to have to offer support or complete marking over an extended period.

Variations to the normal progression and assessment pattern are therefore only approved for good reasons. Good reasons are normally those associated with unexpected medical problems, personal problems or disabilities, close family bereavements etc. Rules are not prescriptive and each case is taken on its merits.

- 2 The PEC form enables the School to consider the case and, if possible, make an adjustment. Possible adjustments will vary depending on the time of year, but could include:

- an extension to the hand-in date for a piece of work (see point 5 below);
- an exemption for a minor item of course work;
- a deferral of the assessment to the next normal occasion – generally a deferral to August;
- a request to University Concessions Committee to set aside attempts at assessments;
- a request to University Concessions Committee to set an extraordinary examination – i.e. setting an examination at an unusual time;
- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification.

NB - even if personal extenuating circumstances are taken into account, they cannot result in marks being changed.

PEC adjustments aim to allow you to continue on your chosen programme of study. However, there are also other options such as transfers or suspension of studies which you may wish to discuss further with your tutor or degree programme director.

- 3 It is your responsibility to report any significant personal or extenuating circumstances that, in your opinion, had a substantial impact on your performance in your studies or in your assessments / examinations.

PEC Forms must be submitted to the School Office as close as possible to the time that the problem arose.

- 4 You **MUST** fully complete the form – include all details asked including dates. If you do not fully complete the form, your PEC application may be rejected

- You must be specific about the problem, e.g. the unforeseen and unavoidable personal circumstances that significantly affected your performance.
- Be precise about how your work was affected – e.g. lack of time to complete the work, missed X hours in the laboratory, unable to revise, etc.
- The more detail you provide to indicate the severity and impact of the circumstances, the better.
- You must indicate how long the problems lasted.
- List all modules that have been adversely affected and be precise about what assessments were affected – e.g. 2nd essay, exam, lab report.
- You may also submit additional pages with your form if necessary.

- 5 You may find it helpful to note the following:

- The more specific the problem, generally, the easier it is for the PEC Committee to support a case.
- The more independent third party evidence that there is to corroborate the problem and to date it, generally, the easier it is for the PEC Committee to support a case.
- It is very rare for a case to be approved without some form of independent evidence.
- The University expects students to cope with **normal / minor life events** without requiring adjustments. Some examples of normal / minor life events are colds and 'flu's, dental treatment, normal examination stress - even the death of an elderly or distant relative. The University is nevertheless mindful that each case varies and that various factors will apply. If you wish to base a PEC application around such matters you do need independent evidence **AND** to demonstrate how this had a significant impact on you. For example in the case of the death of an elderly relative:
 - see the evidence notes below, and:

- you need to specify any special factors - had the relative acted as your parent or lived with you and your parents, was the death sudden and/or traumatic, did it occur just before your examinations, what was your role in funeral or other arrangements, how much time did you lose from study travelling and where was the funeral etc.
 - If you have a **disability** that requires adjustments, you should have approached the Student Wellbeing Service. Adjustments may have been made throughout your studies – e.g. provision of scribes, extra time in examinations etc. The University would not therefore expect to receive a PEC in respect of your disability unless there has been some particular change in your condition – it is for you to demonstrate that and to provide the appropriate evidence.
 - The University expects all students to plan their time effectively. It is expected that you will take data back-ups, that you will printout your assignment in good time etc. As a consequence, **problems with computers**, printers etc are not generally acceptable as grounds for a PEC.
- 6 You **MUST include any EVIDENCE with your form**. It is your responsibility to provide evidence. Provide all evidence of the problems and the period of impact – e.g. doctor's notes, a statement of support from your tutor, letter from your employer etc. It is recognised that this is not always possible, but you need to be aware that your request is more likely to be approved if evidence is available.

Note the following important points about evidence.

- A **self-certification sick note** is NOT strong enough evidence for a deferral of an examination or other significant adjustment. Depending on your case, a self-certification sick note may however be sufficient to warrant a short extension or other minor adjustment.
 - In the event of bereavement, the University does not expect you to approach relatives for a copy of a death certificate. A variety of other evidence is possible – e.g. a letter from a relative; press cuttings or an obituary notice in the paper; order of service sheets. It may also be possible for your tutor to write a statement in support of the impact of the bereavement, although this will depend on whether you have developed a relationship with your tutor or approached your tutor at the time of the bereavement.
 - Noting that each case varies, if you do not already have evidence in support of your claim you are generally advised **NOT to seek to create evidence**. For example:
 - If you did not visit the doctor at the time you had tonsillitis, it is no good seeing the doctor two weeks later if you are now well – the doctor's statement will probably just say that you said you had tonsillitis, you may have to pay for the statement and the PEC Committee is unlikely to give strong weighting to the doctor's statement.
 - If you have not approached Student Wellbeing Service throughout your studies about exam stress or low mood, they cannot provide you with a supportive statement just before your final examinations.
- 7 If you are having a problem and are due to submit an assignment, so would like to apply for an **extension**, you **MUST** submit your PEC as soon as possible and **BEFORE** the hand-in date.

Note the following information about **extensions**.

