# UNIVERSITY OF KENT

**Annex 2**

**UKC Programme Specifications Template**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Degree and Programme Title** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | South Kent College |
| 1. **Teaching Site**
 | Ashford, Henwood Campus |
| 1. **Programme accredited by:**
 | University of Kent |
| 1. **Final Award**
 | Higher National Diploma |
| 1. **Programme**
 | Interactive Media |
| 1. **UCAS Code (or other code)**
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| 1. **Relevant QAA subject benchmarking group(s)**
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| 1. **Date of production/revision**
 | April 2008 revised December 2009 |
| 1. **Applicable cohort(s)**
 | 2008 entry |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| 1. Provide a high standard of higher education.
2. Promote flexibility and creativity through active experimentation and innovation in a range of Interactive Media and Design based assignments.
3. Foster strong links with the local Interactive Media and Design industries and be lead by the needs of employers.
4. Develop and foster a range of personal qualities, skills and techniques and attitudes appropriate for a successful working life.
5. Meet the lifelong needs of a diversity of students. This will be done by widening access and delivering a student centred environment through planning, delivery and additional learning support for students with individual needs.
6. Provide specialised student centred studies relevant to the student’s chosen vocational pathway and its place within industry.
7. Support local and national industries by providing individuals who are aware of the nature of the industries and the industries’ expectations of the quality of professional Interactive Media and Design work.
8. Support local and national Interactive Media and Design industries by providing individuals who are competent, creative and knowledgeable in the practical, critical and contextual dimensions of the Interactive Media and Design disciplines.
9. Provide students with the opportunity to focus on producing student centred work which shows a creative approach to producing work. This will be driven by lectures and workshops and the student’s own interests and passions and form the basis for unique and dynamic portfolios of work.
10. Provide students with the skills needed to; carry out effective academic research, formulate criteria for quality, formulate independent judgments and articulate reasoned arguments through research, reflection review and evaluation.
11. Build on close ties which the School of Creative Studies and Ashford School of Art and Design has within Europe to forge new relationships with Interactive Media and Design institutions and industries in the European Union. This will provide students with the opportunity to work with European students and lecturers and experience the cultural aspects of living and working in Europe.
12. Produce graduates of value to the region and the nation, in possession of key skills, enabling students to develop their capacity to learn, who are prepared for employment or further study.
13. Provide learning opportunities that are enjoyable experiences, involve realistic workloads, are relevant and in-line with the standards of industry, allow the students to experience industry first hand and offer appropriate support for students from a diverse range of backgrounds.
14. Provide high quality teaching in environments and appropriately qualified and trained staff.
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| 1. **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for *(****SB****).* |
|  **Knowledge and Understanding** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
| 1. **Knowledge and Understanding**
 |  |
| * Facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and mastery of the essential skills which will equip and prepare students for continuing personal development and professional practice. **SB (4.1 Art and Design)**
 | Active learning through project-based enquiry is a feature of the Interactive Media Foundation Degree curriculum.**Practical Workshop**. Projects allow lecturers to demonstrate Interactive Media and Design techniques and supervise student learning through observation, and question and answer. Students are introduced to a range of materials, technologies and tools used in Interactive Media and Design practice. Experimental projects encourage students to experiment and explore Interactive Media technology and Creative Design. Formative assessment and particularly the group critique and presentations, where students present and discuss their work with their peers and tutors, provide the vehicle for in-depth discussion of the subject, particularly key issues which arrive from the exploration of Art, Culture and contemporary Interactive Media and Design.Students are provided the opportunity of working with a professional design studio on a real life project, providing them with work place experience of the practical needs and expectation in relation to the Interactive Media and Design Industries.  |
| **Skills and Other Attributes****B. Intellectual Skills:** |  |
