

Media Studies



Student Handbook

2021-2022

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Welcome

A warm welcome to our fifth cohort of Media Studies students.

In 2017 we set out on an exciting new adventure, undertaken in the firm belief that we are involved in the creation of the most exciting and stimulating Media Studies programme in the UK. That remains the case as we move into our fifth year. You will be part of wonderful community of students and staff, and though you will surely find your primary point of identification to be with your Film & Media Studies peers, it will soon become apparent that you belong to a larger commonwealth of scholars.

We take immense pride in the Department of Film & Media Studies for the support and guidance we offer, both academic and pastoral. The Division's student support services are second to none and our academics are renowned for their accessibility.

This handbook contains important and useful information that you will need in your time here at Kent. Please do read it and keep it to hand. It is your first port of call if you are at all uncertain about any aspect of the Kent experience.

As you learn, enjoy yourselves.

Professor Mattias Frey
Head of Film & Media
Studies

Important Contacts

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General Student Information

Your Handbooks

This subject guide contains information for you to refer to throughout your studies and should be read alongside the School of Arts handbook. These documents will periodically be revised, and so it is advisable that you seek out the latest version at the start of each academic year. Other important sources of information are the Division of Arts and Humanities Handbooks for Stage 1 and Stages 2 & 3, where you will find more detailed guidance and advice and information about University procedures. You can find these handbooks online at:

<https://www.kent.ac.uk/csao/your-studies/modules/handbooks/index.html>

Your Tutors and You

You will be taught by lecturers, professors, associate lecturers and occasionally by invited guest lecturers. So be curious and ask us what we are up to. Our website provides staff profiles and information about our background and work. You will also find announcements (online, on Moodle and via posters around the Jarman Building) inviting you to participate in research seminars and other events. You can even get involved in the many activities going on in the department outside the seminar room! Please do sign up to the Division of Arts & Humanities Facebook 'Opportunities' page and to our other social media accounts, where we provide information about upcoming events, job opportunities and the like.

Student Guide

A really useful webpage to bookmark is <http://www.kent.ac.uk/student/>. This page offers links and services to help you get the most out of your student experience.

Office Hours

These are times when staff may be contacted without appointment. You should make use of this opportunity for individual meetings and tutorials to discuss your work on individual modules and to get feedback on your performance and your progress on the course. Please note that we are not able to give extensive tutorials and feedback on your work via email. Some of your lecturers will be part-time, and not all will have fixed office hours. However, they will be available to meet you by prior appointment. If you are unsure of when your lecturer has an office hour, simply email them to enquire.

Summer Term

The six-week Summer Term is the University's examination period, and as Film students may only have 2 or 3 examinations, some assume that their academic year ends with the submission deadline of their final essay. **This is not the case.** The University's regulations require full-time students to be present and available during term time and this applies to Summer Term too. Summer Term is when we offer our Filmmaking Club, by the way, so it is a brilliant time to get working on your creative projects.

We use the Summer Term for employment-related seminars and alumni-based events. Academic staff continue to offer tutorials with weekly office hours, and are also available for appointments outside these hours as requested. The Summer Term is also a good time to take-up some of the extra-curricular opportunities available across the campus such as volunteering opportunities, workshops, short courses, student union and society events, and one-off projects.

Course Guidelines

Most of you are registered to the BA honours degree in Media Studies as either a Joint Honours (JH) or a Single Honours (SH) student.

In the first year of your degree you must take one core module, MSTU3010: Media and Meaning in the Autumn Term. You must take at least 90 credits across the year in addition to this module, of which 60 credits must come from taking among the following (we recommend you take all of these below):

MSTU3000 Making Media (30 credits)

MSTU4002 Media, Identity and Diversity (30 credits)

MSTU3020 Promotional Media (15 credits)

BUSN3700 Introduction to Marketing (15 credits)

Approaches and Skills

Your studies with us are an opportunity to deepen your understanding of how media operate, communicate, and create, how media practices impact on society, how to analyse media products, and what are the important issues facing those working in the media today. You should use the introductory modules listed above to familiarise yourself with as many different aspects of media studies as you can. The content of the first-year Media Studies modules are designed to build up your understanding of the context within which media function, and to help you develop a 'critical lens' through which to view media practice. You will develop understanding of the important theoretical frameworks important to the study of media, an awareness of key debates in current media practices, and comprehensive knowledge of how media work as tools for communicating meaning.

