University of Glasgow

Programme Specification[1]

1. Programmes:

Programme Title	UCAS GU Code Code
MA Digital Media and Information Studies	I150 G503-2000

2. Attendance Type:

Full Time

2.1 SCQF Level:

10

2.2 Credits:

480

3. Awarding Institution:

University of Glasgow

4. Teaching Institutions:

University of Glasgow

5. College:

College of Arts

6. School/Institute:

Humanities [REG10300000]

7. Programme Accredited By:

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[1] This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

8. Entrance Requirements:

Please refer to the current undergraduate prospectus and general entry to College of Arts

8.1 ATAS Certificate Requirement:

ATAS Certificate not required

9. Programme Aims:

Digital Media and Information Studies provides an interdisciplinary perspective on how the use of Information and Communication Technology (ICT) shapes our knowledge and understanding, provides new ways to view our past, present and future and influences our economic, social and cultural life. Drawing on the disciplines of Digital Humanities and Information Science, Digital Media and Information Studies examines the creation of digital media, how the use of ICT can provide new perspectives for analysis, interpretation and communication, the role of ICT in cultural heritage organisations and the broader economic, social and cultural impact of the digital revolution.

The degree aims to:

- Promote a critical appreciation of the history, practice and potential of digital humanities in all its forms
- Foster students' understanding of how ICT can enhance our analysis, interpretation and judgement
- Develop an appreciation of the changes brought about by the digital revolution and the economic, social, cultural and intellectual significance of this change
- Provide opportunities for students to develop the essential skills of critical analysis, evaluation, research and communication
- Emphasise human factors in the creation, use and application of ICT
- Equip students with the skills to adapt their scholarship to the rapid pace of technological change in the modern world
- Enhance students' skills across a range of ICT applications and methods
- Develop qualities of independence, creativity and teamwork

10. Intended Learning Outcomes of Programme:

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

Knowledge and Understanding
By the end of the programme students will be able to:
- Show how information and communication technology can be applied and used in arts and humanities disciplines
- Identify the strengths and weaknesses of a range of information and communication technologies
- Assess the range of impacts that ICT can have on the individual and society, particularly in the economic, creative and political fields
- Integrate the interdisciplinary theories, philosophies and methods that inform the discipline
- Illustrate the interrelationship between theory, method and practice

Skills and Other Attributes:

By the end of this programme students will be able to:

Subject-specific/practical skills
- Appropriately apply ICT to a particular problem, domain or media type
- Critically assess the opportunities, costs and benefits of using and applying ICT
- Create digital surrogates to accepted community standards from a range of analogue source material
- Develop creative solutions to problems using appropriate methods and practices

Intellectual skills
- Debate issues surrounding the use of ICT in terms of multiple philosophical and theoretical approaches
- Analyse, evaluate and interpret a range of digital content using relevant ICT
- Synthesise and apply understanding across different disciplines
- Employ independent and creative problem-solving techniques
- Communicate ideas and information in a clear and effective manner

Transferable/key skills
- Conceive, develop and execute ICT related projects
- Demonstrate a high level of competence in a range of ICT applications
- Show good written, verbal and visual communication skills
- Use effective self-management skills
- Produce independent learning and research
- Contribute effectively to teamwork

11. Assessment Methods:

There are a variety of assessment techniques used in the programme across the four years. Assessment methods vary from course to course but typically include two or more of the following: examinations, essays, projects, seminar papers, presentations and dissertation. Some of these assessments are undertaken on a group as well as individual basis.

The project based work explores major components of digital humanities and plays a key role in developing students understanding. This is where students learn the transferable ICT skills but also, more importantly, put into practice the theoretical underpinnings. They use these projects to demonstrate their understanding not merely of the tools themselves but of the impact they have on the wider subject area. In many instances students define and develop their own project topic, providing a greater sense of ownership and engagement with the assessment.

Essays topics, which direct students to various themes and topics within the subject, enable students to explore these in depth and to develop a more thorough understanding of the wider subject area. Exams are an effective test of the breadth and depth of students' knowledge and understanding within a limited time frame. Exams comprise a variety of question formats so that students have essay type questions as well as shorter, more technical questions. This variance enables different learning styles to be accommodated in terms of exam technique.

The dissertation allows a much more focussed piece of work and for the student to demonstrate this deeper understanding of the subject area as well as further develop good academic research methods. Individual supervision of the dissertation also provides a key opportunity for students to refine their intellectual skills.

The assessment methods are designed to relate to the ILOs mainly in a matrix fashion. Each assessment will enable the student to demonstrate achievement of one or more of the ILOs. This layering is continued across the various courses, so that real depth can be achieved in learning.

Examinations remain important here but project work, essays and presentations play a key role. Criteria for project work as well as presentations are made available to students in course documentation and the retention of copies of all assessed work submitted, which is made available to external examiners, permits security of assessment. Much of our work is submitted electronically and the Moodle as well as our local

storage is critical in preserving this work. The combination of forms of assessment based on demonstration of practical work, oral presentation, contribution to discussion and written essay permits testing of a range of relevant student abilities.

