

**PROGRAMME APPROVAL FORM  
SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>		Digital Asset and Media Management		
		For undergraduate programmes only		
		Single honours	Joint	Major/minor
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
MA	Digital Asset and Media Management	180	90	N/A
<b>3. Nested awards</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
N/A	N/A	N/A	N/A	N/A
<b>4. Exit awards</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
Postgraduate Diploma	Digital Asset and Media Management	120	60	N/A
Postgraduate Certificate	Digital Asset and Media Management	60	30	N/A
<b>5. Level in the qualifications framework</b>		M		
<b>6. Attendance</b>				
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>	
Mode of attendance	<b>X</b>	<b>X</b>	N/A	
Minimum length of programme	<b>1 year</b>	<b>2 years</b>		
Maximum length of programme	<b>3 years</b>	<b>4 years</b>		
<b>7. Awarding institution/body</b>		King's College London		
<b>8. Teaching institution</b>		King's College London		
<b>9. Proposing department</b>		Department of Digital Humanities		

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<b>10. Programme organiser and contact Details</b>	Richard Gartner richard.gartner@kcl.ac.uk
<b>11. UCAS code (if appropriate)</b>	N/A
<b>12. Relevant QAA subject benchmark/ professional and statutory body guidelines</b>	No benchmark
<b>13. Date of production of specification</b>	January 2008
<b>14. Date of programme review</b>	2018/19

### 16. Educational aims of the programme

The aim of this programme is to provide participants with an advanced level of theoretical, critical and practical education, which will equip them to create, curate, and manage the organisation of digital assets and digital media in institutions across the public and private sectors. The programme will develop participants' core understanding and competencies in the requirements, processes and implications involved in the creation, documentation, management, delivery and long-term work with digital content, including national and international best practice, and the role and use of standards, both metadata and technical, as well as managerial perspectives onto digital content.

### 17. Educational objectives of the programme/programme outcomes

The programme aims to prepare students for a management career in content, media and cultural heritage institutions. Students will acquire a mix of technical, theoretical and practical knowledge that will enable them to provide direction and leadership in this area; and graduate with a portfolio of essential skills in management, strategy, metadata, media management and preservation..

### Knowledge and understanding

The programme provides in-depth **knowledge and understanding** of the following:

- the theory and practice of managing digital information and knowledge
- decision workflows and processes involved in the digital content industry;
- provenance, integrity and trust;
- metadata requirements;
- established and emerging technical standards, including data formats, metadata, digital media, including their selection and use;
- technical, curatorial and organisational issues;

These are achieved through the following **teaching/learning methods and strategies**:

- Lectures
- Presentations
- Seminars
- Case studies
- Group work
- Independent study

**Assessment:**

Essays; dissertation or project.

- planning and managing large digitisation projects;
- issues, frameworks and platforms in managing digital asset repositories;
- key issues in planning and managing the curation and preservation of digital assets;
- appropriate personal and professional conduct in the context of the discipline.



### Skills and other attributes

#### Intellectual skills:

1. Critical awareness: can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Critical awareness: can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

These are achieved through the following **teaching/learning methods and strategies:**

- Lectures
- Presentations
- Seminars
- Group work
- Independent study
- Supervised projects
- Case Studies

#### Assessment:

- Essays;
- Dissertation;
- Projects or models constructed for practical exercises.

#### Practical skills:

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;

These are achieved through the following **teaching/learning methods and strategies:**

- Lectures
- Presentations
- Seminars
- Group work

2. Is able to exercise initiative and personal responsibility in professional practice.

- Independent study
- Supervised projects
- Simulation and laboratory projects
- Case studies

**Assessment:**

- Essays;
- Dissertation;
- Projects or models constructed for practical exercises.

**Generic/transferable skills:**

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others' functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

These are achieved through the following **teaching/learning methods and strategies:**

- Lectures
- Presentations
- Seminars
- Group work
- Independent study
- Supervised projects
- Simulation and laboratory projects
- Case studies

**Assessment:**

- Essays;
- Dissertation;
- Projects or models constructed for practical exercises.

**18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, regulatory and statutory body guidelines**

This is the first programmes of its kind in the world, and there are no immediately relevant guidelines and benchmarks. The staff DDH who will be running the programme and doing most of the teaching are among the leading experts in the world in most aspects of the subject

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matter covered in the programme. In addition, a number of specialists from outside the College will be invited to give lectures and seminars.

