If you require the Handbook or any other materials in an alternative format, please let us know. On request we can provide you with a printed copy, enlarged print on coloured paper, audio recording or Braille version.
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**Communication**
The School(s) and other University services will contact you intermittently with important information related to your studies. The primary channel for communication will be your Keele email address. It is expected that you will check your Keele email regularly and you are responsible for reading University emails and taking action if appropriate.

**E-Vision** - You will also need to make yourself familiar with eVision. EVision provides an opportunity to:
- View your current and previous module marks
- View and update your personal information and contact details
- Request a course change
- View your credit requirements
- View your absence record
- Re-register for your course each year

You can access eVision through the [student login](http://www.keele.ac.uk/kelehelp) on the Keele homepage. E:vision is then accessible through 'The Office' tab.

**Keele Learning Environment (KLE)** – The KLE is used by Keele to provide every student and member of staff with a personal teaching and learning workspace that can be accessed through the Internet.

The KLE gives you access to information, activities and resources associated with the modules you are studying. These might include, for example, lecture notes and slides, pictures and other material together with interactive features such as discussion groups.

You should regularly access the KLE, ideally on a daily basis, since it provides the most accurate and up-to-date information with regard to your modules.

Online help for the KLE can be found here: [http://www.keele.ac.uk/kelehelp/](http://www.keele.ac.uk/kelehelp/)

**Timetabling**
You can access your timetable at [http://www.keele.ac.uk/timetabling/](http://www.keele.ac.uk/timetabling/)

**IT Services**
IT Services are responsible for your IT systems and networks throughout the University. Their services include the wireless network, printing service, IT Suite and Labs, Laptop Loan and Laptop repair service. They provide help and advice using Keele systems such as the KLE, eVision, office software or Google Mail and Apps and advice when connecting to the wireless network (eduroam).
Remember when using Keele University IT systems that you are bound by the IT Conditions of Use, a link to which can be found on http://www.keele.ac.uk/it/. It is important that you familiarise yourself with these to ensure that you use the systems within the terms of the Acceptable Use Policy.

The IT Service Desk is the first point of call for anything IT related. It is based in the campus Library and IT Services building and is open 7 days per week throughout the Semester. For further information regarding IT Services, or to report a problem or seek advice, please visit: http://www.keele.ac.uk/it/.

Links to University policies and regulations

Student Charter: http://www.keele.ac.uk/studentcharter/ - the Charter sets out what you can expect of the University and our expectations of you.

Student-related regulations: http://www.keele.ac.uk/paa/governance/actcharterstatutesordinancesandregulations/universityregulations/student-relatedregulations/

Student Discipline procedures: http://www.keele.ac.uk/studentdiscipline/

Regulations on examinations and assessments: http://www.keele.ac.uk/regulations/regulation8/

Key University dates: http://www.keele.ac.uk/keydates/

University Policy on Late Submission of Assessed Work: http://www.keele.ac.uk/paa/academicadministration/policies/lateandfailuretosubmitwrittenwork/

Library

The University Library’s mission is to provide effective access to all forms of academic information in support of the University’s teaching, learning and research.

We have two Library sites, the main Campus Library and the Health Library at the University Hospital of North Staffordshire (UHNS). We offer almost 1000 study spaces and extensive opening hours - the Campus Library is open 24/7 during semester and the Health Library seven days a week all year (except bank holidays). Students can work in a variety of study environments, ranging from group to silent study, and can also book rooms for either purpose. There’s also a refreshment area in the Campus Library, and WiFi access is available on both our sites.

Our academic collections are provided both online and in print. We subscribe to around 20,000 e-journals, 300,000 e-books and have over 600,000 items on our shelves. Students can access many reading lists online, and our "Catalogue Plus" service can be used to find relevant information both in print and online via a single easy-to-use web catalogue. Books can normally be borrowed for two weeks, one week or one day, depending on demand for the title. Students can get help from our staff at the Library’s InfoPoint, and throughout the year. Liaison Librarians provide an extensive range of training tailored to help students with their research and information skills.

Find out more about our services from our website: http://www.keele.ac.uk/library/.
Student Support and Wellbeing:
Whilst we know that you will have a great experience at Keele, there are likely to be times when you need support, advice or just somebody to talk to. At the University there are services and staff who are specifically in place to offer such support should you need it. We encourage you to familiarise yourself with these services and should things not feel 100% please do seek out their support - that's what they are here for.

Student Support Centre - The Student Support Centre should be your first stop for Academic Advice, Electives information, Financial Support, Support in Accommodation, International Student Support, Critical Incident Support, and Personal Issues, i.e. Bullying, Homesickness (etc.). The team are experienced in dealing with a wide range of issues and will work with you to resolve any issues or concerns that you have at any point during your time here at Keele. Visit: http://www.keele.ac.uk/ssc

Student Wellbeing - Your wellbeing is of paramount importance to us. As such we ask that should you need to, that you talk to us but also engage with Wellbeing Services; these include Disability and Dyslexia Support, Counselling and Mental Health Support. The team of trained and specialist professionals are all committed to providing effective, sensitive support and specifically understand the challenging experiences that students and young people often face.
http://www.keele.ac.uk/studentcounselling/
http://www.keele.ac.uk/dds/

Careers and Employability - Whilst starting a career may seem a long way into the future the Careers and Employability Service offers an excellent source of information and support for students throughout their Keele experience (and beyond). If at any stage you want to get your CV looking great or are uncertain of what to do after you graduate then get in touch with them and talk things through. Visit: http://www.keele.ac.uk/careers/

To find out more about all of the services above go to www.keele.ac.uk/studentsupport

Keele Mentors Scheme
Staff within Student Support also co-ordinate the Keele Mentors Scheme, which is open to all new students. For more information about Keele Mentors and to sign up online go to: http://www.keele.ac.uk/keelementors/.

