

Diploma in Creative and Cultural Industries

Programme Specification

<p>Awarding Institution: Open Christian University of East Africa</p> <p>Teaching Institution: Adhengo Institute</p> <p>Final Award: Diploma in Creative and Cultural Industries</p>
<p>Programme Name: Diploma in Creative and Cultural Industries</p>
<p>Total credit value for programme: 60</p> <p>Name of Interim Exit Award(s): Not applicable</p> <p>Duration of Programme: self-paced</p>
<p>OCU Code(s): DCCI</p> <p>AI Code(s): DCCI/AI</p> <p>QAA Benchmark Group</p>
<p>FHEQ Level of Award: Level 4</p>
<p>Programme accredited by: Not applicable</p> <p>Date Programme Specification last updated/approved: February 2023</p>
<p>Home Department: School of Interdisciplinary Studies</p> <p>Department(s) which will also be involved in teaching part of the programme: IPM</p>

Programme overview

The diploma suite of programmes is aimed at students who wish to develop or consolidate their academic English language skills and/or undertake preliminary study in the subject areas they would like to study at Master's level. They will gain insight into how disciplinary knowledge is constructed and studied. The aim is also to enable students to become familiar with East African academic culture, in particular at OCUEA, and in the standards required at postgraduate level. It may help students who have not yet decided on their choice of Master's degree to identify their specific focus. Through taking modules related to their interests, and with one-to-one tutorial guidance, they can find the future degree best suited to them.

Students who successfully complete the programme at the required level are guaranteed a place on a relevant OCUEA postgraduate degree. Students who wish to go on to study elsewhere in East Africa will be given the appropriate tutorial support to complete their applications and write an impactful personal statement; their personal tutor will write a supporting reference.

The core modules introduce and develop the following skills:

1. Reading

Through a wide range of academic texts, students are introduced to a range of contemporary theoretical ideas that are important to studies in the humanities and social sciences. These relate to the nature of knowledge, identity, culture, gender, democracy, inequality and social justice. Knowledge and understanding of key concepts are invaluable to successful postgraduate study. Language development is embedded: through their reading, students are exposed to a variety of grammatical structures and vocabulary. They are also encouraged to read independently, developing the skills of reading for gist and specific information in order to acquire the information they need from academic texts.

2. Writing

Students are taught how to write in a range of settings, with emphasis given to appropriate academic style. Students become familiar with the organization of key writing genres, learning how arguments are presented and how to use language appropriately. Lecturers support a move away from the kind of writing that students may have been coached to produce for English language tests; instead, there is a focus on research-informed writing and using evidence to support claims.

3. Listening and Speaking

Regular use is made of up-to-date broadcasts and contemporary discussions, with the aim of introducing students to a range of challenging and engaging material related to contemporary issues. We make use of Goldsmiths' excellent audiovisual collection, and interrogate themes like the relationship between theory and practice, interdisciplinary studies, climate inequality and social justice. The aim is to develop students' familiarity with current aspects of African culture, to build on their existing knowledge and experience, and provide opportunities for the development of their own interactive skills. Students learn how to give researched presentations and interact effectively in seminars.

4. Research skills

The programme aims to develop essential research skills: using the library; performing critically engaged web-based research using search engines such as Google Scholar; assessing the validity and reliability of sources and avoiding plagiarism. Students learn how to make the most effective use of the texts they identify and to use these effectively in their researched writing. The focus is on students to develop the independent research skills that will enable self-discovery and equip them for degree level study.

Programme entry requirements

- Students must normally be at least 18 years of age on submission.
- A minimum score of 5.5 in IELTS (with no sub score lower than 5.5) or equivalent in other English Language examinations.
- Students must normally have already completed (or be about to finish) a high school diploma in their country.

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Ability to speak and write critically, fluently, accurately and appropriately for a variety of academic contexts	LS61002B Academic Writing and Language Development LS61003A Academic Listening and Speaking
A2	Apply relevant knowledge to a variety of spoken and written academic genres	All modules
A3	Apply the academic and study skills necessary to succeed on a Level 4 programme in an African HE environment.	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Interpret communication in a cross cultural and intercultural environment;	All modules
B2	Ability to construct and support an argument.	All modules
Code	Learning outcome	Taught by the following module(s)
B3	Ability to understand, analyse, and engage critically with a range of academic texts, both written and spoken.	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Acquire an awareness of the assumptions and expectations of a student studying at Level 4 in an Africa HE institution.	All modules
C2	Structure and communicate ideas effectively both orally and in writing.	All modules
C3	Engage critically with selected readings and lectures from the discipline.	LS61001C Contemporary Theories LS61004B Images and their Interpretations IC61002B Introduction to Arts Administration & Cultural Policy IC61001B Introduction to Creative and Cultural Industries

