

**Programme Specification**

**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 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.

**BA (Hons) Media Studies****BA (Hons) Media Studies with an Approved Year Abroad**

<b>1. Awarding Institution/Body</b>	University of Kent
<b>2. Teaching Institution</b>	University of Kent
<b>3. School responsible for management of the programme</b>	School of Arts
<b>4. Teaching Site</b>	Canterbury
<b>5. Mode of Delivery</b>	Full-time Part-time
<b>6. Programme accredited by</b>	N/A
<b>7. Final Award</b>	BA (Hons) Media Studies; Alternative exit award: Certificate in Media Studies, Diploma in Media Studies, BA (non honours)
<b>8. Programme</b>	Media Studies
<b>9. UCAS Code (or other code)</b>	W990
<b>10. Credits/ECTS Value</b>	360 Credits/ 180 ECTS Value
<b>11. Study Level</b>	Undergraduate
<b>12. Relevant QAA subject benchmarking group(s)</b>	Communication, Media, Film and Cultural Studies
<b>13. Date of creation/revision</b>	Created: June 2015; Revised: May 2016; December 2017
<b>14. Intended Start Date of Delivery of this Programme</b>	September 2018

**15. Educational Aims of the Programme**

The programme aims to:

**Aims which place the study of the discipline in context:**

- Develop existing and new areas of teaching in response to current research and scholarship within contemporary media studies.
- Provide students with a rich understanding of contemporary thought about the media of the visual and performed arts, visual culture and aesthetics.

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- Encourage and consolidate a distinctive approach to media studies, focusing upon our strengths in film, aesthetics, contemporary art, and practice-based learning.
- Enhance students' awareness of sensitivity to the context in which the arts are produced, disseminated and received in the contemporary world.

### **Aims in relation to the mission statement:**

- Provide an excellent quality of higher education
- Provide flexibility and a multidisciplinary approach
- Provide teaching informed by research and scholarship
- Meet the lifelong needs of a diversity of students
- Support national and regional economic success
- Build on close ties within Europe and elsewhere, reflecting Kent's position as the UK European University
- Develop a critical and analytical approach to interpreting the arts.
- Provide students with an informed knowledge of contemporary thought about the visual and performed arts, media and visual culture and aesthetics.
- To offer a range of module options that enable students to study in depth some selected areas of the visual and performed arts, film, art history and aesthetics.
- Widen participation in higher education within the local region by offering a wide variety of entry routes.
- Attract intellectually able students irrespective of race, background, gender, as well as physical disability, from within the United Kingdom and from overseas.

### **Aims in relation to the learning and teaching strategy:**

- Provide teaching that is informed by current research and scholarship and which requires students to engage with aspects of scholarship from an array of disciplines that is the frontiers of knowledge about media and contemporary art and visual culture.
- Foster students' ability to be independent-minded and to be able to work in an independent manner.
- Enhance students' skills of interpersonal interaction and the development of critical reflectiveness in individual and group work
- To offer a range of module options that enable students to study in depth some selected areas of the visual and performed arts, film, art history and aesthetics.
- Develop a critical and analytical approach to understanding and interpreting contemporary visual and performance arts

## **16 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 Communication, Media, Film and Cultural Studies.

### **A. Knowledge and Understanding of:**

1. particular media forms and genres, and the way in which they organise understandings, meanings and affects. (SB4.1.5)

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2. the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems (SB4.2.4)
3. the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments (SB4.2.5)
4. the material conditions of media and cultural consumption, and of the cultural contexts in which people appropriate, use and make sense of media and cultural products (SB4.3.9)
5. the aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms. (SB4.4.1)
6. the student's own creative processes and practice through engagement in one or more production practices (SB4.4.3)
7. narrative processes, generic forms and modes of representation at work in media and cultural texts (SB4.4.6)
8. an understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms (SB4.4.7)
9. the ways in which people engage with cultural texts and practices and make meaning from them. (SB4.4.9)

