Template C4

Kingston University London

Programme Specification

Title of Course: *MSc User Experience Design*

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Version number	9
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Computer Science and Mathematics
Department	Department of Networks and Digital Media
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): ***Up to 10 pathways***	MSc User Experience Design
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	NA
Course Code ***For each pathway and mode of delivery***	
UCAS code ***For each pathway***	NA

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road, Kingston upon Thames
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are: • a good honours degree (equivalent to 2:1 from a UK university) in art and design, computer science, or humanities. The most relevant undergraduate degrees are relevant to digital media – graphic design, communication design, interactive media, information technology – but also psychology, ethnography. • a suitable portfolio of design and digital work as developed during study or work experience

	Exceptionally applicants with qualifications that do not meet the requirements, but with considerable relevant professional experience will be considered. Overseas students are required to satisfy the Admissions Tutor that they have reached an equivalent academic standard as those required for home students. A minimum IELTS score of 6.5, or equivalent is required for those for whom English is not their first language. Disclosure and Barring Services (DBS) clearance will not be required (unless, exceptionally, for the the Final Project or placement).
Programme Accredited by:	BCS
QAA Subject Benchmark Statements:	QAA Master's Degree Characteristics
Approved Variants:	*None*
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	
Recruitment, Selection and Admission process:	
End Point Assessment Organisation(s):	

SECTION 2: THE COURSE

A. Aims of the Course

Kingston University's User Experience Design MSc course has been developed with industry needs and expectations as its ethos and preparing students for the challenges they will face in a highly competitive sector. Modules and assessments are designed to recreate the professional environment and client brief. We continuously update our module content and themes to reflect the latest advances in the industry, and we are always adding to our internal catalogue of video tutorials and workshops.

This is a course from our expanding portfolio of digital media courses which includes Game Development (Programming) MSc, Game Development (Design) MA, User Experience Design MSc, as well as a number of undergraduate courses including Games Technology BSc, Computer Graphics Technology BSc and Digital Media Technology BSc.

A unique aspect of study on this course is its articulation with other taught Masters courses as part of Digital Media Kingston (DMK) that offers User Experience Design MSc, alongside Game Development and Computer Animation . This provides an integrated learning environment where students can develop their media specialist practice as part of a community engaged in interdisciplinary collaborative innovation. The Master's in User Experience Design encourages students to devise and participate in projects where they can develop in their field whilst emphasising research-informed, industry-focused practice standards. Each subject pathway provides an intensive period of study that is made up of both course-specific modules and shared core modules within DMK's Postgraduate Framework. Our goal is to help students develop the critical thinking and the understanding of interdisciplinarity that will underpin their practice in the future.

The induction week programme includes an introduction to the faculty computer network system, our media studio, and much more. It contains useful information about the course, faculties, and broader community around Kingston University.

The programme also helps develop employment-ready students through an integrated industrial experience in the form of a work placement on the two-year version of the programme. This integrated placement provides students with an exciting opportunity to apply and develop their knowledge and skills in a real-world setting, which enables them to develop their self-confidence. Students undertaking such placement activities are in a stronger position to gain the skills and experience that employers desire today.

This guide is one of many and contains important and useful information. It contains details information specific to your course, contact names, telephone numbers, and e-mail addresses. We hope this information is useful to you over the whole of the course.

The Aims of the Course are to:

- Equip students with the capability to exploit user experience design methods, tools and skills which will enable them to create digital media user interfaces for organisations in the 21st century.
- Enhance a student's job performance and enable him/her to contribute effectively to the knowledge base of the employer.

- Give students the means to explore in detail the technical theory, methods and reflective practice of user experience design.

- Maintain productive links with industry which provide sufficient background for an industrial/commercial dimension to the course.
- Undertake continuing professional development and updating for established IT professionals.
- Implant an enquiring, analytical and creative approach to both personal and professional activities that leads to the critical and responsible use of informed and independent judgement.

