Faculty of Arts & Humanities

School of Media & Performing Arts

Digital Media BA (Hons)
Programme Specification

March 2017

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
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Introduction

This is a practice-based course which is informed by key theoretical considerations from the area discipline of digital media. It will prepare students for professional careers in the digital media sector within the media, design and communications industries. As such, it aligns well with the ethos of the School of Media and Performing Arts, preparing students to become reflective and sustainable practitioners in the field of digital media design, research, production and professional practice. It takes a transmedia or cross-media approach: enabling students to become familiar with a range of critical and creative media tools and technologies to inform their practice and understanding. It will therefore be well placed to address the rapid developments concerning the impact of new media technologies and broader changes to the media and communications landscape.

The course expands on the Department’s current offering and distinguishes itself by focusing on the design and creation of digital media interfaces and artefacts.

The programme will enable students to understand the scope and impact of digital technologies and practices in the context of various digital media industries. It will develop their creative thinking and experimentation capabilities in order to allow them to create innovative new applications of digital media practice. Students on the course will be able to apply their creative skills in a variety of digital media including visual and text based forms of media content, digital publishing, interface and platform design, digital storytelling, web and application development, social and interactive media.

There will be opportunities for site visits both nationally and internationally, and talks by visiting digital media professionals, together with live projects, a professional experience scheme and links with local, regional, national and international digital industries.

The BA is aligned with the University’s teaching and learning strategy, featuring a blend of scholarly education and professional skills training for digital media and communications professionals working in a global context. The curriculum design enables inter-disciplinary work, intercultural awareness, embedded use of technology, online learning and delivery patterns which replicate sector and industry level practice thereby meeting the University’s wider educational aims and aspirations.

This proposed undergraduate programme also aligns with the School of Media and Performing Art’s broader commitment to developing digital media literacies and research within the school. It will be aimed at students with an interest in Art and Design, Media, Computing and Business.
# Part 1: Programme Specification for BA Digital Media

## 1 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Digital Media with Professional Enhancement</td>
<td>S/W 4 years</td>
<td></td>
<td>6 level</td>
</tr>
<tr>
<td>BA (Hons) Digital Media with International Enhancement</td>
<td>F/Y 4 years</td>
<td></td>
<td>6 level</td>
</tr>
<tr>
<td>BA (Hons) Digital Media</td>
<td>F/T 3 years</td>
<td></td>
<td>6 level</td>
</tr>
<tr>
<td>BA Digital Media</td>
<td>F/T 3 years</td>
<td></td>
<td>6 level</td>
</tr>
<tr>
<td>DipHE Digital Media</td>
<td>F/T 2 years</td>
<td></td>
<td>5 level</td>
</tr>
<tr>
<td>CertHE Digital Media</td>
<td>F/T 1 year</td>
<td></td>
<td>4 level</td>
</tr>
</tbody>
</table>

## 2 Awarding Institution/Body

Coventry University

## 3 Collaboration

Coventry University School of Media & Performing Art

## 4 Teaching Institution and Location of delivery

## 5 Internal Approval/Review Dates

Date of approval: March 2017
Date for next review: March 2020

## 6 Programme Accredited by

Not Applicable

## 7 Accreditation Date and Duration

Not Applicable

## 8 QAA Subject Benchmark Statement(s) and/or other external factors

Subject Benchmark statements for
Communication, Media, Film and Cultural Studies (2016)
Art and Design (2016)
Computing (2016)
Subject Benchmark statements can be found at
http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Honours-degree-benchmark-statements.aspx

## 9 Date of Programme Specification

March 2017

## 10 Programme Manager/Course Tutor

Course Tutor
Adnan Hadziselimovic
11 Educational Aims of the Programme

The educational aims of the Programme are consistent with the University’s mission statement to be a dynamic, enterprising, and creative university providing an excellent education enriched by a focus on research informed teaching. Additionally, the Programme aspires to the ethos of the School of Media & Performing Arts in terms of ‘shaping the future landscape of Art, Media & Design’.