A consultative group is in process of being established, drawing on specialists from digital organisations in the commercial and non-commercial sectors, with representatives from the relevant professional bodies, with a view to ensuring professional recognition of the programme at an early stage.

**19. Programme structure and award requirements** (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

**(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values**

**Full-time**

180 credits earned through 1 x 40 credit core module, 1 x 60 credit core Dissertation/Project module and 80 credits of optional modules.

**Part-time**

**Year one**

80 credits earned through 1 x 40 core module and 40 credits of optional modules.

**Year two**

100 credits earned through 1 x 60 credit core Dissertation/Project module and 40 credits of optional modules.

**(b) range of credit levels permitted within the programme**

6 and 7

**(c) maximum number of credits permitted at the lowest level**

30 credits

**(d) minimum number of credits required at the highest level**

150 credits

**(e) progression and award requirements (if different from the standard)**

N/A

**(f) maximum number of credits permitted with a condoned fail (core modules excluded)**

30 credits

**(g) are students permitted to take a substitute module, as per regulation A3, 20.7?**

Students are not permitted to take a substitute module.

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**(h) other relevant information to explain the programme structure**

By approval of the Programme Coordinator, optional modules can be taken from a range of existing modules run by DDH and in other departments in the School of Arts & Humanities or in the College.

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**Programme Structure**

See Programme Handbook for modules to be taken.

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## **20. Marking criteria**

The assessment criteria follow the DDH specific criteria, which is modelled on the College's criteria for the assessment of MA programmes. A copy is attached.

## **21. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements**

### *Structure*

We welcome part time applications.

### *Publicity and programme handbook*

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

### *Teaching methods*

A wide range of teaching methods are utilised (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

### *Assessment*

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

### *Feedback*

Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.

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**PROGRAMME APPROVAL FORM**  
**SECTION 2 – SUPPLEMENTARY INFORMATION**

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

**1. Programme name**

MA in Digital Asset and Media Management

**2. If the programme is a joint award with an institution outwith the University of London has the necessary approval been sought from Academic Board?**

Yes

No

Not applicable

Please attach a copy of the request to Academic Board

**3. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

N/A

Which is the lead department and/or School?

**4. If the programme involves time outside the College longer than a term, please indicate how the time will be spent, the length of time out and whether it is a compulsory or optional part of the programme**

Year abroad

Year in employment

Placement

Other (please specify)

Time spent .....

Compulsory/optional .....

**5. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, regulatory or statutory body**

N/A

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**6. Please give details if the programme requires validation or accreditation by a professional, regulatory or statutory body**

Name and address of PSB

N/A

Frequency of validation/ accreditation

Date of next validation/ accreditation

**7. In cases where parts or all of the programme (other than those in box 4 above) are delivered either away from one of the College campuses and/or by a body or bodies external to the College please provide the following details**

Name and address of the off-campus location and/or external body

For the optional work placement module a broad range of sectors can be considered and target Host Organisations include public, private and not for profit organisations including those such as the BBC and other media organisations, British Library, British Museum, Museum of London, National Maritime Museum, Tate, National Gallery, V&A, Science Museum.

Percentage/amount of the programme delivered off-campus or by external body  
0 to 9% (20 credit module).

Nature of the involvement of external body

Access to relevant subject expertise and hands-on experience.

Description of the learning resources available at the off-campus location

The Host Organisation will provide a platform for work-based and 'vicarious' learning to take place in an area relevant to the MA programme and the student's interests. They will also be expected to provide supervision and training mostly 'on the job'.

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Students will be asked to complete a self-assessment form at the end of the placement and comment on their perception of their own performance, the value of the placement and the quality of the experience. Placement Providers will be asked to complete a self-assessment form and comment on the experience of offering a placement and the performance of the student. Students will be assigned a university supervisor who will be a member of King's staff who will visit the student once (usually half way through the placement). The supervisor will be available for additional consultation by email.

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The above will NOT form part of the academic assessment but provide quality assurance and feedback mechanisms.

All Placement Providers will be asked to complete the College's Health and Safety form before the student starts.

Please attach the report of the visit to the off-campus location

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