Programme Specification

Programme Title and Name of Award	BA (Hons) Games Design		
Professional Qualifications / Accreditation	N/A		
Academic Level	6	**Total Credits**	360
UCAS Code	W282 (3 yr)	**JACS Code**	W280
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Every reasonable adjustment will be made to accommodate students with disabilities on this programme. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/games-design/		
Teaching Institution	University of Cumbria		
Owning Department	IoA		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Full Time/Part Time		
Delivery Site(s)	Brampton Rd, Carlise		
Programme Length	3 years full time 5 years part time (Maximum registration period 7 years)		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		

Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. BA Games Design Dip HE Games Design Cert HE Games Design

Programme Features

The aim of this programme is to focus on the artistic, technical and professional knowledge and skills required within the computer gaming industry. You will develop your own personal iconography and technical skills through a combination of practical work using traditional and digital technologies, study of the underpinning principles, work-based and collaborative learning, and authentic work-related assessments with industry led briefs/assignments.

You will be introduced to, and encouraged to develop a range of specialised skills, such as traditional and digital art skills, concept development and storytelling skills, and industry standard 3d and digital sculpture software skills. You will also be able to learn how to use specialised equipment such as Motion Capture technology to allow you to create animated sequences for the Games and Film and TV industries. The programme provides a well-rounded education in the creative application of technology that provides preparation, or continuing professional development, for a range of career paths within computer gaming and related industries.

A distinct feature of studying at the University of Cumbria is that in level 4, first year, you will study two modules with all level 4 students of the Institute of Art. These modules are Cultural Contexts and Collaborative Practice. Cultural Contexts introduces you a range of approaches to reading a diverse range of visual creative arts, and Collaborative Practice is a module where you will work with other students and embark on a problem-solving project practicing professional skills such as leadership, team-working and project management.

A feature of this programme is the hands-on approach to research and learning, this may include visual research trips,'live' game jam events, visiting industry speakers and the opportunity to take part in national exhibition events.

This programme will encourage you to be highly self-motivated with an ability to be reflective and critical of your work. To enable you to progress with your studies, we have adopted a number of technologies to aid in the delivery of the course ranging from the course VLE, electronic submission of work (where appropriate) to electronic delivery of feedback and grades. Online forums and galleries are also available to help foster a sense of community and a sense of esprit de corps. These technologies are also used to support you as you work in groups. Alumni of our predecessor course have gone on to work for numerous games studios such as The Mill, Rockstar, Creative Assembly, as well as setting up thriving independent games studios.

On the programme you will:

- work on industry led briefs and be given detailed feedback and support allowing you to develop your autonomy, creativity and professionalism as you work towards your chosen specialisation
- be introduced to a range of industry standard skills such as concept art, digital art, games mechanics, 3D modelling, digital sculpture and texturing. You will have the opportunity to specialise your study in any of these fields, and you will be encouraged to be knowledgeable, imaginative and innovative in your use of technology
- be encouraged to be critical and analytical in your approach to narrative in gameplay and storytelling through the simulation of collaborative studio working groups, lectures and group

critique sessions

- be given the opportunity to explore and develop your own individual style and voice as a professional artist through an exploration of art and design techniques, optional and final project specialism modules, coupled with detailed feedback and conversations with staff and peers
- undertake several group projects which will simulate the workflow of a professional studio, and will be introduced to a range of research methodologies and approaches, you will also be given the chance to attend research related trips, and be given the opportunity and support in securing and undertaking a period of workplace observation; these experiences will assist and enable you to develop into a life long learner with critical interpersonal skills, a professional team working practitioner with analytical and contextual reflective abilities

On completion of the course you will have:

- the work ethic to be autonomous, creative and professional in your approach to the specialisation of your choice
- the ability to be knowledgeable, imaginative and innovative in your use of technology
- critical and analytical skills in your approach to narrative and gameplay
- refined and enhanced your own individual voice
- developed into life long learners with critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities
- the opportunity to study at Masters level

The programme aims to deliver a rigorous, coherent and challenging academic programme in line with the University of Cumbria Mission Statement, that meets the requirements of the related QAA Benchmark statements, and equips you with relevant knowledge and experience for a successful career.

This programme fully supports the mission of the University of Cumbria as:

- The programme is fully committed to inclusivity and accessibility.
- The programme will promote an environment where diversity is celebrated and inventiveness flourishes.
- The programme delivers accessible lifelong learning opportunities.
- The programme will inspire you to achieve your potential by providing progressive teaching in an innovative and flexible learning environment which encourages independent thinking.