Advice and Support at Keele (ASK)
Located on the ground floor of KeeleSU, ASK delivers independent advice on a whole range of issues, including academic, health, family, wellbeing, accommodation, finance, legal, international and employment. The advice and support that ASK offers is free, confidential, non-judgemental and impartial. Our trained Education and Welfare Advisors are here to help, just ASK. For more information, please visit www.keeleusu.com/advice or come and see us between Mon-Fri 10.00am to 12.30pm and 1.00pm to 4.00pm.
Personal Tutoring

Your Personal Tutor is a first point of contact for general guidance on academic and career development and, in consultation with yourself, may refer you to specialist academic support services within the University. Your Personal Tutor can also provide advice, support and general guidance on non-academic issues or, again, in consultation with yourself refer you to pastoral support services within the University, where necessary.

Every student is allocated a Personal Tutor at the very beginning of their studies and he or she will normally meet with you on a one-to-one basis to discuss your academic development throughout your time at Keele. Where possible, you will have the same Personal Tutor throughout your studies. Your Personal Tutor will be the Programme Director for your subject.

You must ensure that you notify your Personal Tutor promptly if you are having academic, health or personal problems that are affecting your academic work and must be an active participant in finding a solution to the problem. Your Personal Tutor’s contact details are available through eVision. If you wish to meet up with your Personal Tutor outside their scheduled meetings, you should make an appointment with them directly or consult them during their office hours.

You can find the University’s Code of Practice for Personal Tutoring at:

Link to Postgraduate Taught Personal Tutoring Handbook

SAM:

If you need information outside of University opening times or when you’re not on campus, you can also access information and guidance at any time via SAM, our innovative new virtual student advisor offering help on a range of topics on life at Keele at isam.keele.ac.uk.

Extenuating Circumstances (ECs):

Important - changes for September 2014

If your personal circumstances are affecting your studies then you should speak with your School as soon as possible to see if any arrangements can be made. If it is deemed necessary then you may have to submit a claim for extenuating circumstances.

It is in your best interests to speak with someone as quickly as possible, and certainly before any assessment deadline or exam. If you leave it too late then it may be more difficult to give you the necessary help. You should also not wait until you receive your end of year results and then decide to ask for extenuating circumstances to be taken into account as this will not be allowed.

Detailed information on extenuating circumstances criteria, the claims process and evidence requirements can be found in the “Extenuating Circumstances Guide to Students” which can be downloaded from: www.keele.ac.uk/ec

Leave of Absence:

If you feel you need a break from your course for personal, financial, medical or other reasons, it may be possible to take a Leave of Absence, which usually lasts for a semester or a year. Further details are available here: http://www.keele.ac.uk/ssds/changeofcircumstances/takingaleaveofabsence/
Academic Appeals:
Your final module marks, and your eventual degree classification, are confirmed by a Board of Examiners. It may be possible, in exceptional circumstances, to appeal against the outcome using the Academic Appeals process. The reason for your appeal must be based on one of the following:

- A procedural irregularity in the conduct of the assessment
- Extenuating circumstances (providing that the Board of Examiners were not already aware of them, that evidence can be provided to support them, and that there is a valid reason for not notifying the Board at an earlier stage)

For more information, please visit [http://www.keele.ac.uk/appeals/](http://www.keele.ac.uk/appeals/)

Academic Misconduct:
Academic Misconduct refers to a number of situations where you might attempt to gain an advantage for yourself and/or another student by doing something that goes against University Regulations. This could refer to your conduct during assessments, coursework, and exams. The University takes any breach of the regulations seriously, and in a minority of cases students are required to withdraw from Keele. It is important that you understand the University’s guidelines and you should speak with your Personal Tutor if you have any queries.

- **Exam Regulations**
  It is important that students are familiar with the exam regulations. If you don’t abide by the regulations, you may be given a penalty, which could impact on your marks and your degree classification. The exam regulations concern all aspects of cheating in exams, including: taking unauthorised notes into exam halls; using unauthorised calculators and other equipment; talking during exams; using a mobile phone or other communication device during exams.
  
  For more guidance, please read the information on examination conduct at: [http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/](http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/)

- **Plagiarism**
  Central resources and guidance are available on the web at: [http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/](http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/).
  
  The procedure for dealing with allegations of academic misconduct: information for students can be found at the same link.

Process for Investigating Alleged Ethics Offences at School Level (regarding research projects/dissertations)

Point 11.5 of Regulation 8 Section 11 states ‘Student projects which involve the participation of human subjects must not be undertaken without the prior approval of a School Student Project
Ethics Committee (or another Ethics Committee recognised for this purpose by the relevant School)’. The implications for students who do not obtain ethical approval are as follows:

- Any offence that is deemed to be major will be automatically referred to the Appeals, Complaints and Conduct Manager to be dealt with via Academic Misconduct Panel and the appropriate penalty imposed.
- Any offence that is deemed to be minor will be dealt with via the School Student Project Ethics Committee and an appropriate penalty imposed at School level.

The process for investigating alleged offences at School level can be accessed via http://www.keele.ac.uk/researchsupport/researchethics/ (section 4.1)

Language Learning Unit (LLU):

**English Language Support for International students**

Individual and group language guidance and assistance is available to international students at all levels - from Foundation Year to PhD researchers; beginners to near-native speakers - from the LLU’s English Language Unit (ELU). Credit-bearing Academic English modules help international undergraduate and postgraduate students develop the skills essential to succeed with their studies, and year-round ‘One-to-One’ tutorials ensure as-needed, personalised English language support.