| * The articulation and synthesis of knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self-fulfilment. **SB (4.2 Art and Design)**
* Apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of art and design. **SB (4.2 Art and Design)**
* The investigation, analysis, interpretation, development and articulation of visual communication through the use of visual languages to show how intention develops into outcome in the context of Interactive Media. **SB (Art & Design)**
 | Project-based enquiry is supplemented with lectures and seminars which explore the issues of content and form faced by practitioners of Interactive Media and Design related industries: methods of generating ideas, fulfilling the client’s needs, implementing and developing concepts (personal and contextual), solutions and critical theory debate.Students assimilate ideas from different sources and transcribe these through critical, creative and intellectual thought and experimentation into a personal visual language that articulates their ability to investigate, analyse, interpret and develop ideas. This visual language is critically investigated for its effectiveness and mode of communication.Independent research promotes self-management skills applicable to areas outside of the Interactive Media context. The lecture programme, seminars and essays enable students to apply, consolidate and extend their practical design work into the historical, theoretical and societal contexts. |
| **C. Subject-specific Skills:** |  |
| * Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity. **SB (4.3 Art & Design)**
* Investigate and analyse the implications and potential for their discipline presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design. **SB (4.3 Art & Design)**
* Employ materials, media, techniques, methods, technologies and tools associated with the discipline studied with skill and imagination whilst observing good working practices. **SB (4.3 Art & Design)**
 | Seminars aligned to set briefs explore the processes and precedents used in the concept and development of contemporary Interactive Media and Design applications. The seminars use textual and audiovisual resources in order to allow students to access information by listening, reading and looking. They also broaden the students’ resource base. Set briefs encourage students to assimilate established precedents into an individual methodology. This process demands high levels of self-motivation, intellectual curiosity, speculative enquiry, imagination and divergent, ‘lateral’ thinking skills. Seminars, lectures, group critiques, one to one discussions are the forum whereby students realise, develop, manage and reflect upon the interaction between intention, process, outcome, context and the forms of dissemination in their practical based activities. Practical activities based on set briefs allow students to test, use and exploit equipment, processes, and media applications. Set briefs form a structured framework which allows students to explore and develop ideas. The briefs form a base from which the students can take creative risks and invent new ways of thinking and working towards design outcomes.  |
| **D. Transferable Skills:** |  |
| * Self-management – the ability to study independently, set goals, manage own workloads, meet deadlines, anticipate and accommodate change e.g. clients opinions/reactions to work, changing technologies, - work within contexts of ambiguity, uncertainty, and unfamiliarity. **SB (4.4.1 Art & Design)**
* Critical awareness – the ability to identify the strengths and weaknesses and formulate criteria for quality from contextual investigation. Analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation; the ability to formulate reasoned responses to the critical judgements of others; the ability to identify personal strengths and needs. **SB (4.4.2 Art & Design)**
* Skills in communication and presentation – the ability to articulate ideas and information comprehensively in visual (digital and physical) forms, oral and written, present ideas and work to clients, peers and the public in a range of situations. **SB (4.4.4 Art & Design)**
 | The curriculum is designed to encourage effective management and planning skills in students. Set briefs and self-initiated briefs require students to set goals, manage own workloads and meet deadlines. The group critique, where students present and discuss their work with their peers and tutors, promotes critical awareness in a controlled environment. Working with a professional studio allows the student to understand how the knowledge gathered throughout the course is applied within the professional workplace to the needs of the client in relation to a set brief.Theoretical, critical, professional, historical and contextual elements of Interactive Media and Design are integrated into practical projects and are also delivered in discrete seminar and lecture programmes. Students develop skills in communication and presentation by presenting ideas, work and their independent research in oral and visual forms to a range of peer groups. Independent research requires information skills and the ability to select and employ information from a range of sources. |
| For more information on which modules provide which skills, see the module mapping |