Generic Programme Aims:

a) To encourage an active and imaginative approach to learning through the practice of digital media
b) To equip students with an understanding of the nature of digital media within contemporary global and local situations as well as within a historical context;
c) To promote knowledge and understanding of the roles of digital communication systems, modes of representation and systems of meaning;
d) To develop a studentship which is embedded with strong principles of media professionalism and ethos of transferable and highly adaptable skills and knowledge;
e) To develop and encourage critical engagement with artistic, theoretical and intellectual paradigms appropriate to the area of digital media;
f) To foster a detailed understanding of contemporary patterns of, especially digital, production and consumption and circulation of media and cultural objects;
g) To facilitate opportunities and work which demonstrates effective manipulation of interfaces, the visual, sound and the written word;
h) To develop an understanding of, and practical skills in, a wide variety of research methods appropriate to the field of study;
i) To equip students to see their degree as transforming themselves personally and professionally but also as a means of affecting change in the wider media landscape.

12 Intended Learning Outcomes

On successful completion of the programme a student should be able to:

- Demonstrate the ability to be able to work creatively, effectively and independently within a range of professional digital media situations;
- Demonstrate the skills – technical, creative and organisational – required to function as a sustainable digital media practitioner;
- Demonstrate the skills and understanding to pursue a career within a digital media area of specialism;
- Think critically, intellectually and reflexively about the full range of factors that impinge upon professional and creative activities within digital media.

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.

This programme satisfies the Art and Design benchmark statements and Coventry University’s Code of Practice for Academic and Professional Skills Development.

Section 21 maps the intended learning outcomes as described in the next section to the programmes mandatory and option modules (as listed in section 20)

Section 22 shows the capabilities that students will be taught, given the opportunity to practise and will be assessed in.

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.
12.1 Knowledge and Understanding

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

KU1 articulate and synthesise their knowledge, understanding and skills in effective ways in the contexts of creative practice, employment, research and self-fulfilment;

KU2 generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity;

KU3 the various processes and practices that combine towards the production, circulation and consumption of media, communication and cultural texts;

KU4 specific media and technological forms and how these make possible different aesthetic effects and meaning frameworks;

KU5 anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity;

KU6 the cultural and social significance of the emergence of new technological forms of media and communication practice and how these shape the lived experience of everyday domestic and professional life.

The principal teaching, learning and assessment methods used on the programme to achieve these learning outcomes are identified below.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU1-6</td>
<td>Individual written work, especially essays. Group project work, involving both oral/visual presentations, the submission of written reports. Group project work involving the production and critical reflection of digital media artefacts and texts. The production of dissertations. Reflective journals, weblogs, websites and log books.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through an integrated programme of lectures, seminars, tutorials and practice-based workshops students engage with course-related material either individually, in groups or collectively as classes. This is supported through a variety of means, including the production of digital media artefacts by students, printed handouts, audio-visual material, case studies and demonstrations. Students also undertake short-term and medium-term visits to institutions and organisations appropriate to their field of study, both in the UK and internationally.</td>
<td></td>
</tr>
</tbody>
</table>

12.2 Cognitive (thinking) Skills

On successful completion of the programme a student should be able to:

CS1 demonstrate a critical understanding and knowledge of the major intellectual paradigms within the field of study and apply these to a variety of social and cultural contexts and forms;

CS2 undertake a variety of forms of research appropriate to different forms of study and analysis and be able critically to reflect on the appropriateness of each form of research;

CS3 critically reflect on the chosen processes of production of media artefacts and products;

CS4 manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination;

CS5 engage in creative, innovative and imaginative work, either in written format or in the production of non-written artefacts;

CS6 analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation of digital media practices.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.
12.3 Practical Skills

On successful completion of the programme a student should be able to:

PS1 work in flexible, creative and independent ways, demonstrating self-discipline, self-direction and reflexivity;

PS2 gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral and other forms;

PS3 produce work which shows an effective manipulation of web, design, sound, image and/or the written word, demonstrating competences in operational aspects of digital media technologies, systems, techniques and professional and academic practices.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

Modules offered through the Add+vantage scheme will provide opportunities for skills development and support for Personal Development Planning. The development of discipline-based development planning is detailed in Part 2; Supporting information.