Do not be so certain, too early, about what you like and dislike in terms of media practices, products and positions; remain open to different critical arguments and new areas of consideration. You may have certain interests in a particular area such as audiovisual content or podcasting, but it might be that there are other areas within media studies for which you may have a particular aptitude, or that may help you expand your thinking in terms of your specific area of interest. You won't know if you don't try.

As Media Studies is a multi-disciplinary subject, it demands that we develop a variety of skills and knowledge. We must understand the term 'media' as having various references, for example, to the so-called mass-media as well as to its individual elements, to the different forms used to make art, to the 'old' and 'new' technologies used to transmit information, to the software that allows us to communicate. Media are technologies, art forms, businesses, and parts of modern culture. Be prepared to clarify how you are using the term 'media' in your discussion and your writing.

Your studies will require your engagement with various media practices and products, which you will be asked to critically analyse, investigate and report on. This will not only help you better understand the subject in question, but will also assist you in developing key transferable skills, such as research skills, analytical skills, and communication skills.

Course Structure and Assessment

Each week you will normally have one lecture and one seminar per module. Lecture, seminars and other module events (e.g. screenings) are compulsory. There are many different types of lectures, which are inevitably shaped by the approach and style of each lecturer. Uniformity of lecturing style is neither attainable nor desirable. Whatever their particular approach, lectures do aim to be clear and straightforward, but they may also be challenging, difficult and seek to educate you by indirect means. They are not necessarily there to provide you with straightforward answers.

During lectures, you should try not to distract yourself by writing everything down – take some notes of essential keywords or thoughts and feel free to ask questions or ask for clarification of terminology that may still seem unfamiliar or puzzling. After the lecture, write up your notes and consult the set reading for revision indicated during the lectures or on the module Moodle pages. Writing up your notes soon after the lecture gives you a good platform from which to undertake further individual study and also to prepare for the seminars. Always note down anything that is unclear after the lectures: raise this with your fellow students and come equipped with a list of questions to the seminars.

Seminars

Seminars are an opportunity for you to engage in active and informed debate with other students and your seminar leader. Seminars involve learning through what you and your peers say, as well as what your seminar leader says. While we recognise that students have a wide range of dispositions with regard to participating in seminars (some find it easy to talk in front of a group, some far less so), we do expect all students to make an effort to contribute in some way – a willingness to offer a response to a question, for example, or to elaborate on or question a point made by another student. Note that talking too much – with a disregard for other students' opportunities to contribute – can be as much of a problem as talking too little and refusing to make any contribution.

A seminar is not an additional or 'mini' lecture; it is your chance to be active, to raise questions, disagree, say what you think and ask for explanation of things you don't understand. If the seminar leader or another student drones on and threatens to turn the seminar into a lecture, don't let them. Be bold, interrupt, speak up.

Don't take criticism personally. If the seminar leader questions or criticises something you say, don't conclude that you shouldn't have said it. On the contrary, recognise that you have said something interesting, which is worth taking seriously and disagreeing with. Remember that knowledge and understanding often emerge from disagreement and criticism. There is no need to be nervous about asking 'stupid' questions. That's precisely the purpose of a seminar – to test ideas, to raise questions and clarify your understanding. It's not so much about showing off knowledge but sharing and increasing insight together.

To participate fully in a seminar you must have prepared for it. **Do the reading and think about it beforehand.** It is everyone's responsibility (including yours) to make seminars work. If you are presenting at a seminar, make sure you know what is required; for example, the length of time you should talk for and the precise question you are supposed to be addressing. Don't just summarise the reading.

