**Royal Holloway, University of London**
**Course specification for an undergraduate award**
**BA Digital Media, Culture and Technology (P300)**

| Section 1 – Introduction to your course |
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This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here.

Your degree course in BA Digital Media, Culture and Technology is delivered full-time in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits.  It is characterised by its progressive structure, which allows for increasing specialisation through the course. In the first year the course offers a basis in digital and social media platforms, an understanding of its history and theory and how to make and edit audio-visual content. You will also gain a basic grounding in authoring computer code. Through options in Media Arts (and other departments in the University) in subsequent years, you are able to develop and pursue your individual creative and intellectual interests.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

*Degree course* – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.
*Module* – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

| Section 2 – Course details | | | |
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| Date of specification update | July 2024 | Location of study | Egham Campus |
| Course award and title | BA Digital Media, Culture and Technology | Level of study | Undergraduate |
| Course code | 3046 | UCAS code | |
| Year of entry | 2026/27 | | |
| Awarding body | Royal Holloway, University of London | | |
| Department or school | Department of Media Arts<br>School of Performing and Digital Arts | Other departments or schools involved in teaching the course | |
| Mode(s) of attendance | Full-time | Duration of the course | Three years |
| Accrediting Professional, Statutory or Regulatory Body requirement(s) | N/A | | |
| Link to Coursefinder for further information: | https://www.royalholloway.ac.uk/studying-here/ | For queries on admissions: | https://royalholloway.ac.uk/applicationquery |

| Section 3 – Degree course structure | | | | | |
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| **3.1 Mandatory module information** <br> The following table summarises the mandatory modules which students must take in each year of study | | | | | |
| Year | Module code | Module title | Credits | FHEQ level | Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC |
| 1 | MA1805 | Coding for the Arts | 30 | 4 | MC |
| 1 | MA1051 | Film and Television History 1 | 15 | 4 | MC |
| 1 | MA1151 | Film and Television History 2 | 15 | 4 | MC |
| 1 | MA1801 | Introduction to Digital Media Theory | 30 | 4 | MC |
| 1 | MA1800 | Introduction to Digital Media Practice | 30 | 4 | MC |
| 2 | MA2800 | Creative Digital and Social Media | 30 | 5 | MC |
| 2 | MA2801 | Digital Aesthetics | 15 | 5 | MC |
| 2 | MA2806 | Data Journalism and Visualization | 15 | 5 | MC |
| 3 | MA3811 | Entrepreneurship, Creative Thinking and Digital Marketing | 30 | 6 | MC |

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

## 3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In stage 3, students must choose one of the following 30 credit modules:

MA3061 Dissertation
MA3801 Advanced Digital Media Communications – Project

## Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

## Section 5 – Educational aims of the course

The aims of this course are:

- to foster intellectual enquiry into Digital Media, Culture and Technology, meeting the general requirements of the QAA subject benchmarking statements in the development of knowledge, understanding, and discipline-specific key skills in both media and computer science;
- to provide a flexible and progressive structure in which students are able to gain knowledge and understanding of theory and practice in Digital Media, Culture and Technology and to explore the relationships between media and computer science;
- to offer modules in which the teaching of theory and practice in Digital Media, Culture and Technology is informed by research activity and professional expertise;
- to develop an understanding of professional and ethical issues involved in the deployment of computer technology and a range of digital media platforms; and
- to produce graduates who can confidently apply both creative and conceptual skills, whether in the communication or information technology industries or in the wider world of work or further learning, to contribute to the national and international community.