12.4 Transferable Skills

Transferable/key skills are generally implicit within modules and can be evidenced in relation to specific learning outcomes. Self-directed learning is an expectation in all modules and the necessity to work to tight deadlines is an essential requirement across the curriculum. The ability to communicate effectively in both verbal and written form will be developed across the range of modules. The wide range of assessment techniques will ensure students are given every opportunity to demonstrate their skills in these areas.

Modules offered through the Add+vantage scheme will provide opportunities for skills development and support for Personal Development Planning.

On successful completion of the programme a student should be able to:

TS1 organise and manage supervised and self-directed projects;

TS2 communicate effectively in inter-personal settings, in writing and in a variety of media;

TS3 work productively in a group or team, demonstrating, at different times, the ability to listen, contribute and lead effectively the activities of the group;

TS4 demonstrate an ability to deliver work to a given length, format, brief and deadline;

TS5 demonstrate an ability to apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users;

TS6 apply a range of IT skills such as data analysis and word processing to more complex skills using web-based technology and multimedia software.
<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TS1 – TS6</strong></td>
<td>Through an integrated programme of lectures, seminars, tutorials, demonstrations and workshops. The engagement of students in group project work and group media project work. The presentation of digital media artefacts for professional and public display.</td>
</tr>
<tr>
<td></td>
<td>The critical reflection upon and justification for the use and adoption of chosen forms of argumentation, media, presentation formats and research methodologies through individual written work and presentations, the production of digital media objects, oral presentation to tutors, professional bodies and peers through module-specific forms of assessment including written assignments, blogs and other online media sources, project work, oral, audio and visual presentation, reflective journals and log books, individual and group portfolios, dissertation. Most modules will foster personal, transferable skills inherently within the module delivery. More particularly many modules will require students to work in groups or as part of a team, emphasising the need for interpersonal and communication skills. Self-directed learning forms are element of all modules and the necessity to work and submit work within deadlines and to the specified brief is an essential requirement across the curriculum. The ability to communicate through digital platforms and mediums, as well as in writing and a variety of audio and visual forms will be developed across a wide range of modules.</td>
</tr>
</tbody>
</table>
### 13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

Modules within the courses, their status (whether mandatory or options), the Levels at which they are studied, their credit value and pre/co requisites (will be) appended in Section 20.

The course comprises modules taught at Levels 4, 5 and 6. All modules are designed to operate within the university-wide modular framework. Modules are half (10 credits), single (20 credits), one and a half (30 credits) or double (40 credits).

The programme comprises mandatory modules (modules that must be taken) and options (modules chosen from a set). The mandatory modules are designed to convey the key elements of knowledge and skills of the subject, while optional modules allow the student to enhance this learning in a specialist area of their own choice.

Full time students will normally take three years to complete their course of study. In addition, it is proposed that students will be offered the opportunity to take either an international or professional enhancement year. Students taking this option will complete their degree in four years.

Full-time students undertake modules equivalent to 120 credits from each level, each year over three years. At least one half module in each year will be selected from the Add+vantage menu of modules which have an enterprise and employability focus. Core modules have been designed in order to have an incremental logic as they progress through each level of the course. Students therefore acquire skills and competencies which will form the building blocks for the next level of study. This approach to experiential learning is a key part of the rationale of the programme.

Attendance is carefully monitored for practice-based modules as this is a key contributing factor to effective group work and important in the development of professional practice. Implicit in the ethos of the programme is the expectation that a full time student will make a full time commitment to the course and be able to develop their coursework on-site in order to be availed of opportunities for constructive feedback and guidance on a regular basis. Where appropriate and practicable, students will be encouraged to seek out opportunities to collaborate with students on other courses at Coventry University and partner universities, or they will be encouraged to liaise with outside agencies connected to the digital media industries and these may be local, regional and/or international. External and professionally focussed projects and assignments will enable students to gain valuable experience for the future, fostering a more informed perspective on their own practice.

The programme contains a number of distinctive and innovative features, methods of delivery and assessment forms which include work placements and live projects. Specific details of these features are contained in the Module Descriptors.