## **Skills and Other Attributes**

### **B. Intellectual Skills:**

Graduates will demonstrate the ability to:

1. engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use. (SB5.2.1)
2. understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change. (SB5.2.2)
3. examine forms of communication, media and culture critically with appropriate reference to the social and cultural contexts and diversity of contemporary society. (SB5.2.3)
4. analyse closely, interpret and show the exercise of critical judgment in the understanding and, as appropriate, evaluation of these forms of communication, media and culture. (SB5.2.4)
5. develop substantive and detailed knowledge and understanding in one or more designated areas of media studies. (SB5.2.5)
6. consider and evaluate their own work in a reflective manner, with reference to academic and/or professional issues, debates and conventions. (SB5.2.6)

### **C. Subject-specific Skills:**

1. critically appraise some of the widespread common sense understandings and misunderstandings of communications, media and culture, and the debates and disagreements to which these give rise. (SB5.6.1)
2. critically evaluate the contested nature of some objects of study within the fields of communication, media, film and cultural studies, and the social and political implications of the judgements which are made. (SB5.6.4)
3. show insight into the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, culture and society, and show capability to consider and respond to these. (SB5.6.5)
4. draw upon and bring together ideas from different sources of knowledge and from different academic disciplines. (SB5.5.4)
5. carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry (SB5.3.1)
6. formulate appropriate research questions and employ appropriate methods and resources for

exploring those questions (SB5.3.2)

7. evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area. (SB5.3.3)
8. explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources. (SB5.3.7)

**D. Transferable Skills:**

1. work in flexible, creative and independent ways, showing self-discipline, self-direction and reflection. (SB6.1.1)
2. gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms. (SB6.1.2)
3. retrieve and generate information, and evaluate sources, in carrying out independent research. (SB6.1.3)
4. organise and manage supervised, self-directed projects. (SB6.1.4)
5. communicate effectively in interpersonal settings, in writing and other media where appropriate. (SB6.1.5)
6. work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively. (SB6.1.6)
7. deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach. (SB6.1.7)
8. put to use a range of information communication technology (ICT) skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia, and develop, as appropriate, specific proficiencies in utilising a range of media technologies. (SB6.1.9)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Transferable and key skills are developed in all modules, with particular skills fostered through specific forms of learning and teaching. All modules require regular written work and regular feedback is given to the learner to help develop their power of presentation, analysis and communication. Lecture and seminar participation develop listening, attentiveness and ability to focus. Self-directed dissertation and essay writing assignments develop skills of expression, communication, problem solving, time management, organisation and research. The development of subject-specific skills requires a correlative development of generic skills of analysis, discrimination and evaluation. Seminars and group work develop interpersonal skills and the ability to interact effectively in group situations. The knowledge base of the subject promotes the understanding of wider cultural issues. Informational technology skills are learnt through coursework assignments and developed through individual learning.

Programme outcomes will be obtained through a combination of lectures and seminars in the compulsory and optional modules, though options with elements of practice-based learning demonstration and critique. Lectures communicate core knowledge, outlining key aspects of topics and raising issues about the interpretation of particular components of the module. Seminars are tutor and student-led and usually involve following up the material in the lecture, discussing core readings, student presentations or coursework assignments and group work. Demonstration focuses upon how equipment and materials are used to achieve practical knowledge and expertise.

Intellectual skills are developed through the teaching and learning programme outlined below. Each module, whatever the format of teaching, involves critical reflection of key themes, verbal discussion and the written analysis and interpretation of the relevant material. Students are introduced to ways

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in which cultural, aesthetic and art historical perspectives can be employed to understand a range of issues about the interpretation of visual artefacts and their wider cultural significance.