- Undertake a more effective role in design and development digital media user interfaces.
- Gain a solid foundation in this specialist area, building on knowledge and skills gained from students individual backgrounds.
- Have an in-depth understanding of the new user interface modalities, media and architectures appropriate to the design of great user experiences across multi-channels and touchpoints throughout the user journey.
- Have an opportunity to study a subject area which is relevant to the field but also satisfies the individual's background and experience.

- Have the ability to apply specialised knowledge and skills to the analysis and solution of novel design problems in commerce and industry.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks Master characteristics and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales and Northern Ireland, and relate to the typical student.

Regarding the learning outcomes, the students on successful completion of the module, students will be able to:

- Know the design process and problem solving in both disciplinary and interdisciplinary contexts
- Have the capacity to critically appraise both traditional and current approaches to User Experience Design and the understanding of the relationship between theory and practice.
- Have a self-critical and reflective approach to their own work
- Demonstrate a knowledge of the practices and ideas: methods, materials, processes and technologies appropriate to user experience design
- Demonstrate an ability to engage and undertake sustained, research, critical analysis and evaluation
- Recognise relevant and appropriate theoretical and practical ideas and integrate these within the design process
- Demonstrate an ability to apply advanced critical knowledge of the contemporary contexts of design in evaluating own and others work
- Demonstrate individual creativity, vision, personal expression and intellectual ability in their chosen professional specialism
- Utilise appropriate visual material from a variety of primary and secondary research sources
- Use a broad range of materials, processes and presentation techniques appropriate to context, projects and audience successfully
- Effectively communicate ideas through the appropriate level of visual, written and oral presentation skills
- Show awareness of issues of selection, accuracy and uncertainty in the collection and analysis of data.

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The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A5	apply knowledge in a professional context, including understanding of their professional development and the structure of the placement organisation (With Professional Placement Only)	B5	reflect critically on their experience during the professional placement, including research and information literacy, numeracy, management and leadership skills. (with Professional Placement Only)	C5	relate academic theory to practice, develop and practise key personal and employability skills and show examples of the application of these skills (With Professional Placement Only)
A4	Demonstrate a knowledge of the practices and ideas: methods, materials, processes and technologies appropriate to user experience design	B4	Demonstrate individual creativity, vision, personal expression and intellectual ability in their chosen professional specialism	C4	Show awareness of issues of selection, accuracy and uncertainty in the collection and analysis of data.
A3	Have a self-critical and reflective approach to their own work	B1	Demonstrate an ability to engage and undertake sustained, research, critical analysis and evaluation	C3	Effectively communicate ideas through the appropriate level of visual, written and oral presentation skills
A1	Know the design process and problem solving in both disciplinary and interdisciplinary contexts	B2	Recognise relevant and appropriate theoretical and practical ideas and integrate these within the design process	C2	Use a broad range of materials, processes and presentation techniques appropriate to context, projects and audience successfully
A2	Have the capacity to critically appraise both traditional and current approaches to User Experience Design and the understanding of the relationship between theory and practice.	B3	Demonstrate an ability to apply advanced critical knowledge of the contemporary contexts of design in evaluating own and others work	C1	Utilise appropriate visual material from a variety of primary and secondary research sources

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This course is part of the University's Postgraduate Regulations (PR). Courses in the PR are made up of modules that are designated at level 7. Single taught modules in the courses are valued at 30 credits and the course contains a project that has 60 credits. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits and a Masters Degree 180 credits.

The course offers the PG Certificate as an exit award only and is based on the student passing any coherent subset of the taught modules.

The awards available are detailed in section A and the requirements are outlined below. All students will be provided with the PR regulations in the student handbook.
The Courses are offered as 1 year full-time, and normally 2-3 years part-time. The course design fully considers all student groups. Delivery of modules is either by two 1-week blocks separated by several weeks, or full-day sessions spread over a teaching block. Overseas students are also able to complete their degree within VISA limitations.

Full-time students will complete the programme of study and assessment in 52 weeks. The normal study pattern for part-time students is that they should complete 4 modules over a two to three year period and complete their project within the same period. Because of the structure of the course, part-time students may be able to commence the course at different times during the academic year after discussion with the Course Leader of relevant issues, including the need for specific preparatory study.