Incoming non-native English speaking international students on taught programmes will take an ELU language assessment during their first weeks at Keele, after which personalised recommendations for modules or other forms of support are made.

To contact us, email elu@keele.ac.uk, or for more information see keele.ac.uk/llu/englishlanguage/. To book a 30-minute ‘One-to-One’ see keele.ac.uk/llu/englishlanguage/supportforinternationalstudents/.

**Attendance:**

It is very important that you attend all your classes and supervisory meetings and any non-attendance will be monitored. If you have a valid reason for not attending a class then you need to notify your relevant School as soon as possible. Any non-attendance without good cause will result in an informal warning from your School. If you continue to miss classes then the University will take this very seriously and it may result in you being withdrawn from your studies.

Information on University procedures for issuing academic warnings can be found at: http://www.keele.ac.uk/paa/academicwarnings/

**Distinctive Keele Curriculum (DKC)**

The DKC is the name given to the package of additional opportunities offered to students alongside their academic programmes. It provides you with an opportunity to design your individual
student experience, in order to develop your knowledge, skills, attitudes and values and enhance your talents so you can make a difference to your world.

The DKC is made up of the ‘Development Strand’ (opportunities for personal and professional development), the ‘Distinctive Academic Programmes’ which you find at Keele, the ‘Co-curriculum’ (activities that take place outside of the academic programme of study, such as sports and societies) and the ‘graduate attributes’ (a list of 10 qualities Keele graduates are expected to develop). You can find more information on the DKC here:
http://www.keele.ac.uk/distinctive/

To get the most out of your studies, improve your performance and achieve your full potential there are a number of development opportunities available to you, including Development Strand workshops and activities. Some of these are embedded into your academic programmes whilst others can be found on the Tune IN events calendar at:
http://www.keele.ac.uk/curriculumsupportanddevelopment/tuneincalendar/

You can reflect on your development in your Keele University Skills Portfolio (KUSP) with an option of gaining an Institute of Leadership and Management accreditation if you meet certain criteria. Full details are available at:
http://www.keele.ac.uk/curriculumsupportanddevelopment

Generic assessment criteria:
The University’s generic assessment criteria are designed as a reference point for staff and students in defining standards of achievement of written work across all subject areas. They describe student achievement in four areas: Knowledge, Understanding and Application; Analysis and Argument; Use of Research-Informed; Communication Skills. These University-wide criteria form the basis for all subject-specific assessment criteria. The University Generic Assessment Criteria can be found here:
http://www.keele.ac.uk/media/keeleuniversity/policyzone/paa/Generic%20Assessment%20Criteria%20final%20senate%20approved%20inc%20Level%203.pdf
*A breakdown of these criteria can also be found at the back of this handbook*

Proofreading guidance:
If you decide that you would like someone to proofread your work or you wish to use a proofreading company it is very important that you read the document ‘Proofreading - a Guide for Students.’ Failure to follow the guidance in this document, if you have your work proofread, could result in you being found guilty of academic misconduct due to you having unpermitted assistance. The proofreading guidance document can be downloaded from the website at:
http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/

External Examiners:
External Examiners are experienced academics from other institutions or professional practitioners with significant expertise in their field. Their role is to provide an independent assessment that
appropriate standards are maintained in Keele’s academic awards in comparison with other universities in the UK.

Their duties involve approving examination papers, checking that marking has been carried out consistently and within the regulations, advising on changes to programme content and writing an annual report. Schools share the reports with students, usually in SSLC meetings, and you can find the latest reports, along with a response from the School, here: http://www.keele.ac.uk/qa/externalexaminers/reportsandresponses/. NB: you must not contact external examiners directly as they have no remit in relation to individual students.

The list of External Examiners for each subject for the academic year 2014/15 can be found here: http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

Student representation and feedback:
Student feedback is fundamentally important at Keele and there are a number of formal opportunities for you to get involved. You are also encouraged to speak with staff informally if you have any suggestions for improvements or to seek advice regarding issues with your programme.

● **StARS (Student Academic Representatives)**
  All students have the opportunity to stand for election as a StAR, representing the views of other students on their programme. StARS gather feedback and attend Staff-Student Liaison Committees (SSLCs) to discuss items raised by students and developments to the programme. It is an important role, which is recognised by being HEAR-recordable. There are even StARS awards each year to celebrate the achievements of those who have gone above and beyond the standard duties of a StAR. Look out for further information publicised by KeeleSU, including details of elections. More information can be found here: http://keelesu.com/activities/stars/.

● **Staff-Student Liaison Committees (SSLCs)**
  SSLCs provide a forum for discussion between student representatives (StARS) and staff about programme issues and are usually held once a semester. The meetings are chaired by one of the student reps and act as the principal means for staff to be made aware of the collective opinion of students. Their success depends upon students getting involved, either as reps or by supporting the reps by providing them with your feedback.

● **Module Evaluation**
  At the end of each module students are invited to complete an evaluation form. These are done anonymously and give you an opportunity to have your say on the content and delivery of modules. A summary of the results are considered by the SSLC and other School committees, and also form part of the annual review of the curriculum, known as CARD (Curriculum Annual Review and Development).
  Keele also takes part in the Postgraduate Taught Experience Survey (PTES), which is a national survey run by the Higher Education Academy.
Complaints:
A complaint is the expression of a specific concern about the provision of a service, either academic or non-academic, by the University. An informal complaint should initially be addressed to the member of staff who is most directly concerned with the issue; if the problem is explained to them they can often provide an immediate explanation or solution. If you are dissatisfied with the response, or do not feel able to approach the member of staff, you may submit a formal written complaint. Complaints must be submitted within three months of the date of the event(s) concerned. For further information on how to submit a complaint please refer to the guidance and regulations which can be found on the website at:  
http://www.keele.ac.uk/studentcomplaints/

Visas and Immigration
Any student who requires a visa to be in the UK or who has been granted a Tier 4 Student Visa is bound by the Immigration rules. These rules also apply to students who need to extend their visa to complete their course at Keele University.