Lectures delineate and communicate core knowledge, raise an awareness of issues about the interpretation of particular components of the module and emphasise the role and significance of cognitive skills. They also encourage a critical awareness about visual culture and media studies, as well as an appreciation of the diverse traditions of art historical writing and ways of interpreting visual artefacts. Seminars are tutor and student-led and usually involve following up the material in the lecture, discussing core readings, student presentations of coursework assignments and group work. Seminars provide an opportunity for further reflection on key aspects of a course, to develop skills of analysis and discrimination through discussion and debate of issues and to explore students' problems with particular topics and concepts.

Essay and dissertation work involve student-directed learning and research. Essays offer the opportunity for students to synthesise their understanding across their reading and seminar participation, and to produce structured and persuasive discussions of topics in a way that demonstrates a command of the technical language relevant to the programme and the effective use of visual and written materials in support of their arguments. Cognitive skills are tested and assessed by coursework, seminar presentations and group discussions.

All learners receive guidance on how to identify, locate and use material in the library and online resources during their induction into the programme. Comprehensive reading lists are provided for each module at the outset, as are guidelines for researching and producing essays. Discussion of theoretical and conceptual issues is integrated into all modules. Students are required to engage with and evaluate a comprehensive range of theoretically oriented and historically oriented texts and perspectives. The compulsory modules in Stage 1 have a particular role in providing a solid foundation in the ideas, methods, terms and disciplinary contexts that inform the study of the media and culture. Subject-specific skills are acquired in lectures, seminar discussions, independent study, and work carried out in preparation of essays and other written assignments, and informal discussion. They are assessed through discussion of issues in seminars, presentations in class, the completion of essays, projects and dissertation work. Written and oral feedback on assessed work is provided to students in time for them to make use of it in subsequent assignments.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping.

## **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**

This programme is studied over three years full-time or six years part-time.

If a student obtains an average mark of 60 over stages 1 and 2 they may be eligible to undertake the Faculty Placement Year option or the study abroad term or year.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be Level 5 or above, and at least 90 of which must be level 6 or above.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Media Studies. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Media Studies. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree in Media Studies.

Students successfully completing Stage 2 and also the year abroad or placement and who meet the credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Sandwich Year/Year in Industry.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#fallbackawards>.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Compulsory modules at Stage 1 cannot be compensated, condoned or trailed. Consequently, failure at the first attempt will result in a resit assessment being set. Compulsory modules at Stages 2 and 3 can be compensated, condoned or trailed as per University regulations.

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Code	Title	Level	Credits	Term(s)
<b>Stage 1</b>				
<b>Compulsory Modules</b> Students take the following two modules at Stage 1				
ARTS3010	ART301	Media and Meaning	4	30
ARTS3020	ART302	Media and Taste	4	30
<b>Optional Modules:</b> Students then select 60 credits of optional modules:				
For current optional module choices, please refer to the Module Catalogue: <a href="https://www.kent.ac.uk/courses/modules">https://www.kent.ac.uk/courses/modules</a> and Stage 1 Student Handbook: <a href="https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html">https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html</a>				

<b>Stage 2</b>
<b>Compulsory Modules</b> Students take the following module at Stage 2
ARTS5210
ART521
Media Ethics
5
30
Autumn or Spring
<b>Optional Modules:</b> Students then select 90 credits of optional modules
For current optional module choices, please refer to the Module Catalogue: <a href="https://www.kent.ac.uk/courses/modules">https://www.kent.ac.uk/courses/modules</a> and Stage 2+ Student Handbook: <a href="https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html">https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html</a>

<b>Stage 3</b>
<b>Compulsory Modules</b> Students take the following module at Stage 3
ARTS5150
ART515
Industry Project
6
30
Autumn or Spring
<b>Optional Modules:</b> Students then select 90 credits of optional modules
For current optional module choices, please refer to the Module Catalogue: <a href="https://www.kent.ac.uk/courses/modules">https://www.kent.ac.uk/courses/modules</a> and Stage 2+ Student Handbook: <a href="https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html">https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html</a>

<b>18 Work-Based Learning</b>
Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.
Students will have the opportunity to take the Faculty Placement Year.