#### Level 4

**Mandatory modules:**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1027MAPA</td>
<td>Key Concepts in Media and Communication</td>
<td>20</td>
</tr>
<tr>
<td>1024MAPA</td>
<td>Creative Digital Media: Context and Practice</td>
<td>30</td>
</tr>
<tr>
<td>1025MAPA</td>
<td>Digital Storytelling and Media Design</td>
<td>30</td>
</tr>
<tr>
<td>1026MAPA</td>
<td>Creative Hack Lab</td>
<td>30</td>
</tr>
</tbody>
</table>

**Add+vantage module**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hack Lab</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Level 5

**Mandatory modules:**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2042MAPA</td>
<td>Creative and Critical Digital Practice</td>
<td>20</td>
</tr>
<tr>
<td>2043MAPA</td>
<td>Transmedia Practice</td>
<td>20</td>
</tr>
<tr>
<td>2034MAPA</td>
<td>Digital Marketing and Campaigning</td>
<td>30</td>
</tr>
<tr>
<td>2037MAPA</td>
<td>Professional Experience</td>
<td>10</td>
</tr>
</tbody>
</table>
2036MAPA  Creative Hack Lab 2  30 credits  
Add+vantage module  10 credits

Optional Enhancement Year

2016MAPA International Enhancement Year  40 credits  
2014MAPA Professional Enhancement Year  40 credits

Level 6

Mandatory modules:

3028MAPA Analysing Media and Communication  20 credits
3029MAPA Research and Development in Digital Media  30 credits
3044MAPA Final Digital Media Research Project  40 credits
3030MAPA Professional Practice Portfolio  20 credits
Add+vantage module  10 credits

Enhancement Year

Only those students successfully completing Level 5 of their course will be permitted on the ‘Enhancement Year’ route.

The ‘professional/international enhancement’ route allows students to spend a year abroad or a year on professional placement between level 5 and the final level for their course. Students opting to take this route may undertake one of the following: a study placement under the Erasmus exchange scheme; a study placement under another study abroad scheme for placements outside the EU; a work placement under the Erasmus work placement scheme or a work placement organised on their own initiative outside the EU. Alternatively, they may choose to combine a period of study with a period on placement.

Students undertaking a year on professional placement will register on 2014MAPA.

Students undertaking a year on an international placement or study abroad or a mixture of the two, will register on 2016MAPA.

Students who successfully complete the assessment associated with these modules will receive 40 credits at level 5.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1024MAPA - Creative Digital Media: Context and Practice</td>
<td>1025MAPA - Digital Storytelling and Media Design</td>
</tr>
<tr>
<td></td>
<td>1027MAPA - Key Concepts in Media and Communication</td>
<td>1026MAPA - Creative Hack Lab</td>
</tr>
<tr>
<td></td>
<td>Add+Vantage Module to take in either Semester 1 or 2.</td>
<td>Add+Vantage Module to take in either Semester 1 or 2.</td>
</tr>
<tr>
<td>Level 2</td>
<td>2042MAPA - Creative and Creative Digital Practice</td>
<td>2036MAPA - Creative Hack Lab 2</td>
</tr>
<tr>
<td></td>
<td>2043MAPA - Transmedia Practice</td>
<td>2034MAPA - Digital Marketing and Campaigning</td>
</tr>
<tr>
<td></td>
<td>2037MAPA - Professional Experience</td>
<td>Add+Vantage Module to take in either Semester 1 or 2.</td>
</tr>
<tr>
<td>Enhancement Year (Optional)</td>
<td>2016MAPA International Enhancement Year or 2014MAPA Professional Enhancement Year (Optional)</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>3028MAPA - Analysing Media and Communication</td>
<td>3044MAPA - Final Digital Media Research Project</td>
</tr>
<tr>
<td></td>
<td>3029MAPA - Research and Development in Digital Media</td>
<td>3030MAPA - Professional Practice Portfolio</td>
</tr>
<tr>
<td></td>
<td>Add+Vantage Module to take in either Semester 1 or 2.</td>
<td>Add+Vantage Module to take in either Semester 1 or 2.</td>
</tr>
</tbody>
</table>
Progression, Condonement and Awards

Progression and awards on the Digital Media degree are in line with, and reflect, the University Academic Regulations.

