

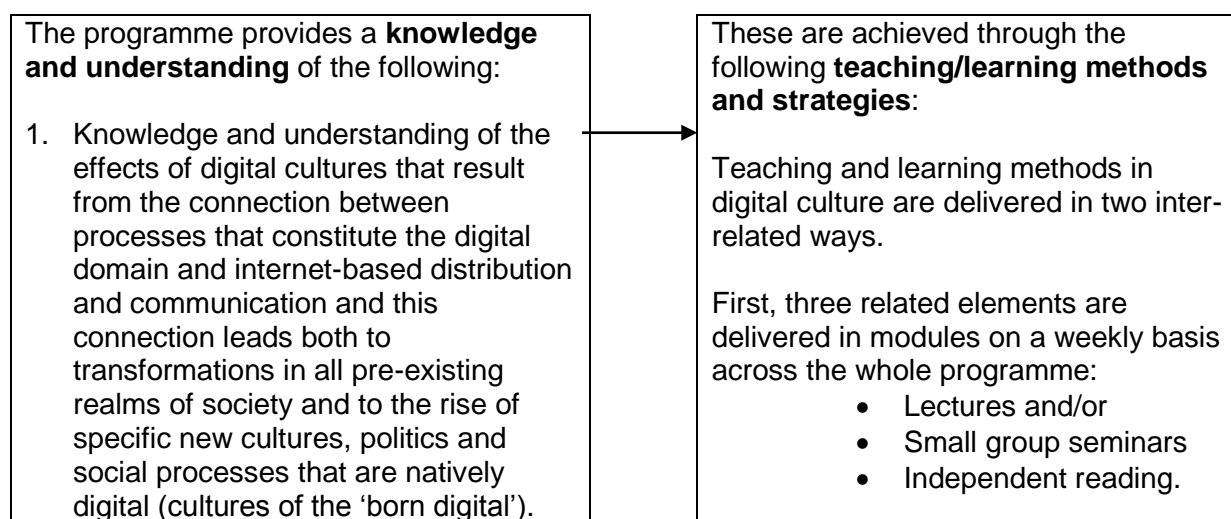
**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		Digital Culture		
		For undergraduate programmes only		
		Single honours	Joint	Major/minor
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
BA (Hons)	Digital Culture	360	180	N/A
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
Undergraduate Certificate (UGCert)	Digital Culture	120	60 N/A	N/A
Undergraduate Diploma (UGDip)	Digital Culture	240	120	N/A
Ordinary Degree	Digital Culture	300	150	N/A
5. Level in the qualifications framework				
6. Attendance				
	Full-time	Part-time	Distance learning	
Mode of attendance	X			
Minimum length of programme	3 years			
Maximum length of programme	10 years			
7. Awarding institution/body		King's College London		
8. Teaching institution		King's College London		
9. Proposing department		Digital Humanities		
10. Programme organiser and contact Details		Dr Paolo Gerbaudo 020 7848 1576 Paulo.gerbaudo@kcl.ac.uk		
11. UCAS code (if appropriate)		TBC		
12. Relevant QAA subject benchmark/		None directly relevant, however account is taken of QAA benchmarks for		

Professional, statutory and regulatory body guidelines	Communication, Media, Film and Cultural Studies and secondarily for Library and Information Management.
13. Date of production of specification	March 2013
14. Date of programme review	2019/20
<p>15. Educational aims of the programme <i>i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme</i></p> <p>The programme recognises the rise of digital culture as a pre-eminent feature of the 21st Century. Digital cultures result from the connection between processes that constitute the digital domain and internet-based distribution and communication and this connection leads both to transformations in all pre-existing realms of society and to the rise of specific new cultures, politics and social processes that are natively digital. The educational aims of the programme are as follows:</p> <ul style="list-style-type: none"> • to develop students' interest in, knowledge and understanding of digital cultures and of how society is mediated by processes of digitisation and of internet-enabled communication; • to enable students to analyse digital cultures across social, political and economic realms by teaching them relevant critical, historical and theoretical tools; • to give students in-depth knowledge of the intellectual debates about digital cultures and their relationship with other academic disciplines, such as sociology, politics, economics, information management, cultural studies, heritage studies, and so on • to give students an engagement with research methods specific to generating information about digital cultures and with non-digital specific research methods; and, • to provide a background for pursuing careers in all areas of digital culture; e.g. blog manager, online community co-ordinator, web publishing, digital management and so on. 	