For further details regarding the Faculty Placement Year please see the programme specification at <http://www.kent.ac.uk/humanities/studying/placement/>

## **19 Support for Students and their Learning**

- School and University induction programme
- Programme/module handbooks
- Library services, see <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing <http://www.kent.ac.uk/studentwellbeing/>
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>
- Academic Adviser system
- Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
- Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
- Counselling Service <https://www.kent.ac.uk/studentsupport/wellbeing/>
- Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html)

## **20 Entry Profile**

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

### **20.1 Entry Route**

For fuller information, please refer to the University prospectus

Five GCSE passes, including English and at least three subjects at A-level.

Mature applicants are considered on individual basis. International applicants must provide evidence of proficiency in English, such as 6.5 in the IELTs test and a minimum 6.0 in reading and writing.

### **20.2 What does this programme have to offer?**

- An exciting and engaging programme of study about contemporary media and culture.
- Commitment to the pursuit of the highest standards in critical writing.
- The acquisition of a body of knowledge and research skills that equip students for postgraduate study or employment.
- The development of a broad range of subject specific and generic skills that are sought by employers and open up a range of careers for graduates, including arts related opportunities as well as other professions.
- A friendly and safe learning environment with excellent results in the NSS.
- The opportunity to study a broad range of areas of media studies and to specialise in areas of particular interest.
- A wide range of optional modules available at each stage of study.

- The opportunity to take a Year in Industry

### 20.3 Personal Profile

- A strong interest in contemporary art, film, performance and visual culture.
- An interest in, and willingness to engage in informed debate about, contemporary art, visual and performance culture, and the media studies
- Good oral and written skills and a willingness to develop these.

## 21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

### 21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review, <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review, see <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/higher-education-review>

### 21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

### 21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

### 21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme

- Academic Practice Provision (PGCHE, ATAP and other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

## 22 Indicators of Quality and Standards

- Results of periodic programme review of History of Art, Drama and Film in 2014
- QAA HE Review 2015
- Annual External Examiner reports for HPA, Drama and Film
- Annual programme and module monitoring reports for HPA, Drama and Film

### 22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement for Communication, media, film and cultural studies
- School and Faculty plan
- University Plan/Learning and Teaching Strategy
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)

## 23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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## Programme Title: BA Media Studies

STAGE 1		
	ARTS3010 MEDIA AND MEANING	ARTS3020 MEDIA AND TASTE
A1	*	*
A2	*	*
A3		
A4		
A5	*	*
A6		
A7	*	*
A8	*	*
A9	*	*
B1	*	*
B2	*	*
B3	*	*
B4	*	*
B5	*	*
B6	*	*
C1	*	*
C2		
C3	*	*
C4	*	*
C5	*	*
C6		
C7	*	*
C8	*	*
D1	*	*
D2	*	*
D3	*	*
D4	*	*
D5	*	*
D6	*	*
D7	*	*
D8	*	*

STAGE 2	
	ARTSXXX MEDIA ETHICS
A1	*
A2	*
A3	*
A4	*
A5	
A6	*
A7	*
A8	*
A9	*
B1	*
B2	*
B3	*
B4	*
B5	*
B6	*
C1	*
C2	*
C3	*
C4	*
C5	*
C6	*
C7	*
D1	*
D2	*
D3	*
D4	*
D5	*
D6	*
D7	*
D8	*

STAGE 3	
	ARTSS5150 INDEPENDENT PROJECT
A1	*
A2	*
A3	*
A4	*
A5	*
A6	*
A7	*
A8	*
A9	*
B1	*
B2	*
B3	*
B4	*
B5	*
B6	*
C1	*
C2	*
C3	*
C4	*
C5	*
C6	*
C7	*
D1	*
D2	*
D3	*
D4	*
D5	*
D6	*
D7	*
D8	*

Optional Modules cover all programme learning outcomes irrespective of the combination taken.