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| 1. **Programme Structures and Requirements, Levels, Modules, Credits and Awards**

The HND Interactive Media programme is a two year programme over six terms, 2 days contact per week. 12 hours taught time per week + 60 minutes per year per student Personal Tutor time.This is a full-time programme consisting of 16 modules which are all required to be undertaken to complete the programme. Students must achieve credits for all modules to obtain the HND qualification. Credits are awarded for all modules successfully completed. 240 credits must be achieved to be awarded an HND.In each year, the course structure will be 3 modules in term one, 3 in term two and 2in term three. Contact will be 45 hours per module, though access to the studios and SKC resources will be across 5 days 8.30 – 5.00 pm. Each year of study will involve approximately 1200 hours of learning time. This includes all contact time, plus private study and research. |
| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Year 1** |
| ***Required Modules*** |
| X20514V | Computer Applications in Art & Design  | C | 15 | Autumn |
| X20626V | Computer Fundamentals  | C | 15 | Spring |
| X20628V | Interactive Media Design & Authoring | C | 15 | Spring |
| X20618V | Cultural Interpretations | I | 15 | Autumn |
| X20632V  | Animation Techniques | C | 15 | Spring |
| X20646V | Sound Production and Editing using Interactive Media | C | 15 | Autumn |
| X20645V | Marketing Development Using Interactive Media | I | 15 | Spring |
| Unit 26X20615V | Image Manipulation Applications | C | 15 | Autumn |
| **Year 2** |
| ***Required Modules*** |
| X20507V | Historical & Contextual Referencing | C | 15 | Spring |
| X20648V | Interactive Media Professional Practice  | I | 15 | Summer |
| X20629V | Interactive Media Web Authoring | I | 15 | Summer |
| X20631V(UU622/UU623) | Interactive Media Professional Team Brief | I | 2 x 15 | Summer |
| X20633V | 3D Computer Modelling and Animation | I | 15 | Spring |
| X20643V | Audio Visual Techniques in Interactive Media | C | 15 | Autumn |
| X20644V | New Technologies in Interactive Media | I | 15 | Spring |

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| 1. **Support for Students and their Learning**
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| * There is a weeklong induction programme for all students.
* Student tutorials take place throughout the year and can focus on pastoral and academic areas.
* Students receive academic support through formal verbal and written assessment during each module. Students also receive academic and creative support and advice during tutorials, workshops, seminars and critiques of his or her work.
* Learning Support is available for students with learning difficulties. Students go through a process of testing and interviews to identify and respond appropriately to their needs and wishes.
* Each student is provided with a Student Diary, containing details about College policies and procedures, and a Course Handbook at the beginning of the year.
* Library/skill packages and resources are available through both the resources of the University of Kent and South Kent College. Overseas students can obtain language support through the University of Kent, and study skills support is provided at both the University of Kent and South Kent College. The University of Kent also provides careers advice and guidance through the allocation of specific staff time to South Kent College students.
* Student: staff ratio of 12:1. Each student is also allocated a Personal Tutor, and personal tutorials are held at least once per term in addition to those which are demand-led.
* Learning resources: The Multimedia facilities include: Two integrated Multimedia Design Studios with a range of equipment, including 44 iMacs, 16 Mac Powerbooks, 18 Power PCs with appropriate software (Adobe Creative Suite 3 design premium, Final Cut Pro, Motion, DVD Studio Pro, Premiere 6.5, After Effects 6.5, Audition 1.5, 3D Studio Max 6, MS Office), 1 x A4 Colour Laserjet printer, 3 x A4 BW Laserjet Printer, 1 x A3 1800 Epson Inkjet printer, 2 x A4 print and film scanners, 2 x A4 scanners, 1 x A3 Colour Photocopier.