The rules and requirements regarding your visa to study at Keele are very strict and you must make sure that you do not accidentally break them. The University is duty bound to report to the Home Office - UK Visas and Immigration on students who do not adhere to the rules, which will result in their visa being cancelled.

Examples on what is reported include (note: this is not an inclusive list):
- students who do not attend their classes, supervisory meetings and checkpoints;
- students who do not pay their Fees on time;
- students who do not make satisfactory progress in their course;
- students who do not provide documentation when requested by the University;
- students who do not keep their UK contact address up-to-date;
- students that take a leave of absence or intermit from their studies;
- students who leave Keele University during their course;
- students that exceed the working limits as stated in their visa;
- students that withdraw or are withdrawn from their studies.

To note, these requirements are subject to change in line with the Immigration Law and the requirements on sponsors by the Home Office - UK Visas and Immigration, formally the UKBA. For more information please refer to the immigration pages on the Keele University website:  
http://www.keele.ac.uk/visa.

Equality and Diversity statement
As a leading example of an open and integrated community Keele University strives to be a place where learning, living and working is a positive experience for all. Equality and Diversity is a core value underpinning the University’s mission.

Our equality and diversity vision is for a University and community that strives for:
- Equality of educational opportunity;
- Valuing the rights, responsibilities and dignity of individuals through our commitment to equality and diversity;
• Valuing probity and ethical behaviour.

These values will underpin everything that we do, helping to ensure that equality and diversity is mainstreamed across the University and is evident in our day to day practice. Further details of our work on Equality & Diversity can be found on the University website via: http://www.keele.ac.uk/hrss/equalitydiversity/

Volunteering

During your studies at Keele you can gain a Volunteering Award. The minimum to receive the award is 25 hours. You simply have to do the volunteering activity, complete a reflective log and give a presentation about your experiences of being a volunteer. You can count pretty much any volunteering that you have been involved with both on and off campus. This could be very useful for your CV.

StARs (representatives on the SSLC) can claim a maximum of 5 hours for training each academic year which can be signed off by the VP Education or a member of the Keele SU Activities Team. StARs can also claim preparation work for SSLCs as well as the time in the SSLC meeting. This is signed off by the chair of the meeting or the VP Education or Keele SU Activities.

For more information, see:

http://www.keele.ac.uk/volunteer/
MA Global Media and Culture

What is the philosophy of the Programme?

Media and Cultural Studies is an exciting and developing discipline that draws together theories and practices from a range of traditional disciplines such as English, Sociology, Geography, Music and Visual Arts. It involves three main aspects: the study of theories and ideas about media and cultural production in a global context; the critical analysis of cultural texts and practices from around the world; and engagement in practical creative production. The MA in Global Media and Culture seeks to explore the relationship between these three areas and to show how knowledge of each informs and influences the others. In addition, it aims to provide the skills necessary for academic study at an advanced level either for those wishing to go on to further academic research, or as an advanced preparation for those interested in pursuing careers in a range of media and culture industries. The emphasis of the programme is on the critical and analytical study of the contemporary global framework of media and cultural studies whilst simultaneously focusing on the production and continuation of localized cultural identities.

The Global Media and Culture programme at Keele University represents the multidisciplinary coming together of academics and practitioners from a range of fields. The distinctive nature of Keele as a pioneer for interdisciplinary academic study provides the Global Media and Culture Programme with an ideal basis for the development of cross-subject study. The Programme is able to draw from academic expertise in English, Sociology, Music, Geography and Visual Arts which provides a wide range of modules that cover areas from critical theory and analysis to creative practice. The Masters programme comprises core modules in Research Methods and Globalisation, Culture and Media, and optional modules in Contemporary Cultural and Media Theory, and Postcolonialism. Following the taught element of the course, students can choose to pursue either a dissertation topic or an advanced media project under the supervision and guidance of a relevant member of the teaching team. The programme can be studied either full or part-time. As well as the Master of Arts award, Postgraduate Certificate and Postgraduate Diploma routes are also available.

Aims of the Programme

The aim of the Programme is to enable students to:

- Think, talk, and write at an advanced level about global media and culture and the ways in which cultural and media organisations intersect with general political and economic processes.
- Understand, evaluate and apply a range of theories about culture and media production, especially those associated with globalisation and postcolonialism.
- To engage in comparative analysis of media and cultural production from different areas of the world.
- Pursue options in developing creative skills and practices involved in media and cultural production at a level commensurate with postgraduate study.
- Critically engage in analysing the ways in which questions of cultural value are experienced and understood, within the context of globalisation and postcolonialism.
• Pursue critical approaches and methodologies practised in media and cultural studies, especially those associated with postcolonialism and globalisation.

• Develop research skills commensurate with postgraduate study in the field of media and cultural studies.

• Obtain the knowledge, skills and personal qualities necessary to find a fulfilling and rewarding career, and become informed and active citizens with a lifelong interest in studying and/or practicing in the fields of global media and culture.

What you will learn
What students on the Programme will know, understand and be able to do can be described under three main headings:

• Subject knowledge and understanding

• Subject specific skills

• Key or transferable skills (including employability skills).

Students who complete the MA in Global Media and Culture will able to:

• Describe and evaluate the relevance and application of key concepts and theoretical approaches within global media and Culture to a range of cultural texts.

