Programme Specification – 2016/17

1. Awarding body: University of Surrey

2. Teaching institution (if different): N/A

3. Final award and programme/pathway title: BA (Hons) Digital Media Arts

4. Subsidiary award(s) and title(s):
   - Award: BA (Ord)
   - Title: Digital Media Arts
   - Award: Diploma of Higher Education
   - Title: Digital Media Arts
   - Award: Certificate of Higher Education
   - Title: Digital Media Arts

5. FHEQ Level: 4, 5, 6

6. Credits and ECTS credits: 360 credits, 180 ECTS

7. Name of Professional, Statutory or Regulatory Body (PSRB): N/A

8. Mode of study and route code:
   - Mode of study: Full-time
     - Route code: Y
   - Mode of study: Full-time with PTY
     - Route code: Y
   - Mode of study: Part-time
     - Route code: N
   - Mode of study: Distance learning
     - Route code: N
   - Mode of study: Short course
     - Route code: N

9. JACs code: N/A

10. QAA Subject benchmark statement (if applicable): Art and Design

11. Other internal and / or external reference points: N/A

12. Faculty and Department/School: Faculty of Arts and Social Sciences, School of Arts

13. Programme Leader: Kirk Woolford

14. Date of production/revision of the specification: 16 Apr 16

15. Educational aims of the programme:

   - Equip students for employment in the Digital and Media Arts industries by providing a dynamic and challenging programme of study leading to the development of informed, reflective, innovative and collaborative practitioners.
   - Provide students with integrated practical and theoretical knowledge of contemporary digital arts practices and related technologies; contemporary creative industries; and socio-cultural contexts.
   - Enable students to develop intellectual and practical skills to inform and articulate self-reflection and critical awareness.
   - Develop critical and independent practitioners imbued with a sense of learning as a lifetime pursuit via a commitment to professional and personal development.

Aims per FHEQ Level:

I. **FHEQ Level Four** focuses on skills development and is principally tutor-directed, with students responding to set briefs. In addition, FHEQ Level Four aims for:
• Fundamental skills and practices;
• Critical understanding of basic concepts/ideas/approaches in both studio and academic components;
• Development of studentship skills such as time management, organisation and ability to assimilate information in briefs to produce work relating to aim of unit.

II. FHEQ Level Five: Builds on level Four, while focusing less on skills development and more on application of skills in an informed manner. The discrete technical skills introduced in level Four are combined in interdisciplinary manners. In addition, FHEQ Level Five aims for:

• Greater depth of understanding of skills and connections between components including production skills, studio practice, and academic (i.e. historical/cultural);
• Ability to combine a range of skills/techniques as required to fulfill project briefs;
• Evidence of making relevant interconnections/greater conceptual understanding;
• More risk-taking in practice, with an awareness of the results and implications;
• Practice deriving from a mixture of tutor- and self-initiated ideas;
• Development of studentship skills such as self-motivation and thinking/acting for oneself.

III. FHEQ Level Six, builds on levels Four and Five but focuses on developing reflective and critically informed work with increasingly less input from tutors. In addition, FHEQ Level Six aims for:

• Historically/conceptually–embedded understanding in both studio and academic components;
• Independently-directed, sustained activity; depth; critical engagement with specialist practice;
• Resolution of ideas in reflective, critically informed manner;
• Ability to position oneself in relevant debates/traditions;
• Sophisticated understanding of discipline; including ability to discern nuances of differences in relation to broader examples of practice;
• Depth of skill/techniques level appropriate to student's aims and type of practice;
• Demonstration of studentship skills such as independent learning and self-direction.

16. Programme learning outcomes –

On successful completion of this programme, students will be able to:

• Generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity
• Demonstrate proficiency in observation, investigation, enquiry, and visualisation
• Develop ideas through to outcomes by selecting and using a range of digital media production skills, equipment, materials, processes and environments
• Make intelligent connections between intention, process, outcome, context, and methods of dissemination
• Demonstrate a broad critical and contextual dimensions of digital media arts
• Understand issues arising from an artist's relationship with audiences, clients, markets, users, consumers, and/or participants
• Engagement intelligently with major developments in current and emerging media and technologies
• Show an awareness of the significance of the work of other practitioners in digital media arts

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### Knowledge and understanding

- Understand critical, contextual, historical, conceptual and ethical dimensions of Digital Media Arts in particular, and art and design in general. (FHEQ 4, 5, 6)
- Articulate the artist's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators. (FHEQ 5, 6)
- Comprehend implications and potential for Digital Media Arts presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design. (FHEQ 4, 5, 6)

### Intellectual / cognitive skills

- Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity. (FHEQ 4, 5, 6)
- Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making. (FHEQ 5, 6)
- Critically evaluate one's knowledge and understanding of Digital Media Arts. (FHEQ 5, 6)
- Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination. (FHEQ 6)
- Analyse information and experiences, formulate independent judgments, and articulate reasoned arguments through reflection, review and evaluation. (FHEQ 5, 6)
- Source and research relevant material, assimilating and articulating relevant findings. (FHEQ 4, 5, 6)
- Formulate reasoned responses to the critical judgments of others. (FHEQ 4, 5, 6)
- Identify personal strengths and needs, and reflect on personal development. (FHEQ 4, 5, 6)