The programme will encourage knowledge transfer activities to enable its academic staff and students to engage with industry and work towards developing a centre of excellence in the field.

The programme has been developed to help you for the challenges of a career in this constantly changing environment. The course is structured in a way, which provides you with practical experience of a variety of production processes. More than anything, the programme is designed to encourage creative ideas and to help you interpret in practice, as well as sharpen your critical and analytical skills.

These skills and interests will be developed through a progressive programme of study which allows flexibility in the student's choice of specialisation. The programme has the following general educational and specific programme aims:

a. To allow you the opportunity to creatively and imaginatively explore contemporary opportunities in Games Design.

b. To develop your practical and intellectual capabilities in regard to the complete production of game artefacts and to be able to manage that process effectively.

c. To produce graduates with key technical skills related to the production of a wide variety of computer game outputs or artefacts.

d. To produce graduates who understand the social and cultural contexts in which they work.

e. To develop a range of transferable skills such as the ability to work independently, the ability to communicate effectively, the ability to manage time and project development processes, the ability to work in ill-defined domains, and the ability to work effectively in teams.

f. To encourage individual development, creative ability and self-identity.

g. To develop a range of personal and professional skills that will enable you to gain employment or allow them to enhance employment opportunities.

h. To develop the academic abilities appropriate to an Honours graduate.

However, while the programme is geared towards providing an environment for innovative practice relevant to the games industry, we recognise the wider educational value of the course and this is, therefore, an essential part of the overall course philosophy. The ability to organise and prioritise tasks and goals, the development of effective communication skills and the ability to think critically are all crucial. These skills will be developed throughout the course and are relevant to a wide range of vocational possibilities.

The Association of Graduate Recruiters stresses that:

"Employers need graduates who are equipped with a range of core work skills as well as academic ability. It is these competences, such as interpersonal skills, communication, team working and customer awareness which, in the final analysis, make graduates employable".

Implicit within key employability skills is the concept of entrepreneurial behavior. Where an entrepreneur as 'an individual with the imagination, skills and drive to identify and implement an idea - to take a project through from the planning stages to final success'. The BA (Hons) Games Design programme encourages a wide range of competences that are seen as entrepreneurial, these include knowledge, skills and personal traits:

- Self-management
- The ability to work both as part of a team and independently
- Business and customer awareness
- Problem solving
- Communication (e.g. the ability to sell ideas and persuade others)
- Literacy
- Application of numeracy
- Application of information technology
- The ability to multi-task
- Able to take responsibility and make decisions
- The ability to work under pressure

These skills and traits would also benefit all employees within a business and so are useful for graduates to have. These skills, for example, communication skills and the ability to work as part of a team, are embedded within the degree programme, allowing you to ultimately explore a wide range of potential career opportunities.

Other skills related to entrepreneurship embedded within the modules teaching and the LTA strategy of the Games Design programme are:

- Management skills – the ability to manage time and people (both oneself and others)

successfully

- The ability to work both as part of a team and independently
- Able to plan, coordinate and organise effectively
- Financial literacy
- Able to research effectively (e.g. available markets, suppliers, customers and the competition)
- Self-motivated and disciplined
- Adaptable
- An innovative and creative thinker
- Perseverance

Aims of the Programme

The overall aims of the Programme are:

1. To develop the skills necessary to identify, generate and successfully access opportunities in the workplace and/or in continuing education.
2. Effective performance within team environments; planning, managing and appraising the contribution of self and of others in arenas such as project previews and group critique presentations.
3. Technical knowledge in a range of relevant technologies and the ability to apply these within the creative design process.
4. Self-management, drive, motivation and personal development planning for determining and achieving personal and group outcomes.
5. Development of a creative, distinctive personal iconography and portfolio.
6. To show leadership, delegation, a professional level of communication, interpersonal skills, self-awareness, reflective learning, self-assessment and the ability to accept accountability.
7. Critical thinking, problem solving, decision-making within the context of your chosen subject and self-promotion skills appropriate to employment in industry.
8. Research design, analysis, synthesis, ethical judgement and critical appraisal within the context of creative and technological work.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and

principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas, effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. Imagination in the concepting, development and production of a range of game and media artefacts

K2. A rigorous approach to the acquisition of a broad knowledge base

K3. Knowledge, imagination and innovation in your approach to design development

K4. Knowledge of game play theory, storytelling and narrative

After 240 credits of study (DipHE) you will be able to demonstrate:

K5. An awareness of your individual voice, and originality in the design and execution of ideas

K6. Awareness of the context in which the content for games is produced; and how individual practices relate to those of predecessors, contemporaries, peers and established practitioners.