• Explain and analyse the impact of cultural politics and diversity on media and cultural production, and the significance of historical, social, political and economic contexts on global media practices and cultural texts.

• Comment on and present the conclusions of theoretical and empirical research on global media and cultural production to a range of audiences and in a variety of appropriate formats.

• Use the knowledge and skills they have acquired in a socially responsible way, in complex and unpredictable contexts and as the basis for more advanced learning or professional training.

Important Contacts:
For questions regarding the academic content of the course, and any concerns relating to your studies, please contact the Programme Leader:

Dr Neil Archer  CBB1.051  n.archer@keele.ac.uk  tel. 01782 733202/33202

For other issues please contact the MA administrator

Mrs Tracy Di-Piazza (until 13 October 2016)  t.di-piazza@keele.ac.uk;

Ms Michaela Owen (from 13 October 2016)  m.owen@keele.ac.uk

CBB0.072 (Humanities Office) tel. 01782 733147/33147
What is the structure of the Programme?
An outline of the structure of the Programme is provided in the tables below. Core modules are shown in bold; optional modules are in regular font.

Full-time programme
Full-time students complete the course over one year (September to September).

There are three core modules

2. Globalisation, Culture, Media.
3. Contemporary Cultural and Media Theory

The first two of these modules run across semesters 1 and 2 and are worth 30 credits each in total. Each, however, is divided into two 15-credit modules, which run across the first two semesters. Contemporary Cultural and Media Theory is a 30-credit module and runs in semester 1.

In addition to the core modules, students also take one 30-credit option module in semester 2. Students can choose to take either Post/Colonialism: Fiction, Film and Theory, Creative Media Practice. Students aiming to take the Media Project in semester 3 must take Creative Media Practice in semester 2.

In semester 3, students complete an optional core. They either take the Dissertation or the Media Project. Both the Dissertation and Media Project are worth 60 credits and although they run mainly in semester 3, students will be encouraged to start thinking about their dissertation or media project topics much earlier.

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<tr>
<td>Globalisation, Culture, Media I (15 credits) (Core)</td>
<td>Globalisation, Culture, Media II (15 credits) (Core)</td>
<td>OR</td>
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<tr>
<td>Contemporary Cultural and Media Theory (30 credits) (Core)</td>
<td>Creative Media Practice (30 credits) (Option: compulsory for students taking the Media Project in semester 3)</td>
<td>Media Project (60 credits) (Optional Core)</td>
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<td>Visual Pleasures: From Carnival to Disney (30 credits) (Option)</td>
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14
**Modules on the Programme** (and see page for details of assessment hand-in dates)

**MDS-40024: Research Skills (Core) (15 credits)**

The purpose of this module is to provide students with the research skills necessary to complete masters level work in Media and Cultural Studies. The module is designed to teach students to cite and reference rigorously, construct reading lists, critically analyze texts, complete internet research and assess the relative validity of secondary sources taken from the internet, and plan and write essays.

**Aims**

- To enable students to consider and develop key research skills in Media and Cultural Studies.
- To enable students to practice key research skills in Media and Cultural Studies.

**Intended Learning Outcomes**

- Cite and reference academic and other literature rigorously.
- Critically analyze theoretical texts from a range of different perspectives.
- Critically assess the relative validity of research drawn from the internet.
- Systematically and coherently plan an extended piece of work.

**Assessments (further details of all assessments will be given in the module sessions)**

- 1: A Portfolio including three pieces of work, weighted at 60%
  - (i) Bibliography containing references relating to 10 sources: 500 words
    Assessment here will consider appropriate style and proper academic use of references. Guidelines will be given for this in the module sessions.
  - (ii) A 500 word Essay Plan.
    This plan will outline the structure and aims of a proposed essay. Assessment will consider the clarity of your outline and the coherence of your planned argument, as well as linguistic accuracy and appropriate academic style. Both these pieces of work will be based on your planned 3000 word essay for MDS-40017, Contemporary Cultural and Media Theory
  - (iii) a piece of film analysis: 2000 words
    In this piece you are asked to analyse and discuss a chosen sequence of film, using appropriate language and analytic method. Guidelines for this assessment will be given during the module sessions.

- 2: Review weighted 40%
  2000 word close reading of a theoretical text.
  Students write a 2000 word review of a particular piece of theoretical work.

**MDS-40023: Research Methods (Core) (15 credits)**

The purpose of this module is to provide students with a Masters-level introduction to methodological issues in the discipline of media and cultural studies. As such, the module considers notions of method and methodology, explores the construction of meaning in texts, and practices
literary and film analysis. Moving beyond these methods, the module looks at ethnographic approaches to research, interviewing, and addresses issues of ethics. Finally, the module provides guidance on doing literature searches and surveys and explains the mechanics of writing a Masters-level thesis or producing a media project.

Aims

• To enable students to critically analyze a range of cultural texts including literature and film.
• To prepare students to complete an independent piece of work, including a dissertation or media project.
• To enable students to relate methodology to research content.
• To enable students to weigh the relative validity of a range of different methodologies.

Intended Learning Outcomes

• Construct a project proposal on the basis of subject-specific knowledge of the field of media and cultural studies.
• Systematically source research materials, recognise significant texts within a disciplinary sub-field, and construct an annotated bibliography of relevant materials.
• Critically analyze cultural texts, including literature and film, using theoretical source material.
• Critically assess the validity of different approaches to solving particular research problems.
• Deconstruct source materials and summarise their key points in order to reconstruct a survey of a particular sub-field of the discipline of media and cultural studies.
• Apply significant source materials to a particular research problem in order to situate a proposed research project within a disciplinary framework.