<p>16. Educational objectives of the programme/programme outcomes <i>(as relevant to the SEEC Credit Level Descriptors)</i></p> <p>The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:</p>

Knowledge and understanding



2. Knowledge and understanding of the main critical and theoretical approaches to the analysis of digital culture.
3. Knowledge and understanding of digital cultures in particular social, technological and historical settings.
4. Knowledge and understanding of methods for generating new knowledge about digital cultures.
5. Knowledge and understanding of digital culture as an emerging academic discipline in relation to established humanities, social science and other academic disciplines.
6. An appreciation of appropriate personal and professional conduct in the context of a digital culture as an emerging academic discipline.

Second, interaction with digital cultures is delivered across modules, particularly through digital research methods:

- Constructing or 'making' digital culture, including generating knowledge using digital methods.

Assessment:

Learning outcomes are tested through assessed coursework, principally in the form of essays. There are in addition a requirement for a presentation and groupwork, and there will be project work in one of the two options for doing a dissertation and in some optional modules.

Skills and other attributes

Cognitive skills (title of section altered from PAF form to conform with SEEC Credit Level Descriptors for Higher Education):

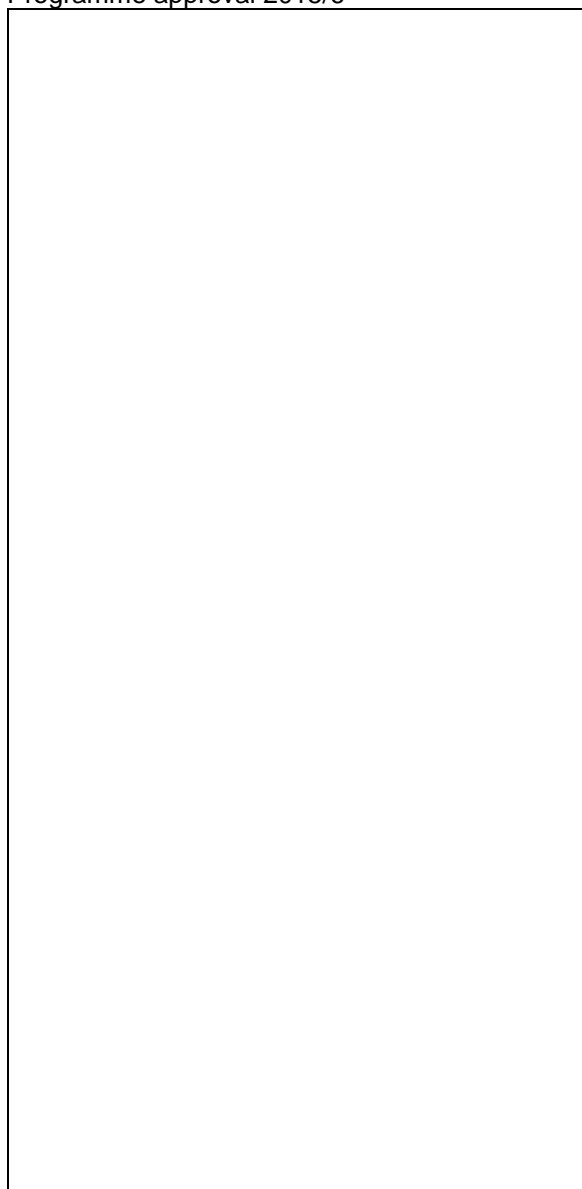
The programme aims to ensure students:

1. Can work critically with abstract ideas and with empirical examples, identifying their strengths and weaknesses using existing theoretical and empirical understandings.
2. Can identify appropriate research strategies for assessing existing ideas and for investigating new phenomena in ways that allow for the evaluation of new and existing knowledge and for the generation of new knowledge.
3. Can draw together appropriate material from a range of sources and apply them to critically analysing existing knowledge or to new phenomena and understandings.
4. Can analyse new and existing data appropriate to digital cultures, including being able to judge the reliability, validity and relevance of such data.

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

The cognitive skills are developed through the teaching and learning programme outlined above and made clear in module specifications. The first group of teaching and learning methods and strategies develops cognitive skills in the following way:

- Lectures provide good practice in developing cognitive skills as outlined in 1-4 on the left, particularly in demonstrating the development from identifying ideas and phenomena to analysis and then to both abstraction and evaluation.
- Seminars provide an environment in which discussing and presenting ideas is fostered, ensuring guided development of articulating, analysing and evaluating ideas.
- Individual reading ensures engagement with appropriate level academic material providing good practice



examples and models of developing cognitive skills.