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Engage with and respond to tutors and students from a range of disciplinary, cultural and linguistic backgrounds.	All modules
D2	Acquire the necessary skills to become an independent, creative and lifelong learner.	All modules
D3	Participate effectively in groups, assessing the relevance and importance of the ideas of others.	All modules

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Overall achievement is at an exceptional level. Work is analytical, evaluative and clearly positioned, demonstrating independence of thought. Work follows a clearly focused line of argument with no irrelevance and contains excellent support and referencing throughout evidencing solid and wide-ranging research. It is exceptionally coherent and logically organized with no unnecessary repetition. There is exceptional control of communication in both general academic content and specific theoretical ideas. There is a high level of grammatical accuracy and appropriacy, and an exceptional range of structures and subject specific vocabulary are used.
70-79%	1st: First (Excellent)	Overall achievement is at an excellent level. Work is analytical, evaluative and clearly positioned, demonstrating independence of thought. Work follows a clearly focused line of argument with no irrelevance and contains strong support and appropriate referencing throughout evidencing solid and wide-ranging research. It is fully coherent and logically organized with no unnecessary repetition. There is excellent control of communication in both general academic content and specific theoretical ideas. There is a high level of grammatical accuracy and appropriacy, and a very wide range of structures and subject specific vocabulary are used.
60-69%	2.1: Upper Second (Very good)	Overall achievement is at a very good level. There is effective analysis and a good attempt at evaluation and positioning although these may not be consistent throughout. Work follows a largely well focused and supported line of argument. There is appropriate research and competent referencing with very occasional weaknesses. It is coherent and logically organized although there is occasional repetition. There is good control of communication in both general academic content and specific theoretical ideas. Grammar is largely accurate and appropriate, and a wide range of structures and subject specific vocabulary are used with only minor errors which do not impede understanding.
50-59%	2.2: Lower Second (Good)	Overall achievement is at a good level. There is some attempt at analysis and evaluation, although these may not be consistent, and positioning may be absent or unclear. Work contains adequate support and follows a clear main line of argument although this may be weak in part. Referencing is generally competent, but not always thorough. Research is limited.

		A good attempt at organization although there may be some irrelevance or repetition. There is effective control of communication in general academic content although there may be some difficulty with specific theoretical ideas. Grammar is generally accurate and appropriate, and a good range of structures and subject specific vocabulary are used although there are errors which may impede understanding.
40-49%	3rd: Third (Pass)	Overall achievement is at a satisfactory level. There is an attempt at an argument, but this may not be easy to follow. There is a reliance on description over analysis and there is insufficient research. There are attempts to follow academic notions of support, but these are not always consistent or appropriate. There is an attempt at logical and appropriate organization although this is not always successful. Able to communicate in general academic content but some difficulty with theoretical ideas. An adequate range of vocabulary and structures are used although errors sometimes impede understanding.
25-39%	Fail	Learning outcomes have not been satisfactorily met. There is an over-reliance on description and arguments are not adequately developed, showing little or no research. Grammar is confined to simple sentences with frequent errors which impede understanding. There is a limited range of vocabulary and errors are clearly evident. There is little evidence that an argument can be supported and referenced correctly.
10-24%	Bad fail	Learning outcomes have not been met. Content is purely descriptive and there is no attempt at analysis or personal argument. Communication is poor due to the lack of basic grammar and vocabulary structures. There is little or no evidence of the academic conventions of argument, citation and referencing.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

Mode of study

Self - Paced

Programme structure

All modules are compulsory.

Core modules:

LS61001C Contemporary Theories

This module introduces a selection of theories that historically have informed and continue to inform contemporary European academic discourse and research. It presents these theories in their historical contexts and asks how these might operate today. The aim of the module is to familiarise students from different disciplines with the use of theory in argumentation and critical thinking in undergraduate study in the Arts, Humanities and Social Sciences in Africa. At its heart is the 'theory and example' essay, which asks students to critically apply a theory from the module to their individual interests. The module is taught through (i) a reading class, (ii) a lecture, and (iii) a follow-up seminar. These incorporate the development of skills in writing, listening, reading, and speaking in academic English. Teaching on this module emphasises the critical dissection of texts and ideas and stresses the students' individual responses to these based on individual experiences, feeling, and opinions.