Assessments (further details of all assessments will be given in the module sessions)

• 1: Project Proposal weighted 30%
  Students write a project proposal of 1500 words. This will be based on either the intended Dissertation or Media Project you will undertake in semester 3. Your proposal should indicate your plan for the intended piece of work, including its structure and rationale.
• 2: Annotated Bibliography weighted 30%
  Students write an annotated bibliography of 1500 words. This will again be based on your intended Dissertation or Media Project. In addition to at least 5 references, you should add a brief explanation of the references’ importance and relevance to your intended project. You will be assessed on the clarity of your explanation and the accuracy of your academic referencing. Further details on compiling an annotated bibliography will be given during the module sessions
• 3: Critical Practice Essay/Literature Review weighted 40%
  Students taking the Media Project in semester 3 will write a Critical Practice Essay of 2000 words discussing their intended project, the choice of media, and considering the theoretical implications of their choices. Students taking the Dissertation in semester 3 will write a Literature Review of 1500 words, discussing a series of critical sources and existing academic work relevant to their chosen topic. Full details of these assessments will be given during the module sessions, and students will be given suitable individual supervision in the preparation of these pieces of work.
**MDS- 40018: Globalisation, Culture, Media (Core) (30 credits)**

This core module runs over two semesters.

**Aims**

- To enable students to engage critically with the processual nature of globalisation.
- To enable students to recognise the impact of processes of globalisation on contemporary culture and society.
- To enable students to identify and analyse critically a variety of theoretical perspectives on processes of globalisation.
- To enable students to apply cultural theories of globalisation to a variety of substantive examples.

**Intended Learning Outcomes**

- To assess critically the processual nature of contemporary globalisation.
- To demonstrate a rigorous knowledge of processes of globalisation.
- To communicate a systematic understanding of globalisation theory and apply To this beyond the first context.
- To engage critically with research at the forefront of social and cultural study in the area of globalisation.
- To demonstrate originality in the application of their knowledge of globalisation to a variety of substantive examples.
- To evaluate critically current research and advanced scholarship in the study of globalisation.

**Assessment**

- Essay, 3,500 words (70%)
- Poster Presentation (30%)

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**MDS-40017: Contemporary Cultural and Media Theory (Core) (30 Credits)**

The module aims to introduce students to and further develop their knowledge of contemporary cultural and media theory appropriate to the field of Global Media and Culture. It enables students to explore some of the major movements in media and cultural theory, including film theory. Students will examine key issues in contemporary media and cultural theory and explore the complexity of these issues in relation to social and cultural change, with a specific focus on issues of globalisation and postcolonialism. The module will introduce students to the theory and practice of reading culture in general as well as various specific forms and modes of cultural self-representation. Authors and topics to be considered may include Cultural Materialism; Globalisation; Subcultures; Cybercultures; Cultural Geographies; Modernity and Postmodernity; Colonialism, Postcolonialism and Neo-colonialism; Gender, Sexuality and Postcolonialism; Multiculturalism and Fundamentalism; and Media/Cultural Imperialism.
Aims

- To communicate an appreciation of the complexity of the term ‘culture’, and a historically-informed knowledge of how our understanding of culture has changed and developed, from the 1960s to present-day theoretical approaches that are at the forefront of this field.
- To critically evaluate and apply these different theoretical approaches to the study of the media and culture, and their communication.
- To engage critically with major debates, paradigms and conventions within the fields of media, communications and culture.

Intended Learning Outcomes

- To study and critically evaluate a range of pertinent and newly-emerging theories of ‘culture’, from the 1960s to the present day, recognizing the complexity of the term.
- To carefully, systematically and inventively consider the ways these theories have developed over time, within their historical context and in relation to each other.
- To show a deep engagement with the dynamics of contemporary theoretical debate regarding culture, and demonstrate the ability to make innovative connections in research.
- To show a critical awareness of current theoretical problems in this field and new insights into others.

Assessments (further details of all assessments will be given in the module sessions)

- Essay 3000 words, weighted at 60%
  Students will write a critical essay, based on one from a series of questions posed by the module tutor. These questions will relate to the topics discussed across the module. Assessment will be based on the coherence and clarity of the essay’s argument, as well as its linguistic quality and accurate use of academic style and practice.
- Short Paper 1200 words (20%)
  This will be a short essay based on a given piece of critical material. Students will be asked to summarize and comment on the argument presented in the extract. Assessment will be based on the coherence and clarity of the essay’s argument, as well as its linguistic quality and accurate use of academic style and practice.
- Presentation (20%)
  Students will be asked to prepare an oral/visual presentation (using hand-outs and/or powerpoint/other visual media) on a subject of their choice, relating to one of the key topics discussed on the course. Students will be assessed on the clarity and content of their presentation, and its appropriate use of academic material and method.

MDS-40016: Creative Media Practice (Option) (30 credits)

This module allows postgraduate students to engage in creative pre-production techniques and devise, theorise, and plan a full-scale media project (suitable for the option module MDS-40015). Pre-production work and project planning can take many forms, including a mixture of media including photographic projects, moving image projects (narrative film, documentary etc.), web projects, animations and installations. The project idea will be based on a topic agreed between the student and the supervisor and will be informed by current theories related to globalisation, and/or
postcolonialism, and/or a related area. Both the workbook and essay assessment components should draw on relevant theoretical material from the core modules MDS-40017: Contemporary Cultural and Media Theory and MDS-40018: Globalisation, Culture, Media.

Aims

• To enable postgraduate students to develop a sustained professional practice by researching and planning a major media/cultural project.
• To utilize professional pre-production practical techniques within a theoretical/intellectual framework.
• To devise a project informed by current theories on globalisation, and/or postcolonialism, and/or a related area.