Try not to read out from a prepared script. This is easier if you remember that your job is to stimulate discussion, not to provide a mass of information. The other members of the seminar should have done the reading too.

Some seminars will also include the use of a Digital Portfolio, which will include self-curated multi-media, journal entries, and digital artmaking practices. At times you will be asked to share this work with the class by way of a presentation.

If you have to miss a seminar you must inform your seminar leader either in person or by e-mail. Complete attendance is a requirement of all courses undertaken as part of this degree programme. Late arrival at lectures, seminars, production workshops, etc., is discourteous and disruptive, as is the interruption of a class unless or until comment and questions are invited. Late arrival (more than 15 minutes), will be noted as absence by the course convenor and remain an absence on your record unless you provide a very good reason to the Student Support Team.

Reading and researching

Each week you will normally be expected to one or two articles or chapters per module. These will be either in required textbooks or available online on Moodle. You must read them before the seminar so that the seminar discussions are fruitful and precious time is not wasted. Seminar leaders will always be prepared to help with matters that you do not understand, but it is unfair to demand that they spoon feed you with all the information. You will be expected to do more extensive reading for an essay, but do not think that a lot of reading will ensure a good mark. Too much reading may lead to clutter rather than clarity. You will find the balance with practice.

When researching in the library remember to **make notes on your reading and to keep a record of your sources**. Many students forget to take down the page numbers of their reading, and you need these for your references. There is nothing more frustrating than having to find again the source of your quote later. Remember: when using an example from your reading you must always acknowledge your source, not only when you are using the same words directly, i.e. quoting, but also, and as importantly, when you are paraphrasing ideas from the text. Failure to cite in the first case is called **plagiarism** and is heavily penalised (see later section). Failure to cite in the second case leads to derivative work, which will receive low marks because we cannot distinguish your own work and thinking from the sources you have used.

To enhance your reading and researching skills, there will be an 'Effective Reading/Using Sources' session and a 'Referencing and Plagiarism' session. An additional session, 'Preparing and Writing Essays' will be given.

Information for Stages Two and Three Media Studies Students

- Your Academic Adviser

Your Academic Adviser can help you to review your overall academic progress and reflect on areas for further development at any time. If you would like to book an appointment with your Academic Adviser all you need to do is contact them and find a convenient time to meet. They can also give advice on module choices, skills development, and answer any academic-related queries you may

have. As a guide you should meet with your academic adviser once every academic year in order to look at your progress and review your skills. However you can get in touch with your academic adviser at any time should you have any general queries in relation to your studies.

Not sure who your adviser is? Log in to the Student Data System (SDS) to find your Academic Adviser. Once you are in the SDS system, go to the menu item 'My Details and Study' then click on 'My Details (Name, Faculty, Department, Programme, Addresses etc)'. Your Academic Adviser is listed near the bottom of the screen as your 'Tutor'.

For further information about the Academic Adviser scheme, please see <http://www.kent.ac.uk/teaching/advisers/index.html?tab=students>

- Advice on Study

As a university student, you now have to learn to manage an ever-increasing and ever more demanding volume of work – and you should start to do so at the very beginning of your first year! It may strike you initially that you have only a few actual contact hours with your tutors and that you normally do only two modules per Term. However, you are expected to devote a full working week to your university studies. Try to remember that university is all about self-directed learning, individual research and your own work. The weekly sessions are where you meet with other people and receive guidance but, just like later in the workplace, the most important parts of your work as a student are the things you do yourself, with direction but under your own steam.

To make the most of your time at university, this means that you must learn to plan and manage your time and workload really carefully and use the timetable with your scheduled classes as a basis for planning in the remaining hours of a full working week to include private study, preparing for the course, reading, research, writing up, group work, rehearsing, training, preparing your assignments, etc.

