

**THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>		<b>Digital Culture &amp; Society</b>		
<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 Culture & Society	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 Culture & Society	120	60	N/A
Postgraduate Certificate	Digital Culture & Society	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		X	X	No
Minimum length of programme		1 year	2 years	N/A
Maximum length of programme		3 years	4 years	N/A

<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/Department of Culture, Media and Creative Industries
<b>10. Programme organiser and contact details</b>	Dr. Mark Cote E-mail: mark.cote@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 for MA.
<b>13. Date of production of specification</b>	Original PAF: January 2003; CFPAF: January 2007
<b>14. Date of programme review</b>	2012/13

**16. Educational aims of the programme**

PAF Approved by QA&AA: 26 June 2007  
 PAF Amended by ASQ: 7<sup>th</sup> April 2010  
 PAF modified by ASQ re: exit awards: 26<sup>th</sup> May 2010  
 PAF modified by ASQ: 14 October 2010  
 PAF modified by ASQ: 25 January 2011  
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 PAF modified by QAS for 2013/14: 22<sup>nd</sup> March 2013  
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The aim of the *MA Digital Culture & Society* is to develop participants' understanding of the role and consequences of digital technologies in contemporary culture, broadly interpreted to include such areas of activity as performing arts, telecommunications, information technology, philosophy, law and education. The programme is conceived as fundamentally inter-disciplinary, drawing for its teaching on four academic Schools: Humanities, Law, Natural and Mathematical Sciences, Social Science & Public Policy. It is aimed at a diverse range of participants, offering technological insights to those with non-technical backgrounds, and cultural perspectives to those who have not thought about digital culture in a systematic way.

The central focus of the Programme is the inter-relatedness of technology and culture in contemporary society. The principal educational aims are to develop and enhance participants' awareness and understanding of a range of subjects relevant to digital culture and technology, including:

- the key information and communication technologies that shape contemporary society;
- key developments in contemporary cultural expression, specifically as these are driven, mediated or influenced by digital technologies;
- the role of digital technologies in the study of culture and cultural artefacts from the past;
- how digital technologies are shaping society more generally, e.g. social intercourse, social structures, government, international politics, education and law;
- current critical and theoretical debates around digital culture and the role and impact of technology in cultural and social life.

Overall the Programme aims to develop and enhance the critical and analytical skills of participants in forming their own assessments of digital technologies and their impact in society and culture.

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

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

#### Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. The key information and communication technologies that shape contemporary society and culture;
2. The key developments in contemporary cultural expression, and the role played in this by digital technologies;
3. The ways in which technological developments are changing society and culture in personal, local, national and international contexts;
4. The role and impact of technology in the study of culture;
5. The ethical, moral and philosophical consequences of technology in society and culture;
6. Appropriate personal and professional

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

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

#### Assessment:

- Essays;
- Dissertation;
- Computing models constructed for practical exercises.

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**Skills and other attributes**

**Intellectual skills:**

1. A critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. A 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
- Simulation and laboratory projects.

**Assessment:**

- Essays;
- Dissertation;
- Computing 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;
2. Is able to exercise initiative and personal responsibility in professional practice.

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

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

**Assessment:**

- Essays;
- Dissertation;
- Computing models constructed for practical exercises.

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**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

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

- Lectures
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- Seminars

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- 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.

- Group work
- Independent study
- Supervised projects
- Simulation and laboratory projects.

**Assessment:**

- Essays;
- Dissertation;
- Computing models constructed for practical exercises.

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

No benchmark statements or guidelines exist for digital technology and culture as described here. CCH are, however, involved world-wide in formulating such benchmarks.

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

**(a) numbers of compulsory and optional units to be taken in each year of the programme**

**Full time:**

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

**Part time:**

*Year 1*

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

*Year 2*

100 credits earned through 1 x 60 credit core dissertation and 40 credits of optional modules.

Student are permitted to take other modules within School of Arts and Humanities with approval from the Programme Director: Credit Level, 7: Credits. 20: Status Type, O: Progression Single, NO: Assessment type, Various.

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

7

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

180

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

180

**(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

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

N/A

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Programme approval 2006/07

### **Programme Structure**

See Programme Handbook for modules to be taken.

### **20. Marking criteria**

The assessment criteria follow the College's general criteria for the assessment of MA programmes.

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