Intended Learning Outcomes

• Devise, theorise, and plan a creative media/cultural project drawing on theories and texts related to postcolonialism and/or globalisation and/or a related area.
• Undertake research and critically evaluate the work of other media/cultural practitioners within the context of their own concepts and ideas.
• Evaluate critically their own concepts, ideas and professional practice.
• Demonstrate a sophisticated understanding of contemporary media/cultural practice and theory.
• Engage with issues related to globalisation and/or postcolonialism and/or a related area.

Assessment

• Workbook (60%), approx. 2500 words
• Essay, 2,500 words (40%)

MDS-40025: Visual Pleasures: From Carnival to Disney (Option) (30 credits)

The media and our notions of leisure are inextricably connected, and our leisure time and activities, the leisure industries and our various leisure landscapes are expressions of the relationships we have with the media. This module uses these notions, experiences and articulations of leisure to take a critical look at the media. -How does Disney act as an example of the political economy of the media? -What part did the media play in ‘constructing’ the seaside to be part of our collective identity and popular culture? -How has the media redefined sport, and particularly football, in recent times? We interrogate how the media have shaped our ideas and our experiences of leisure through various forms and practices, spaces and places; through processes such as rationalization, commercialization and globalization, that are rooted in the material social, political and economic contexts. We consider various critical perspectives of the media and locate them through a look at a range of particular historic and contemporary examples and contexts of leisure, such as the carnival, the seaside, shopping, theme parks, football, tourist destinations, gaming, the internet and social media. Visual representations of the forms and expressions of our leisure help to construct the ways we perceive ourselves and our cultural identity. This module will consider, in particular, how these visual representations operate, through forms of ‘still’ and moving image. Examples will be drawn from the leisure and tourism industries, through press and PR, advertising, photojournalism as well as through specialist practitioners and non-professional practices. Looking at specific examples and
locations will help students to see how particular representations and ethnographies may be used to assist in an understanding of our relationship with the media and our leisure. Examples will be drawn from local as well as national and international contexts in order to enable students to experience at first hand, as a basis for their own assessed work as well as to foster an exploration of the relationship between the local and the global and what we ‘do’ and how we think. Masters students will be expected to read and work independently on additional materials & theoretical debates as set by the module tutor. Furthermore, this M-level enhancement will focus on the consideration of critical materials, and understanding of the creative-research field.

Aims

- To develop understanding of various critical approaches to the media.
- To use forms, practices and spaces of leisure as contexts for understanding various critical approaches.
- To understand how various visual media are used and act to communicate and shape cultural identity.
- To be able to apply an understanding of visual media and critical approaches to relevant contexts.
- To be able to understand how theory can be interrogated in relation to visual media and leisurescapes.

Intended Learning Outcomes

- recognise and explain various critical and contextual approaches to the media.
- examine how the media can be used to communicate and express ideas and concepts.
- analyse how various visual media are used and act to communicate and shape cultural identity.
- apply their understanding of visual media and critical approaches to relevant contexts.
- use forms, practices and spaces of leisure as contexts for understanding various critical approaches.
- understand and articulate how theory is interrogated and applied to contexts of visual media and leisurescapes.
- reflect critically on their own mode of study and learning and the development of the research topic.
- read and reflect independently on advanced materials and critical debates.
- engage critically with relevant research literature and its relation to the research field in which it is situated.

Assessment

- Essay, 3,000 words (40%)
- Reflective Diary (20%) Reflective diary of around 1500 words
- Practical Assessment (40%)

MDS-40014: Dissertation (60 credits)

The dissertation module is a substantial piece of postgraduate work that engages the student in independent and original work in the field of global media and cultural studies. The project will be
Based on a topic agreed between the student and the supervisor. It will draw on the research interests of the student as developed during the first two semesters of the MA in Global Media and Cultures programme and will benefit from the research expertise of relevant supervisors in the Schools of Humanities and/or Criminology and Sociology. The successful completion of the dissertation will represent a substantial piece of postgraduate work that will enable the student to go on either to do further advanced academic research at MPhil of PhD level or to pursue a career at an advanced level in a relevant area of the media and culture industries.

The word limit for the MA dissertation is 15,000 (plus or minus 10%).

Work on the dissertation is a two-way process, involving responsibilities on the part of both the student and the supervisor.

It is the student’s responsibility to engage actively in the learning process, to make his or her needs known in a timely way, and (as far as possible) to submit preparatory work and draft materials to agreed times. Students should have clear written information on the arrangements for dissertation supervision. They should know how to contact their supervisor and who to go to if they are experiencing any problems with the supervisor. Students should receive supervisor support to gain ethics approval, if necessary.

It is the supervisor’s responsibility to advise the student at each stage of the work (scope of the project, sources, methodology, structure, content, style and presentation). A guideline minimum level of support for a full-time student is a meeting of about once a month during semesters 1 and 2 and once a fortnight during semester 3. A guideline minimum level of support for a part-time student is a meeting of about once every two months during year 1 and once a month in year 2. For both full-time and part-time students the guideline minimum contact time is 12 hours in total. Most supervisors will ask their students to submit a written dissertation plan and will provide feedback on this plan. During the writing process supervisors should, at various stages, read all of the dissertation in draft form and provide written or verbal feedback to enable the student to produce work to the best possible standard. Supervisors and students will generally agree targets for completion of particular sections of the dissertation. Supervisors should ensure that students are aware of periods when the supervisor is away from Keele (in the case of holidays, for example). Supervisors are not be expected to read draft materials less than two weeks before the final deadline. Supervisors cannot copy-edit final draft dissertations.

Aims

- To enable postgraduate students to research, plan and write a substantial dissertation, locating their specific topic within the context of relevant debates within their discipline and the humanities more generally.