Digital cultures are open to engagement, including creation, and particular methods are appropriate to utilise this openness for learning. This allows a second and complementary path in achieving cognitive skills:

- Interacting with specific elements of digital cultures ensures understanding of the inter-mixture of sources of digital cultures, particularly of the inter-relationship of technological and cultural.
- Construction of, change to or the making of digital cultures will occur through the dissertation project route and through optional modules. All such construction and making opportunities offer insights into digital cultures broadly understood in their exemplification of sources and processes of digital culture.

Assessment:

All skills outlined are tested through coursework essays and oral presentations and through participation in seminars. The compulsory dissertation assesses these cognitive skills.

Practical skills:

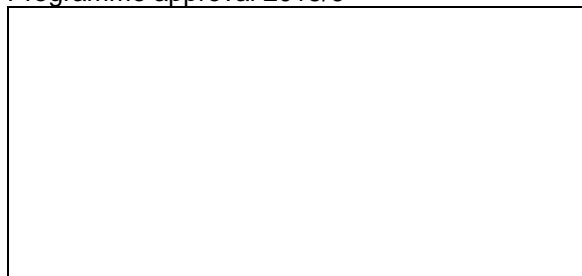
The programme aims to ensure students:

1. Can identify and select appropriate methods and material for analysis of digital cultures across a wide and unpredictable range of digital contexts.
2. Can operate autonomously, with minimal supervision and direction, within agreed guidelines.
3. Can understand and investigate the ways digital technologies are constructed and maintained including contributing new digital making.
4. Can understand how to develop and complete projects involving digital cultures, able to define appropriate strategies for digital projects.

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

Skills 1 and 2 are developed through tutorials, seminars, attendance at lectures, where good practice is demonstrated, and at private study. The compulsory dissertation and the level 4 core (Digital Culture and Society I) and level 5 (Digital Culture and Society II) compulsory and level 6 (Digital Culture and Society III) compulsory modules specifically address these skills.

Skill 3 is developed through the digital research methods modules, and in many other modules that offer opportunities for engagement and digital creation.



Assessment: All skills outlined are tested through coursework essays and oral presentations and through participation in seminars. The compulsory dissertation assesses these practical skills.

Personal and enabling skills (title of section altered from PAF form to conform with SEEC Credit Level Descriptors for Higher Education):

The programme aims to ensure students:

1. Can effectively assess their own learning and their ability to utilise their critical and evaluative skills.
2. Can work autonomously.
3. Can work productively within a team or teaching group.
4. Can communicate their ideas effectively through a variety of media, including written and oral presentations.

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

Skills are developed through tutorials, seminars, attendance at lectures, where good practice is demonstrated, and at private study.

Assessment All skills outlined are tested through coursework essays and oral presentations and through participation in seminars. The compulsory dissertation assesses these personal and enabling skills. The compulsory module ensure presentations are conducted and assessed.

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

Digital culture is a new academic discipline developing from a range of sources, including internet studies, media studies, cultural studies, digital humanities, sociology and other relevant academic areas. We have drawn on all these areas where they are relevant, basing the programme on appropriate standards. However, there is no single professional body or benchmarking statement that directly addresses digital culture.

We have taken note of the only academic professional body in this area, the Association of Internet Researchers (AOIR), particularly taking note of their Ethics Guide and sought advice from the extensive mailing list. We have also taken note of Media, Communication and Cultural Studies Association (MECCSA) and of the British Sociological Association (BSA) as professional bodies containing academics working in the area of digital culture.

The most relevant QAA subject benchmark is the Communication, Media, Film and Cultural Studies (CMFCS) benchmark statement, though this is more by analogy to the areas covered by this benchmark than by it directly addressing studies of digital culture. The Librarianship and Information Management (LIM) benchmark may seem to be relevant but it addresses professionalization teaching that the BA Digital Culture does not. We have however examined both these benchmarks and note the following:

The CMFCS benchmarks may be considered relevant to the extend BA Digital Culture develops a similar approach to studying a media or cultural phenomena as do media and

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film studies. We have therefore ensured our programme is cognate to and consistent with these benchmarks without reducing digital culture's differences. In particular we note Section 8.1 CMFCS benchmarks which state that:

"Typically, however, students graduating within these fills will display: coherent knowledge of the communication, media and cultural forms and processes chosen for study within their degree programme; understanding of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these; and, skills in critical analysis, research, production and communication appropriate to the learning tasks set by their programme, as well as an array of generic and creative skills."