Here are some key tips to help you organise your study:

1. Read this Media Studies Student Guide, and your module Moodle pages so you are fully aware of our procedures, conventions, standards, and expectations. If you are unsure about anything, ask.
2. Make a note of all timetabled events and deadlines and be responsible for planning and preparing in good time.
3. Attend all classes punctually, appropriately prepared and inform the Module Convenor before the class if you have to miss a lecture or seminar. This is best done by email.
4. Prepare for classes in advance ensuring that you are keeping up with the required and recommended reading. If you need books to prepare for essays, order them in good time from the bookshop or borrow them from the Library and return swiftly for other users.
5. It is vital that you do not miss deadlines. **Assessed work MUST be handed in on time or you will get a mark of 0% for that assignment.** Do not leave working on assignments, or submitting them, until the last minute.
6. Alert Student Support to any personal difficulties or circumstances that might affect your performance. If you need to make your tutors aware of confidential information or issues,

these should be conveyed through the Student Support Officer who keeps your student file and who will keep full confidentiality.

7. Staff and students should ensure that they are familiar with the University Policy Document: Dignity at Work and Study Policy and Procedures. We are not prepared to accept bullying, harassment or discrimination in any form and offences may result in serious disciplinary action.

Conduct and Communications

Conduct

For regulations on Student conduct within the university please refer to the Student Behaviour handbook:

https://www.kent.ac.uk/regulations/Regulations%20Booklet/student_behaviour_july2013.pdf

Communications

Respectful Communication

Be respectful to staff and students in all written and electronic communication. Media study means understanding how certain forms of communication may be effective and appropriate in some situations, but wholly inappropriate and offensive in others. An email to a lecturer or an academic essay deserve a different tone, form and vocabulary than a text to a friend or a tweet. **Begin your emails to lecturers and other staff with 'Dear NAME' and end them with both your forename and surname.**

Remember emails are potentially public, published documents, and care should be taken to communicate with appropriate formality. . This is our workplace and, like you, we have family and other responsibilities outside of work. It is unrealistic to expect staff to read and answer emails at evenings and weekends. Keep copies of all important email, written or online communications.

Email Communications

It is essential that you check your Kent email regularly as this is the most common way for members of staff to communicate with you. You may receive a large number of general emails from both within the School of Arts and from the wider university, but it is your responsibility to keep on top of your inbox and regularly check for important communications. You may be disadvantaged if you miss important information because you have not checked your email (you may miss details of homework, be unaware of room changes, miss out on extra opportunities etc). Even during the holidays you are expected to check your Kent email at least once a week.

Contacting Tutors

In normal times, all members of staff will have two designated 'Drop In office hours' per week during term; this is time the staff member has put aside specifically to answer student questions and help with module-related queries. Sometimes staff may need to see a few students during their office hour, so you may have to wait a little before being seen, but make sure you knock on the door and let the staff member know you are there. (During the times of the COVID pandemic, office hours may take place via Teams, Zoom or another online channel.)

Office hours are a good opportunity to speak to staff about assessments, problems with reading or lecture materials, group work or rehearsals; if your query is about a personal or medical matter, it should be taken to our School of Arts Student Support team who will be better equipped to help you.

Staff members check their emails regularly but it is not realistic to assume that they will receive your

email on the day or the day after you send it. Emails are an appropriate way to ask staff brief, simple questions about practical or organisational matters or to inform a staff member of a future absence. It is recommended that you arrange to speak to your teacher in person or via an online meeting if you have more complex queries about coursework or assessments.

Presentation of Work, Referencing and Quotations

Presentation of written work

Your written work must be presented in a clear and professional manner. Submissions must be typed; handwritten scripts are not acceptable. Being familiar with the use of computers and the essential formatting features of programmes such as Word, Excel, PowerPoint, and other Office applications is a core personal skill, and you should use your time at university to acquire and expand these skills. Computing Services run regular workshop and tutorials to boost those skills, which are indispensable for any future career. Visit their website at:

<http://www.kent.ac.uk/itservices/>

The University's standard platform is Windows. There is limited support for Apple OSX and other operating systems, and some of our computers in the Jarman building operate Mac.