- It is your responsibility to ensure that work is handed in on time. You are advised to ensure that work is handed-in (or at least ready to be handed-in) **BEFORE** the deadline. Last minute problems – e.g. with buses or printers – are not valid grounds for seeking an extension.
- Normally, the School can only grant extensions in line with University policy. This means that most extensions will be for short periods – generally a week or two. Extensions may be granted up to 2 weeks for undergraduate students and (exceptionally) up to 12 weeks for postgraduate taught students. The length of extension granted may vary depending on

individual student circumstances.

- For dissertations, extensions of more than a week or two may require you to pay a fee to continue to use University facilities beyond the normal period of registration.
- Request extensions only for particular assignments where you genuinely need an extension and can justify it. Cases vary, but it is improbable that you would receive an extension for 4 assignments if you had flu for one week in the semester. You should be managing your time during the whole term so flu for one week just before the deadline should not affect all of your assignments.
- **If you submit work late for the original deadline or the approved extension deadline, there is a penalty.** If the work is up to 7 calendar days late the maximum mark that you get will be a pass mark (normally 40 for undergraduate and 50 for postgraduate students). If the work is more than 7 calendar days late it will be given a mark of 0.

- 8 You are **strongly** encouraged to discuss significant personal circumstances with your personal **tutor** or other member of staff. Your tutor may be able to advise about how to phrase your application or whether alternate sources of help may apply. Also, your tutor may then be able to provide a statement of support, which will be taken in to account when your case is considered.

NB: in some Schools there may be an expectation that a PEC application is less strong unless you advised your tutor of the problem at the time it was happening. Some Schools may also insist that you obtain your tutor's signature before they accept the PEC form from you. (A print of an email confirmation will also be accepted as a 'signature'.

However, this does not apply in all cases and your PEC application will still be considered without input from your tutor if you have indicated that this is your preference.

It may also be the case that the School may need to approach your tutor or another member of staff for clarification of details.

NB: In particularly sensitive cases you may submit your PEC application in a sealed envelope marked '*Strictly confidential – PEC application for the attention of the PEC Committee only*'.

- 9 Each **School will have a policy** on how PEC applications are managed and any particular inclusions/exclusions that may apply. Refer to those procedures – ideally before submitting your PEC application.

PEC requests should always be submitted to the school that runs your programme. If you study modules in different schools you should note that policies may vary between Schools.

The School will log all PEC applications and the outcome.

- 10 No detailed **feedback** on any PEC application is given. You can however expect the School to inform you of any adjustment that has been approved. Until you receive such a confirmation you must attend classes and submit work as required.

Generally, no individual feedback is provided on any submission to the full PEC Committee that meets before the Board of Examiners.

- 11 The Board of Examiners and its PEC Committee may only operate within **University regulations**. Key documents are:

- University regulations, particularly examination conventions – <http://www.ncl.ac.uk/regulations/docs/>
- The University Policy on Late Submission of Assessed Work, effective from 2008/09 – <http://www.ncl.ac.uk/quilt/assets/documents/qsh-assmt-latesub-pol.pdf>

It may therefore be appropriate for the PEC Committee to refer a case to the University Concession Committee. This is the process by which the University considers personal circumstances which may warrant an adjustment outside the normal regulations. Such cases are considered at University level in order to ensure that students from across the whole

University are accorded equal consideration.

- 12 In accordance with the **Data Protection Act 1998** and University procedures, a PEC Committee (or a designated member of that Committee) will consider the form and evidence. This is a small sub-group of the Board of Examiners. No personal details – only summary recommendations – will be disclosed to the wider Board of Examiners. Summary information may also be made available to the Board of Examiners or other staff.
- 13 If you demonstrate a strong case, it is possible that one of the adjustments noted above can be made. However, even when the PEC Committee support your case, there is no guarantee that an adjustment is possible or that your overall result will be affected.

Appendix E

Peer mark-moderation sheet

Module: _____ Meeting Date: _____

Group Name / Title: _____

Student Name	Mark (0-10)	Justification statement (Why was this student awarded the mark?)	Signature (Student agrees)
#1 _____	_____	_____	_____
#2 _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____
# _____	_____	_____	_____

PLEASE READ BEFORE COMPLETING YOUR PEER MARK-MODERATION

Notes to students involved peer mark-moderation

- A group’s peer mark-moderation meeting must be scheduled for a time when all group members are able to attend and before the assessed piece of work is handed in.
- **This peer mark-moderation sheet must be handed in at the same time as, and with the assessed piece of work.**
- All students must attend their group’s peer mark-moderation meeting. Failure to attend without just cause may result in that student not being able to appeal any decision made in his/hers absence.
- Each group will be given five marks per member which can then be distributed across the team. The group must agree on the division of those marks to reflect the relative contribution of each group member.
- When deciding on someone’s grade, consider their *creativity* (inspiration & content-generation), their *commitment* (regular work & effort) and their *enthusiasm* (motivation & sustained interest). An individual’s contribution may not necessary involve all of these areas but may complement other group members’ contribution, so may still be adequately awarded.

NOTE:

In exceptional; circumstances in which a group member has made an unacceptably small contribution to the group it would not be fair to the other group members to award that person a mark and they will fail the assessment and be given a re-sit task. A re-sit can only be awarded a maximum pass mark of 50% - for the purpose of calculating their final grade for the module, although they will be told what mark they would have received had it been a first attempt.