Cascade of Awards:
Where a student does not meet the requirements of the award for which they are registered the following cascades will apply (a cascade is the ranking order of awards for which the student will be considered):

BA (Hons) Digital Media
BA Digital Media
DipHE Digital Media 240 Credits (in line with University regulations)
Cert HE Digital Media 120 Credits (in line with University regulations)

For those students who undertake the optional enhancement year

BA (Hons) Digital Media with Professional Enhancement
BA (Hons) Digital Media
BA Digital Media
DipHE Digital Media 240 Credits (in line with University regulations)
Cert HE Digital Media 120 Credits (in line with University regulations)

The enhancement year credits will count towards the student’s overall classification.

BA (Hons) Digital Media with International Enhancement
BA (Hons) Digital Media
BA Digital Media
DipHE Digital Media 240 Credits (in line with University regulations)

Condonement
The University Academic Regulations apply to the condonement of modules for the BA Digital Media.
14 Support for Students and their Learning

**Induction programme:** A comprehensive introduction to the University, School of Media & Performing Arts and the course

**Documentation:** All modules delivered on the courses are fully supported with comprehensive module guides, on-line modes of documentation and communication with tutors and other students.

**Physical resources:** The programme makes extensive use of a number of specialist physical resources including video and photography studios, software suites, radio studios, specialist IT facilities and the course specific ‘Digital Media Lab’. Each of these spaces is fully equipped with the appropriate hardware and software necessary for the programme of study, other teaching accommodation includes lecture theatres, seminar, workshop, tutorial rooms and lab spaces.

**Online resources:** Module blogs and the University’s virtual learning environment (Moodle) and are used by staff to post course materials, links to appropriate external websites and audio-visual material.

**Open Media:** Students are encouraged to use the digital landscape as an active part of their learning, network building and immersion in our programmes in the School of Media and Performing Arts. This is part of the distinctive and internationally recognised approach that we have developed called ‘Open Media’ that centres around the tactical, engaged, sustainable, visible and collaborative use of environments in the digital sphere. This includes encouraging students to use connected media platforms as spaces for an open ‘community of practice’ on the course, enabling peer commentary on their development work and the active building of their audiences and professional profile. This approach to ‘open’ learning is a competency that students will take with them into their professional lives.

All courses will benefit from CUOnline and the virtual learning environment.

**Professional Experience:** in close consultation with staff, students will choose the type of professional experience that most benefits them. This may include one or more of the following: work placements, self-initiated and self-directed directed live projects, client-based work or volunteering. **Far Futures** is the School of Media & Performing Arts’ Employability Unit. Staffed by academic and careers staff, the unit offers students and staff support for careers, professional experience, employability, creative start-ups and self employment.

Creative Futures support teaching staff for Professional Experience and employability, offering sessions for modules, year groups and individual students. An appointment system allows students to receive individual support for CV writing, job applications and interview practice.

Creative Futures staff work closely with colleagues in Faculty of Arts and Humanities to foster in students an appreciation of the reality of life in the creative industries and to prepare students for the varied career paths that are open to graduates in Art, Design and Media.

**Student support:** Mechanisms are consistent with the University Statement on Equality and Diversity and Policy on Disabled Students. Reasonable adjustments can be made to the teaching, learning, assessment and support of the courses to maximise accessibility for students with disabilities. The School has a Learning Support co-ordinator who liaises with the teaching teams and the student to discuss any adjustments that may be necessary.

Course policies and practice are consistent with the University policy on equal opportunities and take into consideration DDA (iv) requirements.

**Staff Team:** Support is provided at four levels: Module Leader, Academic/Personal Tutor, Level Tutor and Course Tutor.

- Module leader assumes responsibility for the operation, content and assessment of the module.
- Academic/Personal Tutor assumes the responsibility for academic and pastoral needs of individual students.
- Level tutor monitors the particular academic and pastoral needs of individual students working within a particular level of study.
- Course Tutor take overall responsibility for the smooth running of the course.