Normally, each module will include approximately 60 hours contact time, followed by directed learning resulting in a total of 300 hours of student effort. The project is the equivalent of two modules and requires 600 hours of student effort.

A January intake is accommodated by ensuring that two technical modules are delivered in the Spring semester. This ensures that all students, including January starters can complete the individual project in the summer without disadvantage.

To address advanced ethics and professional issues, these issues are addressed within the context of technical core modules taken before the project is conducted, specifically, within Induction, Digital Studio Practice, and the Individual Project.

To prevent assessment bunching and over assessment, there is a planning meeting at the beginning of teaching blocks 1 and 2.

The programme is made up of four modules each worth 30 credit points plus an individual project worth 60 credits. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation).

For the full-time students, the course is for one year, with two modules per semester and the final project. All modules are assignment-based and each one is worth 30-credits. The part time students have one module per semester and the course is for two years.

The academic year is comprised of two Blocks. Some modules run across the teaching block for 10 weeks generally on a time-tabled day. Other modules run over two whole weeks. Although you do not have lectures in every week of the term time, you are obliged to remain in contact with the university during term time and be available to come in if necessary.

Students starting the course in September will work on the placement for between 10 – 12 months, after completing their dissertation starting from October. Those students must confirm their placement before 15 August. Students on courses with January intake will work on the placement for between 10 – 12 months, starting from February, after completing their dissertation. Students on this intake must confirm their placement before 20 December. In either case, the suitability of the placement requires approval of the Course Leader. Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real-world situation.

Full details of each module will be provided in module descriptors and student module guides.

MSc User Experience Design

Level 7							
MSc User Experience Design							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Digital Studio Practice	CI7810	30	7	1			
Beyond Optimising Interaction	CI7701	30	7	1			
Design Thinking Theory and Practice	CI7831	30	7	2			
Digital Media Final Project	CI7800	60	7	Final Project			
UX for Emerging Technology	CI7821	30	7	2			
Optional Modules							
Professional Placement	CI7900	120	7				

D. Principles of Teaching, Learning and Assessment

Digital Media Kingston promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the digital media subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio based practical digital media projects. Although the nature of the digital media project is that of a holistic design experience the aims of the modules are distinct in the practical project undertaken by the student and as such are assessed individually and collectively in relation to the modules aims.

Students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and digital media practices. This is achieved through the teaching philosophy at DMK, which highlights the importance of knowledge of the contemporary and future digital media context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

The approach to Teaching, Learning and Assessment is informed by Kingston University's strategic plan: *Led by Learning*. In particular this provides an emphasis on key aspects of our approach:

- The encouragement and support of high quality teaching informed by research and best practice.
- An environment that will create, test, share and spread knowledge for its own sake.
- Those delivering teaching will be engaged in the development of their discipline.
- The course team will enable students to have the choices and the skills needed for fulfilling professional employment.

A combination of staff and student-lead learning principles have been used in the design of the curriculum and the overarching approach to learning and teaching related to both disciplinary and interdisciplinary knowledge – described by KU as the relationship between *producing* and *pursuing* and *producing* and *authoring*. These principles relate to the exploration of the discipline in response to questions, problems, scenarios and lines of inquiry formulated by tutors and the progressive development of individual approaches based on the formulation of questions by the student. As the course progresses, this can also be expressed as the development from:
*How can I answer **this** question?* to *How can I answer **my** question?*
The identity and structure of the course are built upon the understanding that high quality and transformative learning occurs when students are:

- Engaged in authentic, challenging, enquiry-based activities.
- Working collaboratively with peers in a community of shared disciplinary and interdisciplinary practice.
- Able to reflect on and theorise their learning.

This has informed the development of shared learning outcomes across the courses within the PG framework and the focus of these outcomes on the practice of research and its relationship to purposeful making and enquiry in design.
The teaching and learning of practical digital media projects incorporates:

• Analysis of the project brief, research and insight gathering in to the 'theme' or objective and subsequent problem finding for problem solving.
• Analysis of context.
• Tools and strategies for creative problem solving and the idea development process.
• The promotion of workshop practices and creative material usage and manipulation.
• Teaching communication and presentation tools and techniques.
• Teaching digital tools for design and realisation
• Tutorials, lectures, seminars and workshops
• Developing students ability to confidently communicate orally
• Project reviews and critiques to promote peer project discussion and debate.
• Encouraging within students self-reflection and self-criticism in relation to a sustainable media practice.