LS61002B Academic Writing and Language Development

This module develops students' ability to write, research, plan, draft, and edit an argumentative essay in accordance with the expectations of a British university. The first term covers the construction of paragraphs, academic rhetorical style, and the summarising and synthesising of academic sources. The first term also covers the construction of sentences, focusing on lexicogrammatical accuracy. The second term covers the elements of essay structure, the use of sources, the practice of referencing, the use of theory and example in argumentation, and editing strategies for second language writers. It prepares students for researching and writing extended argumentative essays on their future degree programmes.

LS61003A Academic Listening and Speaking

This module develops the listening and speaking skills which students will need on their Masters programmes. Students will gain an understanding of the role of lectures, seminar discussions, presentations and tutorials in African Universities and will develop their ability to engage with and function within these formats. In doing this, students will work with a range of challenging and interesting authentic recordings related principally to culture, society and the arts. There will be a focus on vocabulary development as an essential component of successful listening. Students will produce a number of spoken texts on which they will work collaboratively which will prepare them for the types of interactions they can expect to have on their undergraduate degrees.

Interdisciplinary module:

This module introduces students to some essential ideas and theories that are relevant and important within many of Goldsmiths' academic disciplines.

LS61004B Images and their Interpretations

We live in a highly visual culture which is increasingly dominated by images and the media and attempts to influence us. Therefore, the aim of this module is to provide students with an introduction to some of the tools available in interpreting the kinds of images that surround us in everyday life. The module is particularly relevant to students going on to study within the fields of Media, the Creative and Cultural Industries or Social Sciences.

Initially, the module will focus on de Saussure's and Barthes' original approach to 'Semiology' - the 'study of signs' - and how these signs create a 'system of representation' and meaning through both language and image. Building on this, students will explore and discuss a variety of concepts that may help them to identify, understand and interpret disclosed or hidden messages conveyed by images and media texts, particularly in advertising. Reference will be made to the concepts of 'otherness' and the 'male gaze' and how these concepts can be utilized in an analysis of images within historical as well as contemporary contexts, including topics such as the portrayal of the black body and the female or male body in the media and contemporary art. Students will also be able to use their own experience to discuss how the cultural background of the viewer can change the meaning of an image.

This module is designed to help students develop academic and transferable skills required for Postgraduate study. In group discussions, presentations and short written texts, students will try out different approaches and apply some of the concepts to analyse images and their possible meanings. Students will have the opportunity to choose images, including those from their own culture, for analysis and are encouraged to do their own independent research to support their ideas.

Subject-specific modules:

These modules offer students the opportunity to prepare for a relevant Master's programme.

IC61002B Introduction to Arts Administration & Cultural Policy

This introductory module starts by looking at some of the big questions and discussions on arts and culture. There is much disagreement about the definitions and terms used in talking about culture, and we begin to investigate what these might mean in different cultures and countries. The module looks at both the theory and practice of cultural policies, looking, for example, at public value and access, as well as its connections with regeneration and cultural diplomacy. By briefly studying the Kenya cultural system, how it is organised, funded and how it is affected by current politics, a view is

provided of how both the state and commercial arts systems work from the point of view of government and their agencies as well as civil society. We also look at aspects of arts management such as audience development and arts marketing. Besides Kenya, the module further analyses different models of cultural policies, with emphasis for African and Asian cultural policies. A study visit to a cultural/arts organization in Kenya is organised as an experiential learning opportunity to illustrate some of the different aspects covered by the module. The teaching of this module uses lectures, seminars, presentations and group work. In preparation for the summative assessment the module requires the submission of a diagnostic essay, as well as the submission of individual and group formative proposals of the work to be developed for assessment for which the students receive feedback within group and/or individual tutorials.

IC61001B Introduction to Creative & Cultural Industries

This module is designed to introduce students to the range of and activities and operations of some of the most important and interesting creative and cultural industries in Africa in preparation for further studies in this or a related subject area at a degree level. The module will explore the background to a range of influential organisations, their growth and development. Students will examine the successful operational and business models of these and a broader range of creative organisations, and look at how and if management can support creativity. The larger part of this study will be through lectures, seminars and group work and will include some visits to important cultural organisations.

Beginning of Study

Module Name	Module Code	Credits	Level	Module Type	Term
Contemporary Theories	LS61001C	30	6	Compulsory	1,2
Academic Writing and Language Development	LS61002B	15	6	Compulsory	1,2
Academic Listening and Speaking	LS61003A	15	6	Compulsory	1,2
Images and their Interpretations	LS61004B	30	6	Compulsory	1,2
Introduction to Arts Administration & Cultural Policy	IC61002B	15	6	Compulsory	1
Introduction to Creative & Cultural Industries	IC61001B	15	6	Compulsory	2