Intended Learning Outcomes

- The ability to plan and construct a substantial independent research project in a recognised aspect of media and culture; or an advanced visual media production.
- The capacity to undertake extensive research.
- The ability to produce an extended piece of writing, or substantial creative work.
• The capacity to evaluate critically current research and advanced scholarship in the field of media and cultural studies.

Assessment

• Dissertation of 15,000 words (100 %)

MDS-40015: Media Project (60 credits)

The media project module is a substantial piece of postgraduate work that engages the student in independent and original work in the field of global media and cultural studies. The project will be based on a topic agreed between the student and the supervisor. It will draw on the research interests of the student as developed during the first two semesters of the MA in Global Media and Cultures programme and will benefit from the research expertise of relevant supervisors in the Schools of Humanities. A student wishing to take the Media Project will be encouraged to take Creative Media Practice option and can build on the learning and work undertaken in that module. The successful completion of the media project will represent a substantial piece of postgraduate work that will enable the student to go on either to do further advanced academic research at MPhil of PhD level or to pursue a career at an advanced level in a relevant area of the media and culture industries.

Intended Learning Outcomes

Students will be able to:

• produce a substantial and advanced media project workbook.
• plan and construct a substantial and advanced visual media project.
• undertake extensive research in the theory and practice of media and cultural studies.
• evaluate critically current research and practice in the field of media and cultural studies.
• produce a substantial piece of creative work.

Assessment

• Practical Project (creative work in the media of your choice) (60%)
• Workbook: 60 pages (approx. 6,000 words plus practical material (40%)

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Teaching sessions and timetable
The main contact time for teaching takes place on between 5-7 pm on Tuesday and Thursday evenings in both semester 1 and semester 2. Details of times, dates and locations will be provided in the handbooks for individual modules.

Semester 1 runs from the end of September to the end of January, with an assessment period in January.

Semester 2 runs from the last week of January to the middle of June, with the assessment period in June.

Semester 3 involves the production of the dissertation or media project and runs from June to the end of September. There will be no formal group classes during this period, but students may arrange individual consultation with their supervisors.
### MDS-40024 Research Skills in Media and Cultural Studies 2015/16

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<tr>
<td>1</td>
<td>Portfolio (60%) (Bibliography, Essay Plan, Film Analysis) 26th Jan 2016</td>
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<tr>
<td>2</td>
<td>Review (40%) 17th November 2015</td>
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### MDS-40017 Contemporary Cultural and Media Theory

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<tr>
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<td>2</td>
<td>3000 word essay (60%) 26th Jan 2016</td>
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<td>3</td>
<td>Oral/visual presentation (20%) Weeks 9-10</td>
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### MDS-40018 Globalisation, Culture and Media 1

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<tr>
<td>2</td>
<td>1000 word essay plan/proposal 26th Jan 2016</td>
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<td>3</td>
<td>3500 word essay (70%) 10th May 2016</td>
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### MDS-40023 Research Methods

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<tr>
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<tr>
<td>2</td>
<td>Bibliography 1000 Words (30%) 15th March 2016</td>
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<tr>
<td>3</td>
<td>Literature Review 1500 Words (40%) 10th May 2016</td>
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<td>Ethics Form 27th April 2016</td>
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### MDS-40016 Creative Media Practice

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<td>2</td>
<td>Essay (40%) 10th May 2016</td>
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### MDS-40015 Media Project

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<td>2</td>
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<td>3</td>
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### MDS-40014 Dissertation

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<tr>
<td>Knowledge understanding and application</td>
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<tr>
<td>Analysis and argument</td>
<td>No work offered, or work that is totally irrelevant to the question or task set, or fundamentally wrong.</td>
</tr>
<tr>
<td>Use of appropriate literature</td>
<td>No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely are ignored.</td>
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<tr>
<td>Communications skills</td>
<td>Extremely limited ability to communicate in speech and/or writing. Extremely limited or no use of specialist vocabulary. Demonstrates difficulties in communicating simple ideas. Extremely poor presentational skills.</td>
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<td>Communication skills</td>
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<td>Unlimited ability to communicate effectively in speech and/or writing. Limited or no use of specialist vocabulary. Demonstrates difficulties in communicating simple ideas. Very poor presentational skills.</td>
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<tr>
<td>Communication skills</td>
<td>Unlimited ability to communicate effectively in speech and/or writing. Limited or no use of specialist vocabulary. Demonstrates difficulties in communicating simple ideas. Very poor presentational skills.</td>
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<td>Communication skills</td>
<td>Basic presentation skills with significant deficiencies. Simplistic expression. Satisfactory communication skills but with some lapses in expression.</td>
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<td>Good communication skills and generally coherent.</td>
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<td>Communication skills</td>
<td>Very good communication skills. Organised, logical and coherent presentation.</td>
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<td>Excellent communication skills. Demonstrates the ability to interpret and/or data in a critical and constructive way.</td>
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<tr>
<td>Communication skills</td>
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Whilst every effort is made to ensure that the information contained in this Handbook and in all other documentation provided by the School is correct at the time of publication, the University does not accept liability for any inaccuracies.

The Handbook does not replace the entries in the University Regulations, which are authoritative statements. In the case of a contradiction or other discrepancy between information in this Handbook and the Regulations, the Regulations shall be authoritative, unless approval has been given for a variation. We would however, be grateful to you for drawing any sources of contradictory information to our attention.

The statements of policy in this Handbook are made in good faith. In exceptional circumstances the University reserves the right to vary programmes, procedures, and other arrangements at any time. It may be helpful to remember that Schools sometimes operate different procedures and you are advised to refer to the relevant School Handbook for modules being taken in another School.