The continual and iterative nature of the making process requires a continual process of formative assessment and feedback through the use of studio tutorials, reviews and group critiques. Summative assessment at the end of the module and formal feedback is provided following review of the submitted/presented project work. Summative assessment at the end of the course is based on the final project module.

The Course is designed to give students a balance of theoretical and practical experience. Formal lectures are used in order to give the students a good background understanding in the area and to develop the theoretical aspects. These are then often reinforced by practical sessions and/or industry specialists who contribute throughout the course in order to give informative insight into industry developments.

The practical workshops, open forums, newswires (e.g. CBDiForum, earthweb, ebiz) and group presentations are introduced into the modules to provide students with a detailed understanding of the approaches taken in industry.

The course gives students the specialised knowledge, tools and techniques and explores with them methods for extracting and synthesising information. However, in order for the students to gain from the course they must draw on the taught material and the experience gained from the practicals and case studies embedded within most modules.

The student is then required to further explore and exploit the information given in the modules through guided self study which will require them to research and define the outcomes accurately and produce detailed solutions and innovative work. This work is designed to enable the students to build up their competencies in research and in writing reports and will enable them to further develop this expertise in order for them to produce their project dissertation.

It is recognised that team working is a very important aspect in industry and this is reflected during the modules. The course ensures that the students are exposed to team working through group presentations, joint report writing, joint research and lab work.
The course team are aware of the need for effective communication, both written and verbal, and the course prides itself on preparing the students for their longer term career plans and CPD. Apart from the project itself, each student has to give verbal presentations during the modules, normally to the student's peer group and module leader. Students are also helped with verbal communication skills through discussion groups. Many modules are assessed by written assignments that are designed to improve students' research and evaluation skills.
Students will be given close guidance to select a project that is relevant to their background and specialisation. During the project, the student will be expected to apply the knowledge that he/she has learnt during the course in order to achieve a deliverable whilst satisfying any given constraints. Key skills in communication, presentation, literature search, problem analysis, project planning, report writing and solution justification are all part of the learning outcomes defined in this course.

Contact Time

The programme consists of modules in which the learning outcomes are achieved through a combination of scheduled tutor lead activities and practice. Scheduled contact time with students given within each module guide consists of lectures, tutorials, and practical sessions. Contact with staff often takes place in the context of giving feedback on assessed work but will not necessarily be scheduled. In addition to these there are daily drop-in sessions at the School's Academic Skills Centre where support is provided on a one-to-one basis.
Typically contact time with students consists of:
Formal lectures:

- Face-to-face
- Video or audio lectures, upload or web-cast
- Computer workshops/laboratories:
- Individual projects
- Group projects

Seminars
Problem solving classes
Independent and guided learning from e-resources, texts and work books
Research projects
Simulations
Visits, from or to, outside organizations
Assessment
e-learning: Online forums; Twitter and other forms of social media; Blended learning; Video/Audio materials

Canvas

Canvas, the university's learning management system, is used extensively in all modules as a means of dissemination of lecture notes, worksheets, assignments, reference materials, links, videos and lecturer annotated slides. In this way it acts as a repository for learning materials to be used by the students for independent study and in addition in some modules, for formative and summative tests and surveys.

Assessment and Feedback
There are ample opportunities given to students for formative assessment with rapid feedback that is an important aid to students' learning and subsequent summative assessment.

A wide range of other assessment mechanisms, outlined in section C above, are used to ensure that students with different backgrounds and different strengths are not disadvantaged and to ensure that our students are capable of tackling many different types of problems. The methods of assessment have been selected so as to be most appropriate for the nature of the subject material, teaching style and learning outcomes in each module and the balance between the various assessment methods for each module reflects the specified learning outcomes.