Portable equipment includes, 1 x Canon DM-XM2E Digital video camera, 6 x Mini Digital video cameras, 2 x Canon D400 Digital still cameras, 2 x Kaidon VR heads, 1 x Portable lighting set. Students also have access to a fully equipped Photographic Studio and Darkroom, a fully equipped workshop, and a multimedia equipped Lecture Theatre at Henwood.* Central support services – students have access to South Kent College student support services, including counselling, education guidance, academic support and welfare. Additionally, students are entitled to the use of the central support services at the University of Kent.
* The students will also have access to the facilities at the ASAD Tufton Campus in Ashford.
* The students can access libraries at ASAD Tufton and SKC Jemmett Road Ashford, which have a good range of Multimedia and Design literature.
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| 1. **Entry Profile**
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| **Entry Route**For fuller information, please refer to the University prospectus |
| * **Minimum requirements:**
 | * You must be at least 18 years old by 20 September in the year you begin your programme. There is no upper age limit to studying.
* Five GCSE passes, including English Language or Use of English, and at least two subjects at A level. See Curriculum 2000 for details of our minimum requirements for the new AS levels tariff.
 |
| * **A levels and AS levels:**
 | * Three passes at GCE A level and a pass in English Language or Use of English. (Subject will be counted at only one level.)
 |
| * **VCE A level (previously AGNVQ)**
 | * Vocational A level (Double award 12 units) and a pass in an approved English Language qualification.
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| * **Access/Foundation Programmes:**
 | * A satisfactory pass in an approved Foundation or Access programme. Please check with the University beforehand that we will accept the Access/Foundation syllabus you took.
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| * **BTEC National Certificates/Diplomas:**
 | * BTEC National Diploma and a pass in an approved English language qualification.
* Higher National Diploma and a pass in an approved English language qualification.
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| * **Certificate in Education**
 | * A Certificate in Education gained after a full three-year course at a college of education in the United Kingdom.
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| * **Irish Leaving Certificate:**
 | * Passes in five Higher level subjects at one sitting plus Ordinary level English grade C.
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| * **Scottish qualifications:**
 | * Five passes in approved subjects at Advanced Higher or Higher grade and a pass at Intermediate 2 grade in English Language.
* Four passes in approved subjects at Advanced Higher or Higher grade and two approved subjects at Intermediate 2 grade, one of which must be English Language.
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| * **University Degree**
 | * Completion of a degree course including all the required examinations at a university in the United Kingdom or at another approved university.
 |
| * **Mature applicants:**
 | * If you are a mature student without the traditional qualifications listed here, we ask you for proof of any recent study you have done or of your ability to complete a degree programme successfully.
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| * **International applicants:**
 | In addition to the above requirements international students can also qualify with the following:* School Certificates and Higher School Certificates awarded by a body approved by the University. Subsidiary level credit or pass = pass at GCSE, Higher School Certificate pass = pass at A level.
* Matriculation from an approved university, with a pass in English Language at GCSE/O level or an equivalent level in an approved English language test.
* Passing one of Kent’s Foundation Programmes, provided that you meet the subject requirements for the degree course you intend to study.
* An examination pass accepted as equivalent to any of the above.

In order to enter directly onto a degree programme you also need to demonstrate your proficiency in English, and we ask for one of the following:* Average 6.5 in IELTS test, minimum 6.0 in reading and writing.
* Grade B in Cambridge Certificate of Proficiency in English.
* Grade A in Cambridge Advanced Certificate in English.
* Pass overall in the JMB/NEAB Test in English for Overseas Students, with at least B in Writing, Reading and Speaking modules.
* A TOEFL score of at least 580 (written test) or 237 (computer test).