K7. Fluency in a range of 2D and 3D graphics and animation packages

K8. Confidence as innovative and creative thinker in the pitch and presentation of your ideas

After 300 credits of study (BA) you will be able to demonstrate:

K9. Knowledge of the principles, behaviour and dynamics of working in a team.

K10. A range of methods and technical skills to communicate your vision to others involved in the concepting, development and production process

After 360 credits of study (BA) you will be able to demonstrate:

K11. An autonomous, creative and professional in your approach to the specialisation of your choice

K12. Critical awarness gained from contextualising your own work with a given framework, historical, cultural or generic.

K13. Able to developed into life long learners with critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. An ability to evaluate and reflect on your own practices and assumptions

S2. Effective personal organisation and time management skills

S3. An appreciation of the benefit of giving and receiving feedback

After 240 credits of study (DipHE) you will be able to demonstrate:

S4. Communication and literacy

S5. Competence in designing and initiating projects of your own

S6. Independent research skills

After 300 credits of study (BA/BSc) you will be able to demonstrate:

S7. A systematic understanding of the production pipeline and an ability to exercise significant judgment in a range of situations

S8. Management skills – the ability to manage time and people (both oneself and others) successfully

S9. In practical context demonstrate a range of 2D and 3D graphics and animation packages

S10. Confidence in evaluating and reflecting your own practices and assumptions

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

S11. An ability to think systematically and strategically

S12. An ability to respond to a range of tasks inc. research and enterprise

S13. An ability to experiment with and challenge the conventions of form

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-consultation-16.pdf

http://creativeskillset.org/job_roles/331_game_designer

http://creativeskillset.org/creative_industries/games

https://www2.warwick.ac.uk/research/warwickcommission/futureculture/finalreport/

http://www.nesta.org.uk/blog/using-big-data-map-uk-video-games-industry

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

BA (Hons) Games Design uses a range and variety of LTA approaches such as lectures, demonstrations, seminars, workshops, critique reviews, pitching and one to one feedback tutorials to monitor the progress of various projects. You will also undertake self-directed research. We encourage VLE environment participation through forums and specific debate times; Putting you the learner at the heart of what we do.

As an undergraduate you are continually involved in assessment of your own work and that of your peers and you are required to develop interpersonal and team working skills within this context. You will also receive formative critical feedback from tutors.

A wide range of authentic assessment types are used in order to develop a full range of work related skills, eg Industry led ' Live Briefs', game project development both individually and part of a team, "Game Jams", etc. This wide range of methods ensures the practice and assessment of key and graduate skills that build your awareness of the industry and your employability.

The LTA on Games Design is focused on campus based learning, through the range of approaches detailed above. This experience is enhanced by the use of a number of innovative approaches to learning, teaching and assessment, including social medias, VLE, Knowledge Transfer Projects and the use of technology that allows for FDL style learning within the above configuration.

The range of assessment modes used by Games Design include:

- critical reflection
- group work
- individual presentations
- practical productions
- essays
- dissertation
- research portfolios
- reflection of creative actions

The range of assessments is used because this enables different aspects of your learning to be tested. As well as being summative (i.e. testing what you know/can do at the end of a module) most modules will also include guidance and verbal feedback given to you in order to help you achieve the best result possible. Advice and guidance is given while the module is still in progress (Formative Feedback). Within the programme as a whole you will be supported in engaging with assessment tasks which are appropriate to a particular level of achievement and which move you towards becoming an independent learner.

Specific examples of this:

- **Module Work Book,** bespoke ebooks, containing information, formative tasks, self grading exercises, embedded video clips, etc. to assist in specific modules ILO's but also to enhance a culture of independent learning
- **Presentations/Pitching**, where you are able to show work to Tutors and Peers in advance of Assignment Submission
- **Seminars & Project Surgeries,** a series of developmental seminars run where you review and comment on each others work, guided by tutors

All of these activities promote learning partnerships between you, your peers and the staff.

Student Support

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials, Progress Reviews and other support as outlined in the Personal Tutor Policy.

