

UNIVERSITY OF KENT

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.

Degree and Programme Title *Standard Programme Title* with a Year in Arts

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of Arts
4. Teaching Site	Canterbury
5. Mode of Delivery	Full-time
6. Programme accredited by	n/a
7. Final Award	That of the respective programme (BA, BSc, etc., or the appropriate alternative exit award)
8. Programme	Year in Arts
9. UCAS Code (or other code)	n/a
10. Credits/ECTS Value	120 (60 ECTS)
11. Study Level	Undergraduate [level 5]
12. Relevant QAA subject benchmarking group(s)	Communication, Media, Film and Cultural Studies; Dance, Drama and Performance; History of Art, Architecture and Design (for guidance only; not all necessarily relevant to each student in this single Stage)
13. Date of creation/revision	May 2016
14. Intended Start Date of Delivery of this Programme	September 2017 (available for students who have completed Stage II at that time)

15. Educational Aims of the Programme

The programme aims to:

- Provide a programme that will attract and meet the needs of both those contemplating a career in arts, media and the creative industries and those motivated primarily by an interest in applying arts subjects to their primary area of study.
- Provide arts knowledge and skills that will be of lasting value in a field that is constantly changing.
- Provide an understanding of the history, theory and practice of film, drama, arts and/or media that can be applied in students' future employment or further study.

- Develop general critical, analytical, creative and problem-solving skills that can be applied in a wide range of different work and life environments.

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 (for guidance only), broadened to reflect the multi-subject nature of the School of Arts' offerings for this single Stage.

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)
2. the aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms. (SB4.4.1)
3. narrative processes and modes of representation at work in cultural production (SB4.4.6)

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

Acquisition of knowledge and understanding is primarily through a combination of lectures and seminars in modules, through 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.

Skills and Other Attributes

B. Intellectual Skills:

Students who complete the Year in Arts 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. examine arts forms critically with appropriate reference to the social and cultural contexts and diversity of contemporary society (SB5.2.3)
3. analyse closely, interpret and show the exercise of critical judgment in the understanding and, as appropriate, evaluation of these arts forms (SB5.2.4)
4. develop substantive and detailed knowledge and understanding in one or more designated areas of arts and media (SB5.2.5)
5. consider and evaluate their own work in a reflective manner, with reference to academic and/or professional issues, debates and conventions. (SB5.2.6)

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

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. Lectures and tutor-led seminars

UNIVERSITY OF KENT

promote these intellectual skills. Students are introduced to ways in which cultural, aesthetic and media-studies perspectives can be employed to understand a range of issues about the interpretation of arts and media 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 arts and media cultures. 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, creative projects and group discussions.

C. Subject-specific Skills:

1. show insight into the range of attitudes and values arising from the complexity and diversity of contemporary arts, media, culture and society, and show capability to consider and respond to these. (SB5.6.5)
2. draw upon and bring together ideas from different sources of knowledge and from different academic disciplines. (SB5.5.4)
3. carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry (SB5.3.1)
4. formulate appropriate research questions and employ appropriate methods and resources for exploring those questions (SB5.3.2)
5. evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area. (SB5.3.3)

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

All learners receive guidance on how to identify, locate and use material in the library and online resources during their induction into the programme, via seminar leaders and/or academic advisers. 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. 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.

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. communicate effectively in interpersonal settings, in writing and other media where appropriate. (SB6.1.5)

UNIVERSITY OF KENT

4. 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)
5. 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. Informational technology skills are learnt through coursework assignments and developed through individual learning.

For more information on the skills developed by individual modules, see the module mapping table, located at the end of this specification.

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

The following description exclusively details the regulation applying to the Year in Arts stage, which is embedded in another degree programme. Please refer to the individual programme specification for that surrounding programme for details of its requirements, structures, and regulations.

This stage is studied over one year full-time, and comprises 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>

Students successfully completing this stage **and** their overarching degree will be awarded that degree "with a Year in Arts". Students who do not successfully complete this stage will nevertheless be able to return to their studies for their overarching degree, or graduate if they have already completed it.

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>.

Marks awarded for this stage do not contribute to classification of the overarching award.

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>.

Modules from this stage may be compensated or trailed only in exceptional circumstances.