If you haven’t yet reached those standards the University runs a Foundation Programme for international students, which gives you a year’s academic and language training before you begin on your degree. |
| **What does this course have to offer?** |
| * An excellent standard of education that will enable students to pursue a career in the Interactive Media and Design industries.
* Tuition and guidance from a broad team of dedicated industry professionals; some of whom make up the lecturing team and others who act as course consultants and whose companies offer work experience and consultation for the students.
* The opportunity for students to become specialists in an identified specific industry discipline such as: Animation, 3D Design, Web Design, Interactive Media Design, Graphic Design, Sound & Video Production, and Photography.
* Access to International visits to cities and places of historic and contemporary performance, media, art and design interest. Cities such as Venice, Moscow, St Petersburg, Rome, New York and Paris have all been visited recently. Visits to International destinations such as India and China take place at regular intervals and give students a window on the cultural, economic, religious and historic nature of other cultures and races.
* Access to Art and Design galleries and professional industrial work places. 3 centrally organised visits to London to visit exhibitions and workshops.
* Widening access to students who have previously been unable to study for a degree locally.
* Preparation for further educational study on a top up BA (Hons) Degree and onto Post Graduate qualifications such as a Masters Degree.
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| **Personal Profile:** |
| * The students on this programme will be intending to pursue a career in Interactive Media or related industries.
* Potential students will come from a wide range of educational backgrounds, previous experiences, and age groups.
* The Students will have a creative, inquisitive mind and want to develop this into an attribute for pursuing a career.
* The Students will be motivated to undertake learning which will expose them to new and exciting experiences and situations in order to develop as practitioners both technical and conceptual.
* Students will primarily be intending to work in local, national or international industries of Interactive Media.
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| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**
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| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student evaluations via questionnaires, personal tutorials, course committees and focus groups.
* Annual reports
* External examiners’ reports
* Periodic programme review (in addition to the South Kent College programme of internal inspections)
* External accreditation
* Annual staff appraisal
* External Reviews
* Peer observation
 |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Course Committee
* Departmental Learning and Teaching Committee in association with UKC
* Faculty Learning and Teaching Committee
* Learning and Teaching Board
* Board of Examiners
* South Kent College Quality Review Programme
 |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student evaluation questionnaires and focus groups
* Staff/Student Course Committee
* Student representation on other committees, e.g. Academic Board, Associate College Board
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| **Staff Development priorities include:** |
| * Minimum expected qualification for appointment
* Certificate in Education and first degree/appropriate professional qualification
* Staff appraisal scheme
* Staff development courses, both at South Kent College and UKC
* Professional body requirements
* Programme team meetings
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| 1. **Indicators of Quality and Standards**
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| * Student evaluations
* Internal verification procedure on centre an cross college levels
* Teaching staff and manager team meetings
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| The following reference points were used in creating these specifications: |
| * QAA Benchmarking statement/s for Art & Design
* Consultations with specialists in performing arts and media industries
* Consultations and advice from University of Kent
* South Kent College and University of Kent Plan/Learning and Teaching Strategy
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Programme Specification Template

Annex 2

18 May 2001

Reformatted 11 April 2002

**Learning Outcome Grid**

**Programme: HND Interactive Media**

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| --- | --- |
| **Modules** | **Learning Outcomes** |
| A: Knowledge | B: Intellectual | C: Subject | D: Transferable |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| X20514V | Computer Applications in Art & Design  | x |  | x | x | x |  | x | x | x | x |
| X20626V | Computer Fundamentals  | x |  |  |  | x | x | x | x |  |  |
| X20628V | Interactive Media Design & Authoring | x | x | x | x | x |  | x | x | x | x |
| X20507V | Historical & Contextural Referencing | x | x | x |  | x |  |  | x | x | x |
| X20632V  | Animation Techniques | x |  |  |  | x | x | x | x |  |  |
| X20646V | Sound Production and Editing using Interactive Media | x | x | x | x | x | x | x | x |  | x |
| X20615V | Image Manipulation Applications | x |  |  | x | x | x | x | x |  | x |
| X20645V | Marketing Development Using Interactive Media | x | x | x | x | x | x | x | x | x | x |
| X20629V | Interactive Media Web Authoring | x |  |  | x | x |  | x | x |  | x |
| X20648V | Interactive Media Professional Practice  | x | x | x | x | x | x | x | x | x | x |
| X20618V | Cultural Interpretations | x | x | x | x | x | x | x | x | x | x |
| X20631V | Interactive Media Professional Team Brief | x | x | x | x | x | x | x | x | x | x |
| X20633V | 3D Computer Modelling and Animation | x |  |  |  | x | x | x | x |  |  |
| X20643V | Audio Visual Techniques in Interactive Media | x | x | x | x | x | x | x | x |  | x |
| X20644V | New Technologies in Interactive Media | x |  | x | x | x | x | x | x | x | x |