Please note that any failure to adhere to the Style Sheet published below may result in lower marks for written submissions, regardless of the quality of the content.

Basic format

1. Properly complete the essay front cover-sheet (available on each module's Moodle page) and include it as the first page of your submitted work. If your work is being submitted electronically only please ensure it is the first page of your work.
2. Your work must be **double-spaced** and pages should be numbered.
3. To help us give you good written feedback, also leave an adequate margin for comment and corrections (minimum 3.5 cm) on the left-hand side of the page.
4. Use a standard font such as Times New Roman, and no smaller type than a 10-point font.
5. Titles of films, TV programmes, plays, books, journals, magazines, newspapers, long poems etc., must be set in *italic*. Titles of articles, or essays within a journal, magazine, or book, or chapters of books must be set in 'inverted commas'.
6. Always print a word count at the end of your essay or include it on the front cover-sheet. The word count, as indicated in the Assignment Brief, refers to the main text and, when applicable, footnotes, but excludes the bibliography and any appendices.
7. Carefully proofread before submission, and correct typographical and grammatical errors (spelling, punctuation, incomplete sentences, etc.).

Quotations

1. Short quotations, of less than four lines, should be run in as part of the text, in inverted commas.
2. Longer quotations (approximately 50 words), several lines of dialogue, etc., should be indented from the main body of the text and not enclosed in inverted commas. Such quotations should be separated from the main body of the text by an extra line space.
3. Ellipsis: If you wish to skip over part of a sentence or paragraph which is being quoted, indicate this by an ellipsis – three spaced dots in square brackets [. . .].

References

The standard referencing system used for all written work within the School of Arts, and throughout most of the University, is the Harvard system. Instead of footnotes, you insert into your text the reference inside parentheses in the form (Author's Last Name, Year of Publication: Page Numbers). The work must then be accompanied by a corresponding bibliography so the marker can see the full reference. This system enables you to provide clear and accurate references for the information and ideas that you have used in your writing and research. Within the Harvard system footnotes should only be used for additional explanations, definitions, or commentary.

Whether in the form of direct quotation or acknowledged paraphrase, facts, figures, theories, ideas, and also images, all secondary materials need to be identified in order to differentiate your own work from that of others. Properly identifying your sources will also enable the reader to follow up the material you have cited if they wish to do so.

Referencing is easy to do as long as you keep track of the relevant information as you work, which means keeping a full record of the bibliographic details of the sources you are using (author, title, year and place of publication, page number). A good idea might be to make use of referencing software. The University has a license for RefWorks, which you can use for free: more information about this can be found here:

<http://www.kent.ac.uk/library/resources/reference-management/refworks/>

The University also has a subscription to 'Cite Them Right', an online resource that allows you to check reference style. See the University Library's online resources.

Bibliography

At the end of your essay, you will supply an alphabetical list of works cited. A full bibliography also states all works which you have used in the process of your research, but not directly quoted in your essay.

For more information on these referencing styles please look at the following website, which provides explanations and examples: <https://www.kent.ac.uk/ai/styleguides.html>.

Ebook Referencing

EBooks sometimes present a challenge for referencing. If you are citing within your work an entire text, then within the parentheses you only put the author's last name, followed by a comma, then the year of publication – e.g. (Hawking and Mlodinow, 2010). Since many EBooks don't have page numbers, if you are referencing a direct quotation, you replace the page number with a chapter number – e.g. (Hawking and Mlodinow, 2010: chapter 2). In the accompanying bibliography, the reference should include the fact that it is an EBook and information about what kind – e.g. Hawking, S. and Mlodinow, L. (2010), *The Grand Design*. [Kindle] London: Transworld Digital.