At the end of the course every student undertakes a project dissertation which is a significant activity that draws on and enhances the skills and knowledge developed throughout the programme. As such the assessment places greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in portfolio of written reports and an interview.
Formative assessment strategies and feedback opportunities include short or quick quizzes consisting of multiple choice or short answer questions and mock exams designed to reinforce concept learning and build subject confidence and may be delivered online as part of computer-aided assessment.

Other feedback opportunities are afforded during preparation for summative assessment for example, reviewing draft assignments by peers and/or tutor.
In the programme as a whole, the following components are used in the assessment of the various modules:

- **Multiple choice or short answer questions**: to assess competence in basic techniques and understanding of concepts
- **Long answered structured questions** in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component
- **Long answer structured questions** in end-of-module examinations: to assess overall breadth of knowledge and technical competence to provide concise and accurate solutions within restricted time
- **Practical exercises**: to assess students' understanding and technical competence
- **Group-based case studies**: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:
    - **Written report**, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.
    - **Oral presentation**, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.
    - **Poster presentation** where information and results must be succinct and eye-catching.

Key skills developed throughout the course form an integral part of an assessment.

Students are supported in this by their module leaders as well as their course leader and personal tutor, who will help them to draw together the themes of the curriculum and ensure participation in formative feedback and that feed-forward opportunities are realised. The project dissertation provides an obvious opportunity for students to integrate all the knowledge and skills acquired throughout the course.

Research Informed Teaching

The course team is research active within the Digital Information Research Centre (DIRC), which is dedicated to the advancement of the theory and applicability of computer science to enable internationally-leading work in the field of informatics, addressing the needs of society in the thematic areas of health, communications, security and data. The centre provides an inclusive and outward looking environment for research development, fostering interdisciplinary and multidisciplinary research to achieve maximum impact in real-world applications.

The following areas are examples of research informed teaching in our courses:

- NoobLab is an online programming environment that has emerged as an artefact from research by the Technology Enhanced Learning Group. Targeted at those students who are new to programming, it provides an immersive learning experience in which practical exercises can be delivered in a stimulating, engaging fashion, with real-time feedback provided to the student as they work and progress at their own pace. The School has internationally recognised research groups that feed into and support student learning through its teaching programme.

- The computer vision activity within the centre has internationally recognised expertise in visual surveillance, medical imaging and intelligent environments. Recently, the centre coordinated a special session of the Computer Vision and Pattern Recognition conference on “Computer Vision for Computer Games”. The Human Body Motion Group within DIRC works on the extraction, analysis and synthesis of human motion using video footage and motion capture data for graphics and games applications. Thus there is good linkage between research and teaching and the teaching team for computer science draws from DIRC members.
- The Wireless Multimedia and Networking Research Group carries out fundamental and applied research on wireless communications and networking, media streaming and closely related fields. It investigates adaptive delivery of media information with an adequate quality of service. Research activity relies on the different fields of information theory, signal processing and applied mathematics, communication theory, wireless networking and security.

Students are also able to develop their research skills which form a fundamental part of the curriculum. These skills enable students to distinguish and present appropriate evidentiary information in an argument. These skills are greatly valued by employers.
Staff also engage with research into teaching and learning in Higher Education which feeds through to support learning in lectures and other forms of student engagement during contact time.

The assessment during the Professional Placement year will include a reflective practice piece of work, a professional development portfolio (PDP) and the employer's appraisal. The performance and attendance will be regularly monitored through the placement year. The marking of the placement is "pass" or "fail".

E. Support for Students and their Learning

Students are supported by:

Personal Tutor System
A Personal Tutoring Scheme is established across the Faculty to help Master's students realise their potential and to advise on the matters such as career development and employability. A personal tutor is assigned to each Master's student and is a member of the teaching team on their course. The first contact between student and the Personal Tutor is during Induction Week for an introductory meeting and thereafter a scheduled set of meetings is set up to ensure the continuity of the student progress and the appropriate personal development throughout the course. The minimum of three meetings per academic year is a norm.