### Professional practical skills

- Select, test and make appropriate use of software, materials, processes and environments. (FHEQ 4, 5, 6)
- Develop ideas through to outcomes. (FHEQ 4, 5, 6)
- Demonstrate skills in communication and expression through a range of media forms. (FHEQ 4, 5, 6)
- Utilise visual languages to investigate, analyse, interpret and articulate ideas and information. (FHEQ 4, 5, 6)
- Demonstrate competence with specialist digital arts and media technologies. (FHEQ 4, 5, 6)
- Articulate ideas and information comprehensibly in visual, oral and written forms. (FHEQ 4, 5, 6)
- Present ideas and work to audiences in a range of situations. (FHEQ 5, 6)
- Use the views of others in the development or enhancement of their work. (FHEQ 4, 5, 6)

### Key / transferable skills

- Interact effectively with others through collaboration, collective endeavor and negotiation. (FHEQ 4, 5, 6)
- Study independently, set goals, manage their own workloads and meet deadlines. (FHEQ 5, 6)
- Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and
unfamiliarity. (FHEQ 6)
- Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. (FHEQ 4, 5, 6)
- Select and employ communication and information technologies. (FHEQ 4, 5, 6)
- Demonstrate resourcefulness and entrepreneurship. (FHEQ 5, 6)

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits.

At level 6, DMA students develop a single, year-long focused project of sustained study and in-depth personal enquiry. This project is researched and planned through the 30-credit Project Research and Development module, and further developed through the 30-credit Transdisciplinary Arts Project module. The final semester supports the development and presentation of this project through the Professional Portfolio and Writing Across Technologies modules, with the results presented in a degree show.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment.

This programme is studied full-time over three or four academic years. Three years without a Professional Training Year and four years with a Professional Training Year. In order to achieve the principal award of BA (Hons) a student must complete 360 credits, 120 credits at FHEQ levels 4, 5 and 6 respectively. In order to achieve the principal award with a professional training year students must also complete 120 credits at level P. Students are also eligible to exit the programme with the following subsidiary awards:

- BA(Ord) – 300 credits with a minimum of 60 credits at FHEQ level 6
- Diploma of Higher Education (Dip HE) – 240 credits with a minimum of 120 credits at FHEQ level 5
- Certificate of Higher Education (Cert HE) – 120 credits at FHEQ level 4

In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ levels 4 and 5 and level P.

Programme adjustments (if applicable)
N/A

<table>
<thead>
<tr>
<th>FHEQ Level 4: potential awards – Cert HE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module code</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>DMA1001</td>
</tr>
<tr>
<td>DMA1003</td>
</tr>
<tr>
<td>DMA1009</td>
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<tr>
<td>FVP1003</td>
</tr>
<tr>
<td>DMA1002</td>
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<tr>
<td>DMA1007</td>
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<tr>
<td>DMA2011</td>
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<tr>
<td>DMA2002</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

Students must choose two optional modules out of three in semester 2.

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**Level P – optional Professional Training Year**

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTYP001 (work)</td>
<td>Professional Training Year Module</td>
<td>Optional</td>
<td>120</td>
<td>Year-long</td>
</tr>
<tr>
<td>PTYP002 (work/study 50/50)</td>
<td>Professional Training Year Module</td>
<td>Optional</td>
<td>120</td>
<td>Year-long</td>
</tr>
<tr>
<td>PTYP003 (study)</td>
<td>Professional Training Year Module</td>
<td>Optional</td>
<td>120</td>
<td>Year-long</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

Students must choose one of the above three modules.

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**FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)**

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA3002</td>
<td>Project Research and Development</td>
<td>Core</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>DMA3001</td>
<td>Creative Collaborations</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>DMA3004</td>
<td>Writing Across Technologies</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>DMA3006</td>
<td>Transdisciplinary Arts Project</td>
<td>Core</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>DMA3003</td>
<td>Contemporary Arts &amp; Intervention</td>
<td>Optional – students may opt to take another module from the School of Arts from an approved list generated before the start of the academic year</td>
<td>15</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
<td>Credits</td>
<td>Intake</td>
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<tr>
<td>DMA3005</td>
<td>Professional Portfolio</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
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<td>MFC3029</td>
<td>Television Studio Practice</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

Students must complete the 4 compulsory/core modules and 2 optional module.

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Tutor(s) / Guest Speakers / Visiting Academics</td>
<td></td>
</tr>
<tr>
<td>Professional Training Year (PTY)</td>
<td></td>
</tr>
<tr>
<td>Placement(s) (study or work that are not part of the PTY or Erasmus Scheme)</td>
<td></td>
</tr>
<tr>
<td>Clinical Placement(s) (that are not part of the PTY Scheme)</td>
<td>N/A</td>
</tr>
<tr>
<td>ERASMUS Study (that is not taken during Level P)</td>
<td></td>
</tr>
<tr>
<td>Study exchange(s) (that are not part of the ERASMUS Scheme)</td>
<td>Yes</td>
</tr>
<tr>
<td>Dual degree</td>
<td>N/A</td>
</tr>
</tbody>
</table>

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)