Using the internet

You can access a wide range of information on the internet and quickly gain information. There is also a large amount of discussion material on the web. These sites are fun and they can be informative. But internet sources should not be assumed to have the equivalent status as books

recommended on your reading lists. We distinguish between authoritative sources such as scholarly books and articles in journals which have been refereed, that is, reviewed by several peers before publication, and anecdotal and journalistic sources. Many internet sources are part of the latter group and would not support your arguments with the same accuracy and rigour. If you do quote from an internet source, please cite the author and title of the article, and give the web address in full.

Examinations, Marking and Moderation

Examinations

Stage 1 Media Students will be expected to sit an examination for their compulsory module, and possibly other Media Studies modules, in the summer term. You may also have examinations for some or all of your elective modules.

For general information on examinations please visit the Student Records and Examinations Office website at <http://www.kent.ac.uk/student-records/exams/students/index.html>.

To see past papers for examinations please visit the Library Services website at <https://www.kent.ac.uk/library/online/exams/index.html>.

External Examiner

No University qualification is awarded without participation in the examining process by at least one External Examiner, who is full member of the relevant Board of Examiners. Students should note that under no circumstances should they contact an External Examiner directly. For more information on the role and responsibilities of the External Examiners in this process, please see: <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html#9>

Marking and Moderation

The process of marking is relatively complex and should be understood by students. After you submit a piece of work, it is read and assigned a mark usually by your seminar leader. Written work is always marked online, using the Grademark function on Turnitin, which is embedded into all module Moodle sites. (Information on our Feedback Mechanisms is below.) ALL assessed written work must be submitted via Turnitin; for other forms of assessment (such as presentations or some forms of learning diary), alternative submission arrangements are made.

After your work has been marked, and before you are able to see that mark, the work goes through a moderation process. Another member of staff looks over a range of the work submitted for that module, ensuring that they read a good representative sample, and on some occasions reading all of the work submitted. If they are not happy with any feature of the marking, whether it is the standard of marks, or the feedback provided, they will discuss the issues with the original marker and their concerns addressed. If agreement between these two markers cannot be achieved, a third marker is brought into the process. The marker and the moderator have strong reasons beyond just their professionalism to get their marking right, because after the moderation process the work and the overall mark profile for a module are reviewed by an external examiner. The external examiner is someone senior in the field and employed by another University who reviews and writes a report for Kent on academic standards across particular programmes. If the external examiner has any concerns both they and the University will expect programme staff to address them, changing their practices if necessary.

However, after the moderation process, but before the external examiner is involved, you will receive your mark and the written feedback explaining that mark.

Feedback

Feedback is provided in two forms, formal and informal. Formal feedback is provided in written form on all work submitted for assessment, as well as in scheduled one-to-one feedback sessions during drop in office hours.

Informal feedback is provided in conversations with your tutors, and you will receive as much of this latter form of feedback as you seek. If you would like more feedback, simply drop into an office hour or write your tutor to request a longer session. If you do not understand the feedback even after being explained in depth, book an appointment with your Academic adviser.

For written work submitted through the Turnitin function on the module Moodle page, the formal written feedback is provided through Grademark and is available to read online. In every module you take you will be offered a one-to-one meeting with the marker of one of your pieces of assessed work – almost always something submitted in the middle of the module – for further informal feedback. This is an opportunity to get a better understanding of why you got the mark you did, the work's strengths and areas in need of improvement, and what you should concentrate on in the next assignment to improve your mark. You can also seek informal feedback on any part of your work or involvement in the module by simply approaching your seminar leader in their office hours and asking to speak to them about your work. Staff are not able to read and provide feedback on drafts of e.g. essays before they are submitted, though you can meet your tutor in their office hours to discuss your ideas.

Retention of work

Although most if not all of your assessed work will be submitted electronically via Turnitin, there may be some occasions when you are required to submit hardcopy submissions. Once a hardcopy submission has been made, we will retain the work until after the subject's Examination Boards are complete, this is typically by mid-late June. After this point, work will be made available for students to collect until the end of September that year, after which point it will be destroyed.

Adobe Premiere Pro

From 2021, all Film & Media Studies students will receive free access to Adobe Premiere Pro editing software.