**Student Services:** A range of University-wide services are available for ongoing or crisis support.

**Student Feedback:** Participation in course monitoring and review of curriculum will be sought through: module and course feedback (formal questionnaires) and informal dialogue (tutorial and seminar), Student Forum, Board of Study and annual meeting with the Pro Vice Chancellor. Together, these enable effective identification of student issues which will go forward to the Course Management Team.
Formative feedback is available from tutors during seminars, tutorials and workshops. Summative written and verbal feedback is given at assessment. Additional support is available from skills instructors, software demonstrators, technicians, and administrative staff. A surgery system operates for pastoral support and referrals are also available through central University’s support system.

**University Library:** Holds relevant books and journals and access to electronic information sources and ICT resources. The dedicated Subject Librarian conducts general and module-specific information sessions as well as providing on-going support to staff and students. Library resources are excellent. The high student satisfaction ratings in the Report on the Student Experience at Coventry University suggest that students value the services offered by the Library and use them regularly.

**Careers:** The School has a Careers Officer who works with staff and students, both within modules and on an individual basis, to embed careers guidance within modules and to offer student-specific advice. In addition, the School’s Creative Futures unit as mentioned under Professional Experience offers dedicated support about Professional Experience and advice about progression, either into work or future study, in year three. Welfare advice, counselling and students with special needs: referrals are made to the appropriate University support system. The programme accommodates as far as is practical the delivery of all course material to any student with special needs or disability.

**Centrally-managed support services:** Centrally-managed support services, such as the Centre for Academic Writing and The Student Centre, are used by students to support their learning and are rated highly by students.

### 15 Criteria for Admission

UCAS entry profiles may be found by searching for a course on the UCAS website, then clicking on ‘Entry profile’.

The Admissions Team seeks to recruit individuals who have the potential to complete and benefit from the programme. The University’s standard entry will apply to most applicants.

Additionally all home-based applicants who meet the entry requirements, or are reasonably expected to meet the entry requirements for the programme are normally invited to interview and asked to provide evidence of previous academic and/or professional work appropriate to their intended course of study.

In the case of international and non UK European candidates applications are considered in writing with particular emphasis given to referees’ comments on the suitability of the candidate to the programme of study.

Appropriate level of English Language capability in the case of those applicants whose first language is not English should be demonstrated. Normally this is indicated by an IELTS score of 6.0 or above.

The programme particularly welcomes applicants from non-standard entry, especially mature applicants and those from disadvantaged backgrounds. Such applicants should contact the admission team.

The programme will adhere to Coventry University’s APL procedures.
16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The programme is managed by the Media Board of Study within the School of Media & Performing Arts.

The Programme Assessment Board (PAB) for Media and is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme. Evidence and feedback relating to module and course delivery is brought together includes:

- Module Leader feedback
- External Examiner feedback
- Student Forum feedback
- Academic and Technical Liaison feedback
- Library Liaison feedback
- Student module and course evaluation questionnaires
- Industry/ professional feedback
- Cohort progression and achievement analysis

External Examiners report annually on the programme and their views are considered as part of the annual Course Quality Enhancement and Monitoring (C-QEM) process can be found on the Academic Registry’s web site.

Students are represented on the Student Forum, Board of Studies and School Board, all of which normally meet each term.

(Already listed above all programmes are subject to a major review involving subject experts external to the University, normally on a five or six year cycle. At these reviews the views of current and former students, and employers are sought where appropriate.

17 Regulation of Assessment

University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

On Undergraduate programmes, the Honours classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class are 70%, 60%, 50% and 40% respectively.
18 Indicators of Quality and Standards

The programme has been designed in accordance with the QAA subject benchmark statements for Communication, Media, Film and Cultural Studies and Art and Design

http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/CMF08.asp

The following are key indicators of quality and standards:

Research Outputs
The submission was characterised by creative practice, design and ergonomics, media arts and performance. The sub-panel noted that there was a broad range of outputs, many related to practice whilst balanced by a range of publication types. The sub-panel found world leading or internationally excellent outputs across all research areas and noted that there was work in Design and Fine Art that was likely to be an essential point of reference. A substantial number of outputs were considered to be internationally and nationally recognised. The currently under-review submission for the 2020 REF includes a number of research areas related to this course in terms of digital media culture and technology.