Our programme accords with this summary of CMFCS benchmarks and applies them to the study of digital culture. We also take note of repeated statements in CMFCS benchmarks that individual programmes will combine different elements of the benchmarks from which programmes will create their own coherent and appropriate form. We take this as affirming our ability to formulate a specific digital culture programme which we believe this programme specification clearly sets out. For example, the integration and relationship between digital research methods and 'traditional' research methods in relation to theories and histories of new media as set out in the core and compulsory modules for this programme.

The benchmarks for LIM are considerably less relevant because they address the preparation for 'professional posts in information, knowledge, library records, or archives management and cognate fields' (Section 1.1) and the BA Digital Culture does not address such professionalization as a primary subject.

18. 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?

19. Programme structure

See Programme Handbook for modules to be taken.

If a Masters programme, are level 6 credit levels permitted within the programme? n/a

Maximum number of credits permitted with a condoned fail (core modules excluded)

45 credits

Are students permitted to take any additional credits, as per regulation A3; 5.9?

Students may, in exceptional circumstances, take 30 credits in total during their programme, with no more than 30 credits in any one year with the approval of the Head or Department or the Programme Director.

Are students permitted to take a substitute module, as per regulation A3; 20.7?

Students are not permitted to take a substitute module.

Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

No

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

There are three modules, Digital Culture and Society I, II and III, that is available in that year only to BA Digital Culture students to ensure the knitting together of the programme.

In the final year, there are two dissertation modules to ensure that a thesis style dissertation is distinguished from a project and report style dissertation. The latter also has additional requirements of approval. It is important to ensure students do not confuse these types of dissertations and it is accordingly not appropriate to make them pathways within the one module. However, it is not easy to indicate this in the grid of modules above.

Summary:

Year ONE

120 credits earned through 1 X 30 credit core module and 6 x 15 credit compulsory modules.

All modules are Level 4

Year TWO

120 credits earned through 1 X 30 credit compulsory module and 2 X15 credit compulsory modules, and 60 credits of optional modules.

Year THREE

120 credits earned through 1 X 30 credit core module and 1 X 30 Credit Dissertation module, and 60 credits of optional modules.

Two dissertation modules will be offered (one for a thesis only and one a project and short thesis path) and students are required to take one of these but may not take both.

All modules are Level 6.

20. Marking criteria

Marking criteria for all KCL-based papers are based on KCL's generic criteria; for study abroad modules taken by students criteria for the degree in the host institutions are used.

21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

New Programme Board of Examiners:

Name: Digital Culture

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

Dr Ernesto Priego (CASC Approval Received)

23. 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

Publicity and programme documentation

These will 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). The compulsory use of computers is not beyond any use that is required for any academic degree, for example word processing or use of spreadsheets, or for any average form of web-surfing (Facebook use or accessing web-pages).

Teaching Methods

A range of teaching methods is described in this programme specification and will require use of KEATS (or other virtual learning environment) and handouts in digital formats and other digital resources.

Assessment

The College's Personal Examinations Provisions Committee (PEPC) 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. The PEPC will need to be notified about requests for alternative assessment methods.

Feedback

Feedback on the programme is collected at both module and programme level, including information from students with disabilities about their learning experience. All students have a personal tutor who asks if the student wishes to disclose a disability and is available to receive feedback. All modules give School approved feedback forms.

PROGRAMME APPROVAL FORM
SECTION 3 – 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 BA Digital Culture

2. Is this programme involved in collaborative activity?

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

Yes

No

Not applicable

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes

No

Not applicable

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

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

n/a

Percentage/amount of the programme delivered off-campus or by external body

Nature of the involvement of external body

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

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?

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

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

Year abroad

Year in employment

Placement

Other (please specify)

Time spent One Year Credit amount 120 Compulsory/optional Optional

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

Digital culture is a phenomenon which has significant global reach while also having regional and local differences. Study abroad would allow students the chance of studying digital culture and seeing in both teaching and how digital culture operates the similarities and differences of different cultures. We will seek to build on KCL's seven strategic partners and will seek to ensure guidance is given to students about programmes of study they can pursue which include digital culture teaching. Discussion has been underway with University of North Carolina at Chapel Hill and University of Sydney to provide recommended programmes of study as adjuncts to the existing seven international partners.

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

Name and address of PSB

n/a

Date validation/accreditation commenced:

Frequency of validation/ accreditation

Date of last validation/accreditation

Date of next validation/ accreditation