Every reasonable adjustment will be made to accommodate students with disabilites on this programme.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the

Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Assisted Study Sessions

PASS is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
4	UCIA4010	Cultural Contexts	20	Compulsory	K2, K3, S1, S2 & S3
4	UCIA4020	Collaborative Practice	20	Compulsory	K1, K2, K3, S1, S2 & S3
4	MDIA4405	Drawing, Visualisation and Concept Art	40	Compulsory	K1, K2, K3, S1, S2 & S3
4	MDIA4402	3D Modelling	20	Compulsory	K1, K2, K3,K4 S1, S2 & S3
4	MDIA4404	Gaming For Game Designers	20	Compulsory	K1, K2, K3,K4 S1, S2 & S3
5	UCIA5001	Understanding the Creative economy	20	Compulsory	K6, S4 & S6
5	UCIA5002	Working in the Creative economy	20	Compulsory	K5, K6, S4, S5 & S6
5	MDIA5401	Concept To Prototype	20	Compulsory	K5, K6, K7,S4, S5 & S6
5	MDIA5402	Concept Art & Visualisation 2	20	Compulsory	K5, K6, K7,S4, S5 & S6
5	MDIA5403	Texturing	20	Compulsory	K5, K6, K7,S4, S5 & S6
5	MDIA5404	Digital Sculpting	20	Option	K5, K6, K7,S4, S5 & S6
5	MDIA5405	Games Creation - Design to Distribution	20	Option	K5, K6, K7,S4, S5 & S6
5	MDIA5406	Motion Capture and Animation for Games	20	Option	K5, K6, K7,S4, S5 & S6
5	MDIA5407	Digital Painting Techniques	20	Option	K5, K6, K7,S4, S5 & S6
6	UCIA6001	Theory and Research Methods in the Arts	20	Compulsory	K11,K12, K13, S8, S11 & S12
6	UCIA6002	Dissertation	20	Compulsory	K11,K12, K13, S8, S11 & S12

6	MDIA6401	Group Game Project	20	Compulsory	K9,K10,K11,K12,K13, S8, S9, S10, S11, S12 & S13
6	MDIA6002	Markets, Audiences & Exhibition	20	Compulsory	K7, K8, K9,K10,K11,K12, K13, S7, S8, S9, S11 & S12
6	MDIA6402	Major Project	40	Compulsory	K8, K9,K10,K11,K12, K13, S9, S10, S11, S12 & S13

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

* **Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (if the award permits)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended / Year-Long		
UCIA4010	Cultural Contexts	Autumn Semester	Written Assignment	December
UCIA4020	Collaborative Practice	Spring Semester	Project Work	May
MDIA4405	Drawing, Visualisation and Concept Art	Year-Long	Portfolio	April
MDIA4402	3D Modelling	Spring Semester	Portfolio	May
MDIA4404	Gaming For Game Designers	Autumn Semester	Portfolio	December
Students exiting at this point with 120 credits would receive a CertHE				
UCIA5001	Understanding the Creative economy	Autumn Semester	Written Assignment 50% Oral Assessment 50%	December
UCIA5002	Working in the Creative economy	Spring Semester	Portfolio	May
MDIA5401	Concept To Prototype	Autumn Semester	Portfolio	December
MDIA5402	Concept Art & Visualisation	Year-Long	Portfolio	May
MDIA5403	Texturing	Autumn Semester	Portfolio	December
MDIA5404	Digital Sculpting	Spring Semester	Portfolio	May
MDIA5405	Games Creation - Design to Distribution	Spring Semester	Portfolio	May

MDIA5406	Motion Capture and Animation for Games	Spring Semester	Portfolio	May
MDIA5407	Digital Painting Techniques	Spring Semester	Portfolio	May
Students exiting at this point with 240 credits would receive a DipHE				
UCIA6001	Theory and Research Methods in the Arts	Autumn Semester	Written Assignment 60% Set Exercise 40%	December
MDIA6401	Group Game Project	Autumn Semester	Set Exercise	December
MDIA6002	Markets, Audiences & Exhibition	Spring Semester	Set Exercise	May
Students exiting at this point with 300 credits would receive an Ordinary BA				
UCIA6002	Dissertation	Spring Semester	Dissertation	May
MDIA6402	Major Project	Year Long	Set Exercise	May

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme validation and revalidation • Annual Evaluatory Reports • Peer Review of Teaching • External Examiner Reports
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, Penultimate Year Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	November 2016
Date Programme Specification was last updated:	08.06.2021
For further information about this programme, refer to the programme page on the University website	