Level 7 : Getting the most out of the Masters

- To help students to make the transition to Master's level study and understand how to
  use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

Throughout the Faculty of SEC there is a system of 'Office Hours' for general student enquiries to academic staff. Office hours are times at which academic staff will normally be available to speak to students in their office and are usually advertised on staff office doors. In the event of a member of staff being unavailable to deal with an urgent matter, an appointment can be made by sending an e-mail to the staff member

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level

- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

All courses in DMK address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners. This ethos of professionalism is planned and delivered through the course curriculum so that students are effectively equipped for the world of work on their graduation from the course.

The courses and both Schools have strong and well-established links to the digital media industry both nationally and internationally. This is significant for the course as a high percentage of students are from and, post-graduation, return to a wide range of international locations. Modules within the course structure are intended to address the changing nature of the disciplines of digital media production and the emerging global workplace. Where relevant and practical the course works in collaboration with organisations and business. Competitions are offered within the delivery of the course as activities intended to provide opportunities for those students who wish to allow an additional focus to their portfolio. The course also organises a regular programme of professional lectures and studio visits

Graduates of the existing User Experience Design course , and previous User Interaction Design course have joined global and major UK companies based in London (EBay, Richmond; BSkyB, Brentford; Reed Publishing, Sutton;IBM (Tivoli networking product), South Bank; Thomas Cook, Fleet St.), Ux agencies, such as Wilson Fletcher, Aqua, one2one, thoughtworks, amberlight, foviance, and smaller companies such as Keebo, PayDayBank, and MHH International. Others have established Ux agencies in emerging markets, including Israel, India and Mexico.

inKUbator

Kingston responded to one of the key recommendations of the Livingstone-Hope review by setting up the inKUbator. This is intended to be a 'hothouse' to grow, manage and nurture game projects and media projects and enable students to build their portfolios, emulate industry roles and enhance their future employability prospects. In addition, it is intended to help create a culture of entrepreneurship encouraging students to work towards publishing and commercialising their games. inKUbator breaks down the walls between disciplines by providing an environment for students to come together to develop games across multiple faculties. It regularly invites games companies to speak to students about what it is like to work in the games industry. This focus beyond just technical skills should aid with portfolio development and employability in the very competitive marketplace in digital media. The inKUbator is run by Hope Caton. Please refer to Canvas for details of when events which are

running.

The Careers and Employability Service supports students with all things related to jobs. It offer practical group and individual support with career direction, finding and applying for jobs. It runs training sessions throughout the academic year on topics including (but not limited to) CVs, applications, interviews, body language and using LinkedIn. All of this is supported by our events and training initiatives, as well as the opportunity to meet with a member of the team at our weekly drop-in sessions.

Employability Events

The service offers a range of events, including Careers Uncovered fairs, which include employers coming to campus to promote internship, placement and graduate opportunities, Spotlight on… which profile specific roles within industry and a range of other events which are aimed at exposing students to employers and building skills and knowledge.

Placements and Internships

The service also delivers a comprehensive package to support students to gain placements. There are weekly sessions taking place which range from why students should undertake a placement, support searching for roles and making applications and a bespoke programme designed for Kingston students aimed at ensuring students have all the skills necessary to gain and make the most of placement opportunity.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. The 2-year version of the programme is designed to include work-based learning through assessments and the reflective report. Many of the students on the programme are already working and they can use that experience to relate to theoretical concepts and to evaluate the relationship between theory and practice. While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock

interviews, assessment centre activities and psychometric tests.

The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.
The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.
Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements

H. Other sources of information that you may wish to consult

QAA Masters Degree Characteristics

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7					
		CI7900	CI7800	CI7810	CI7701	CI7821	CI7831
Knowledge & Understanding	A5						
	A4		S	S	S	S	S
	A3		S	S	S	S	S
	A1		S	S	S	S	S
	A2		S	S	S	S	S
Intellectual Skills	B5						
	B4		S	S			S
	B1		S	S	S	S	
	B2		S	S	S		
	B3		S	S	S		
Practical Skills	C5						
	C4		S	S	S	S	

	C3		S	S	S	S	S
	C2		S	S		S	S
	C1		S	S		S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.