Research Environment
The clearly articulated research strategy brought together the disciplines of design, media, visual and performing arts. The sub-panel noted the commitment of the university through the creation of new posts and an increase in full research professors. The sub-panel also noted that cross disciplinary synergies have been supported by investment in new estate, facilities and equipment and the further investment to support new research developments. Management, administration, appraisal, teaching and secondments are in place to support staff. The sub-panel noted the range of sources for research income was above the median for the UoA and also noted that the relationship with research users and the wider regional and international context as evidenced for example, in the automotive design research. The sub-panel noted the comprehensive support for doctoral students.

Esteem indicators
The research staff submitted for the 2014 REF were recognised at international and national levels, through awards and prizes. Influence is through leadership in, and membership of, professional bodies, research council reviewing, advisory boards, editorships and editorial board roles, conference committees, mostly national with some international.

Additional Remarks
The sub-panel noted and considered the individual staff circumstances of eight staff.

The Department has a varied portfolio of research activities, some of which emerge through practice and some of which are located within the pedagogic arena.

Academic staff in the Media Department are led in their Applied Research activity by Professor Gary Hall for Communication and Media Theory. Each member of staff submits an annual research plan as part of the DPR process. The core team for this course has been integral to the development of the research and scholarship agenda through the department’s focus on ‘Open Media’.

Staff members have led a number of initiatives relating to our developments here including developing the iTunes and YouTube Edu initiatives for the University, developing a number of mobile application and tablet publishing projects (PicBod App-featured in Wired Magazine, the Adobe Digital Publishing Partnership, the Creative Enterprise Job Book App) as well as contributing to the development of a number of open classes and resource initiatives throughout the department and University (The Creative Activism and Cinematography Collective Open Classes).

Such projects have enabled the department to develop a distinctive offering in terms of combining theoretical exploration with practice-based enquiry through open media scholarship, research and teaching activity supported by the department’s distinctive and internationally recognised ‘Open Media’ agenda. This approach is currently expanding across the University through the development of the Disruptive Media Learning Lab and a number of research initiatives that will benefit students on this course in a number of ways.
Some examples of digital media research and creative media practice activities:

- Shaun Hides/Gary Hall: Research projects include JISC funded Open Education and New Modes of Digital Publishing (Living Books About Life, Coventry Open Media Classes Project, Liquid Theory TV, The Hyper-Cinema Project, The Open Class in Creative Activism)
- JongMi Kim: “Transnational Korean Family and Digital Life in UK”, The 8th Crossroads in Culture Studies, Department of Culture Studies, Lingnan University Hong Kong, June 2010
- Ken Fero is a documentary film director whose credits include Injustice (2001/98 minutes/Migrant Media), Newspeak (2011/25 Minutes/Migrant Media) and Who Polices the Police (2012/52 Minutes/Migrant Media)
- Mafalda Stasi: editor for the international peer-reviewed journal Transformative Works and Cultures.
- Nick Middleton: Open Media research project examining the ways in which current media technologies, such as blogging, can be used to enhance the student experience on modules and student learning

Departmental media projects include Applied Research with a number of companies and organisations including Jaguar Land Rover, Rolls-Royce, BBC Big Screens, BT and a range of SMEs. Staff have also been funded for applied research by organisations such as the UNDP, ERDF and the AHRC.

As can be seen from the information above all staff teaching on the degrees in the School of Media and Performing Arts have significant contemporary industrial, applied research and teaching experience, with all staff either possessing or working towards postgraduate teaching qualifications. Staff engage in continuing professional development and the course team have a good profile for media outputs and, increasingly, research and/or applied research outputs.

Evidence of employability at the School of Media and Performing Arts graduates

The last few years have seen a steady rise in the DLHE statistics for the students from the School of Media and Performing Arts at Coventry University, in line with a number of our projects aimed at increasing the employability of our students.

The Department of Media has a very long and impressive history of graduates who establish themselves in extremely high profile media and cultural employment, example of which include: executive producer for many highly prestigious Hollywood films, executive producer for SYCO, director for BBC documentaries, DJs for national radio stations such as BBC Radio 6 and Virgin Radio, planners and creatives for a number prestigious London-based advertising agencies. It is also worth noting that a good percentage of graduates go on to further academic study at Masters level.