12. Learning and Teaching Approaches:

Knowledge and Understanding
Core courses provide a common basis for all students, who may then select from a range of options depending on their interests. A range of pedagogic methods are used depending on the nature of the material being taught. Primary methods include lectures, lab sessions, seminars, independent learning, individual research and visits.

Subject-specific/practical skills
Many of these key skills will be acquired through the main Honours courses, and demonstrated through these and other optional courses. The practical experience accumulated during the programme is a key means by which the range of subject-specific and practical skills can be acquired, practiced, and utilised, as is the dissertation. The practical classes play a key role here, as do visits and guest classes from practitioners.

Intellectual skills
Cognitive skills are developed through lectures which provide examples of good practice; seminars are intended to help develop students' confidence in their own abilities; research for essays assist students in developing data- and theory-rich arguments; and practical exercises in the computer lab develop digital object creation and handling skills. The dissertation brings together the range of intellectual skills and is a key aspect of the demonstration of the students' ability.

Transferable/key skills
Transferable skills are necessary to and integral in the achievement of the more subject-specific outcomes outlined above. The increasing level of self-directed learning at Honours level promotes and reinforces students' range of skills.

13. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

There is no relevant subject benchmark but two honours courses (Document Encoding and 2D Digitisation) are CILIP (Chartered Institute for Library and Information Professionals) and ARA (Archive and Record Association) accredited.
Intention for the whole UG programme to be accredited by CILIP when PG accreditation is renewed.

14. Programme Structure and Features:

The Digital Media and Information Studies is a four years Honours degree and is subject to the regulations of the College of Arts. The College requires that students must complete twelve courses or equivalent (240 credits), achieving grade D3 or above in eleven of these, including at least four courses at Level 2 and these four courses must represent at least two subjects.

This degree specifies that a student entering Honours Digital Media and Information Studies will meet these criteria but will also normally have an average of C3 grade across the Arts and Media Informatics 2A and 2B. Students who take Level 1 Arts and Media Informatics 1A and 1B courses in their second year can progress directly to honours if they have achieved an average of at least B1 across the two level 1 courses. Computing Science students who have credits at Level 1 courses, but do not want to proceed with Computing Science may directly enter Level 2 Arts and Media Informatics 2A and 2B courses.

Typically, the programme is structured thus :

Level 1
120 credits, typically over six courses from 3 subjects. 40 of which are made up from Level 1 Arts & Media Informatics 1A and 1B. The further 80 credits normally come from two other Arts or Social Science subjects.

Level 2
In second year students progress with two of their first year subjects to Level 2 (80 credits) and choose

another subject or subjects at Level 1 (40 credits). 40 credits at Level 2 must be from Arts and Media Informatics 2A & 2B. 40 credits from a further Level 2 subject continued from Level 1. 40 further credits from (typically) a Level 1 subject.

Honours
This is the structure of the 3rd and 4th year for Digital Media and Information Studies. All courses will be taken over the two years but student led choice is available in four courses in terms of which year these are studied in. All courses are 30 credits.

3rd & 4th Year			
Jun Hons Semester 1	Jun Hons Semester 2	Sen Hons Semester 1	Sen Hons Semester 2
Enterprise Creativity and Citizenship Online (30)	Choice Semester 2(30)	Dissertation (submit Jan) (30)	Choice Semester 2(30)
Humanity and Trans-humanity (30)	Choice Semester 2(30)	Multimedia Analysis and Design (taught)	Multimedia Analysis and Design (project) (30)
	Dissertation - Prep	Choice Semester 1 (30)	

Student Choice Semester 1: "Records and Evidence", "Archives, Records and Information Management".
Student Choice Semester 2: "Heritage and Cultural Informatics", "2D Digitisation", "Document Encoding".

General information regarding subject choices at Level 1 and 2 can be found here -
http://www.gla.ac.uk/undergraduate/choosingyourdegree/artssciencesocialsciences/

Further information on individual courses can be found on myCampus

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:
(a)   Award of the degree
(b)   Progress
(c)   Early exit awards
(d)   (For undergraduate programmes, where appropriate) Entry to Honours

http://www.gla.ac.uk/services/senateoffice/calendar

15. Additional Relevant Information:

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (www.gla.ac.uk/services/tls/sls/), the Student Counselling and Advisory Service (www.gla.ac.uk/services/counselling/), the Student Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

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Particular emphasis is placed on acquiring desirable graduate attributes as demonstrated in the ILOs. These skills are highly sought after in the Cultural and Heritage Sector as well as the creative industries. There is a real synergy with the Library and Archives and the Hunterian Gallery and Museum. Students will have opportunities to handle material from these institutions in the course of their learning, giving them valuable practical experience which is sought by employers. We have a dedicated multimedia lab in HATII and a range of technical expertise that can be drawn on for additional teaching support. More information can be found at:
http://www.gla.ac.uk/departments/hatii/

16. Academic Session:

2013-14

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