UNIVERSITY OF KENT

Code	Title	Level	Credits	Term(s)
Students must take between 90 and 120 Credits from the following indicative list of level 5 School of Arts modules (this list is purely indicative as modules may be rested in any given year):				
FI618	Screenwriting	5	30	Autumn or Spring
FI619	Images of War and Violence	5	30	Autumn or Spring
HA671	Beauty in Theory, Culture and Contemporary Art	5	30	Autumn or Spring
HA664	The Sublime, the Disgusting and the Laughable	5	30	Autumn or Spring
DR680	Theatre and Adaptation	5	30	Autumn or Spring
HA661	Art and Film	5	30	Autumn or Spring
HA684	Genius: Perspectives on Artistic Creation	5	30	Autumn or Spring
DR674	Media and Performance	5	30	Autumn or Spring
In addition students may take up to 30 credits from the following indicative list of School of Arts level 6 modules (this list is purely indicative as modules may be rested in any given year):				
FI585	Film Criticism	6	30	Autumn or Spring
FI569	Digital Domains	6	30	Autumn or Spring
FI573	Animated Worlds	6	30	Autumn or Spring
FI622	Television Series: Narration, Engagement and Evaluation	6	30	Autumn or Spring

18 Work-Based Learning

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.

N/A. There is no work-based learning for this programme.

19 Support for Students and their Learning

- Students will be allocated an Academic Adviser in the School of Arts for the duration of this stage.
- School and University induction programme

UNIVERSITY OF KENT

- Programme/module handbooks
- Library services, see <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>
- Kent Union, see www.kentunion.co.uk/
- Careers and Employability Services, see www.kent.ac.uk/ces/
- Counselling Service www.kent.ac.uk/counselling/
- Information Services (computing and library services), see www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Development Office, see www.kent.ac.uk/international/
- Medical Centre, see www.kent.ac.uk/counselling/menu/Medical-Centre.html
- Introductory talks at the start of each teaching term
- Course Handbook
- Moodle
- Administrative support via the School of Arts

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

Students must currently be undertaking Stage 2 (or a subsequent stage) of a non-Arts undergraduate degree programme at the University of Kent. Their average performance in their latest completed stage (at the time of application) must be at least 60%.

Applicants will be interviewed to assess their suitability for, and commitment to, the programme.

20.2 What does this programme have to offer?

- An exciting and engaging programme of study about contemporary arts, performance, media and culture;
- A wide range of optional modules available;
- Teaching that is informed by the School's research activity and understanding of current professional practice;
- The development of a broad range of creative and imaginative problem-solving and analytical skills that are highly sought after by employers and which open up a wide range of careers to graduates, within the creative industries and in other professional fields;
- 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.

20.3 Personal Profile

Desirable qualities include:

- a strong interest in contemporary art, film, performance and/or media culture;
- a willingness to accept new ideas and be flexible in their thinking;

UNIVERSITY OF KENT

- a willingness to work with others;
- good oral and written communication skills and a willingness to develop these;
- an interest in developing a career in an arts, media, creative industry or related area, or applying an arts subject to an existing subject of study.

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, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, see <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student representation on key committees
- Active staff development programme
- Continuous monitoring of student progress and attendance
- Departmental staff acting as external examiners at other institutions
- Moderation of assessed work
- Evaluation of graduate destination statistics

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Learning and Teaching 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
- Discussions with academic advisers

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

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 HA, Drama and Film
- Annual programme and module monitoring reports for HA, Drama and Film

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

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for Communication, media, film and cultural studies (*for guidance only, not strictly relevant to this single Stage*)
- School and Faculty plan
- University Plan/Learning and Teaching Strategy
- Staff research activities

October 2015

UNIVERSITY OF KENT

Programme Title: “Year in Arts”

	Knowledge and Understanding				Intellectual Skills					Subject-specific Skills					Transferable Skills				
	A1	A2	A3		B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Screenwriting	X	X	X		x	X	X	X	X	X	X	X			X	X	X	X	X
Images of War and Violence	X	X	X		X		X	X	X		X	X	X	X	X	X	X	X	X
Beauty in Theory, Culture and Contemporary Art	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The Sublime, the Disgusting and the Laughable	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Theatre and Adaptation	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Art and Film	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Genius: Perspectives on Artistic Creation	X	X	X		X		X	X	X		X	X	X	X	X	X	X	X	X
Popular Performance	X	X	X			X	X	X	X	X		X	X	X	X	X	X	X	X
Film Criticism	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X
Digital Domains	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Animated Worlds	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Television Series: Narration, Engagement and Evaluation	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X