National surveys continue to show that graduates of media courses move into established career paths within the creative media industries, but that more flexible and irregular working patterns are increasingly common. Many graduates continue with their individual practice as freelance producers and establish employment patterns which allow for this to continue.
Currently the DLHE statistics evidence the departments courses as achieving between 82-100% employment after study with between 50-80% of these in graduate level jobs, a significant percentage of those are in the Arts, Publishing, Media and Cultural Sectors. In the subject league tables for Media (Guardian 2014) Coventry is currently second to Sheffield for the ‘employment after 6 months’ category, demonstrating our currently excellent record in developing the professional competencies of our students.

Outcomes from The National Student Survey (NSS)

Overall the NSS results for the Department of Media were consistent with previous years, with our courses achieving scores of 95% (Media and Communications), 87% (Photography), 83% (Media Production) and 85% (Journalism and English).

The report of QAA’s Institutional Audit undertaken in November 2008 confirmed that

☐ Confidence can be placed in the soundness of the institutions current and likely future management of the academic standards of its awards

☐ Confidence can be placed in the soundness of the institutions current and likely future management of the quality of the learning opportunities.

19 Additional Information

Key sources of information about the course and student support can be found in

☐ Faculty/School Handbook
☐ Student Handbook
☐ Module Guides
☐ Module Information Directory (http://mid.coventry.ac.uk/)
☐ Study Support information is accessible from student services home page

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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
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<tr>
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**Key**

M = Mandatory (i.e. must be studied and passed for the named award)
O = Option
## 21 Curriculum Map

### Intended Learning Outcomes

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<th>Cognitive (Thinking) Skills</th>
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## 22 Capabilities (Skills) Map

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<th>Working with others</th>
<th>Problem Solving and Innovation</th>
<th>Numeracy</th>
<th>IT and Online Learning</th>
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The Code of Practice for Academic and Professional Skills Development requires that each of the capabilities be demonstrated at least once during the programme.

**Capability Outlines (from the Code of Practice for Academic and Skills Development)**

**Learning to Learn** – Students should be ready to accept responsibility for their own independent learning. They should also be able to reflect on their learning and appraise their capabilities and achievements. Students should also be able to identify their individual needs for effective learning.

**Working with Others** – Students should be able to work effectively as part of a group, and respect the dignity, rights and needs of others.

**Problem Solving and Innovation** – Students should be able to use problem-solving skills in a variety of practical situations. They should be able to demonstrate creativity, flexibility, perception, decisiveness, confidence and an awareness of values.

**Numeracy** – Students should be able to interpret, analyse and present numerical data.

**IT and Online Learning** – Students should be able to use computer-based systems for learning, communicating, collaborating with peers and tutors, and working with data.

**Communication** – Students should be able to communicate effectively in appropriate forms in a wide variety of situations.

**Career Management** – Students should appreciate the values, culture, structure and process of work organisations relevant to their area of study. Students should also appropriately match their experience and academic achievements to employer expectations.

**Information Management** – Students should be able to carry out research relevant to their field of study by retrieving and using information drawn from a variety of resources.

**Personal Development Planning** – Students should be able to demonstrate self-awareness, set personal goals and record achievement.

**Capabilities developed through the Add+vantage Scheme**

In all full-time UK based undergraduate courses (with the exception of those that lead to a licence to practice), students will undertake at least one 10 credit Add+vantage module in each of the three years of their course. Theses Add+vantage modules will develop the following generic capabilities:

- **Problem Solving Skills**
- **Action Planning and Organising**
- **Written and Oral Communication**
- **Questioning and Listening**

Employability competencies and career management skills will be introduced in each Add+vantage module. The following personal qualities related to employability will be addressed in each of the Add+vantage modules:

- **Achievement orientation**
- **Initiative (Creativity)**
- **Self Confidence**
- **Decisiveness**
- **Reflectiveness**
- **Adaptability/Flexibility**
- **Influencing**
- **Career Management Skills**