**Section 6 - Course learning outcomes**

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (\*)*)

| Theme | Course Learning Outcome | Level 4 | Level 5 | Level 6 |
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| **Research and Communication Skills** | 1. Research, apply, and evaluate evidence and ideas relevant to the subject area. | Compile relevant information about a topic in response to a brief. | Justify a position or rationale relevant to the subject area using suitable sources and evidence. | Formulate conclusions and insight about the subject area through research. |
| | 2. Apply methodologies for understanding the subject area. | Learn and apply methodologies for understanding the subject area. | Select and apply methodologies for understanding the subject area, appropriate to the sources and aims. | Critically apply research methodologies to provide insight into the subject area. |
| | 3. Present information and ideas about the subject area effectively. | Identify and present key information about the subject area. | Summarize, distil and accurately present information and ideas about the subject area. | Tailor the content and form of communication about the subject area appropriately for a specific objective. |
| **Theoretical and Contextual Understanding** | 4. Identify, analyse and evaluate critical theories and historical, societal, and artistic contexts. | Identify critical theories and historical, societal, and artistic contexts relevant to the subject area. | Analyse critical theories and historical, societal, and artistic contexts relevant to the subject area. | Evaluate multiple critical theories and historical, societal, and artistic contexts relevant to the subject area. |
| **Reflective Practice and Social Context** | 5. Productively reflect upon their own skills and practice and those of their group or peers. | Understand and discuss their own critical and creative practice and that of their group or peers. | Reflect on their own critical and creative practice, and that of their group or peers. | Apply reflective skills to develop their own critical and creative practice, and that of their group or peers. |
| | 6. Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability. | Identify contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area. | Evaluate contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area. | Participate in debates surrounding equity, inclusion, and sustainability through the context of the subject area. |
| | 7. Demonstrate skills relevant to professional careers cognate to the subject area. | Understand the range of specialist skills used by those with careers cognate to the subject area. | Cultivate skills used by those with careers cognate to the subject area. | Implement skills employed in careers cognate to the subject area. |
| **Subject specific skills** | 8. Demonstrate excellent levels of technical ability through industry level skills application. | Develop core foundational practical competencies across traditional and digital art forms. | Demonstrate strong traditional and digital art skills which are aesthetically and formally aware of past established norms and embracing of innovation and technical developments in the field. | Apply flair, originality and excellence in traditional and digital art forms, and present these in a manner suitable for high level consideration for industry or academic progression. |

| | | Develop fundamental concepts of shape, form, scale, proportion and tone. Develop technical ability for artistic practice in film-making, web design, interactive and digital arts and related content creation. | Demonstrate ability to use creative code for graphic, video, web and game design. Apply a deepening sense of and digital storytelling and an understanding of the role of agency in digital art creation. | Apply an authorial voice using high levels of technical ability in the creation of digital assets which meet the intentions of your working brief with near-industry level skills. |
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| **Problem solving with new technologies** | 9. Experiment, innovate and problem solve using new and emerging technologies. | Recognise emerging and new technologies and their place in innovative technical pipelines. Identify problems with new techologies and their possible solutions. | Apply emerging technologies to your own creative pipeline. Solve problems with new technologies by applying the correct toolset. | Apply new technologies to create technologically formed solutions. Evaluate the integration of emerging and innovative technologies in their own practice. |

## Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of lectures, seminars, small-group tutorials, practical workshops, problem classes, supervised computing laboratory work, media practice including location work, group work, guided independent research, and guided independent study. All students are expected to meet basic standards in information technology, training for which is provided by the University Computer Centre.

Assessment is by coursework essays, project reports, practical exercises, papers on practical work, oral presentations and a project. Transferable skills are also inherently assessed through the assignments, reports and oral presentations. Feedback is provided on students' performance in coursework, both assessed and non-assessed, and during tutorial and practical sessions.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Royal Holloway Curriculum Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

| Section 8 – Additional costs |
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| There are no single associated costs greater than £50 per item on this course. |
| **These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.** |

| Section 9 – Indicators of quality and standards | |
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| **QAA Framework for Higher Education Qualifications (FHEQ) Level** | 4-6 |
| Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study. | |
| **QAA Subject benchmark statement(s)** | http://www.qaa.ac.uk/quality-code/subject-benchmark-statements |
| Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated. | |

| Section 10– Intermediate exit awards (where available) | | |
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| You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below. | | |
| **Award** | **Criteria** | **Awarding body** |
| Diploma in Higher Education (DipHE) | Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5 | Royal Holloway and Bedford New College |

| Certificate in Higher Education (CertHE) | Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4 | Royal Holloway and Bedford New College |
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