Template C4

Kingston University London

Programme Specification

Title of Course: *BSc (Hons) Multimedia Technology*

Date first produced	06/08/2025
Date last revised	23/04/2025
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Version number	2
Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
School	School of Computer Science and Mathematics
Department	Department of Networks and Digital Media
Delivery Institution	ESOFT Metro Campus, Sri Lanka

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):	BSc (Hons) Multimedia Technology
Exit Award(s) and Title(s):	CertHE Multimedia Technology DipHE Multimedia Technology BSc Multimedia Technology
Course Code *For each pathway and mode of delivery*	UFDMT1DMT21
UCAS code *For each pathway*	N/A

Awarding Institution:	Kingston University
Teaching Institution:	ESOFT Metro Campus, Sri Lanka
Location:	ESU Colombo and ESU Kandy
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry requirements	The minimum entry qualifications for the programme are: 1. Three Passes in one sitting at one of the following examinations or equivalent foreign qualifications 1. G.C.E. (A/L) – conducted by the Department of Examinations, Sri Lanka 2. G.C.E. (A/L) – conducted by Pearson Edexcel, UK (London A/L) 3. International (A/L) IGCSE's – conducted by Pearson Edexcel, UK 4. G.C. E. (A/L) – conducted by Cambridge International Examinations, UK OR 1. ESOFT International Foundation Diploma. A minimum overall IELTS score of 6.0 with a minimum of 5.5 each element, iBT TOEFL 80 with

	R at 20, L at 19, S at 21 and W at 20 or equivalent is required for those for whom English is not their first language. A minimum of a Credit pass at the Sri Lankan G.C.E O/L English Language exam will also be considered as equivalent to this level. We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Non-accredited programme
Approved Variants:	
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

- Develop the skills and confidence required to create professional-standard digital interactive media and graphic products.
- Produce intellectually adaptable graduates who appreciate scientific, computational, technological, and creative design approaches, and who are open to innovation and change.
- Enable students to integrate knowledge from computing, technology, and the arts to solve real-world challenges in digital media.
- Equip students with advanced communication skills—oral, visual, and written—as well as strong capabilities in problem-solving, planning, and teamwork.
- Provide a solid foundation in best practices for developing 2D and 3D digital assets and implementing them in interactive applications.
- Prepare graduates with the ability and motivation to pursue advanced studies, research, or development within multimedia technology and related fields

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in ‘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
A1	Demonstrate the digital media based skills used for digital imaging, interactive computing, multimedia or visual effects including 2D or 3D graphics	B1	Adopt an interdisciplinary approach to work in multimedia developments through acquiring an understanding of, and intellectual flexibility towards, a range of visual arts, sciences and/or computer based technologies	C1	plan a creative development task relevant to an application in industry that exploits new media/computing technology, to a high level of technical competence
A2	Demonstrate the technical computer based skills for the generation, manipulation and storage of images, sound, data and other artefacts	B2	assemble, interpret and critically evaluate information from a variety of sources (including academic literature) including where information is missing or unclear	C2	use appropriate skills and technologies for the development of a creative media work
A3	Explain how innovative use of technology can be applied to solve design based problems within the fields of interactive multimedia, visual effects and/or computing generally	B3	report on their work critically in Written format, at meetings, or by formal Oral presentation	C3	demonstrate project management controls and communication skills
A4	explain how computing as a technology employed by society relates to, and interacts with, other technologies and an awareness of its current, and likely future, role in and effect upon society	B4	critically evaluate issues which arise in the development of digital media assets and applications with regard to legal, social and ethical issues	C4	design and develop interactive computing and multimedia applications

		B5	approach work in digital media development through acquiring and understanding of an intellectually flexibility towards a range of disciplines	C5	implement and test a creative computer based project to agreed criteria

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

Full details of each module will be provided in module descriptors and in the module canvas pages.
Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. Students will be informed of the availability of option modules through the Online Module Selection process.

BSc (Hons) Multimedia Technology

Level 4							
BSc (Hons) Multimedia Technology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Computer Generated Imagery	CI4002	30	4	Year Long	None	1	
Introduction to Digital Media	CI4001	30	4	Year Long	None	1	
Professional Environments 1	CI4450	30	4	Year long		1	
Programming I – Thinking Like a Programmer	CI4105	30	4	Year Long	None	1	

Exit Awards at Level 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
BSc (Hons) Multimedia Technology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Digital Motion Graphics and Compositing	CI5001	30	5	Year Long	None	2	
Modelling and Animation	CI5003	30	5	Year Long	None	2	
Multimedia Authoring and Design	CI5002	30	5	Year Long	None	2	
Professional Environments 2	CI5450	30	5	Year Long		2	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
BSc (Hons) Multimedia Technology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Individual Project	CI6600	30	6	Year Long		3	
Future Skills Apply ESU	CI6003	15	6	TB1		3	
Game and Media Production and Generative AI Prototyping	CI6002	15	6	TB2	None	3	
Visual Effects	CI6001	30	6	Year Long	None	3	
Optional Modules							
Digital Entrepreneurship	CI6415	30	6	Year Long	None	3	

User Experience Design Thinking	CI6315	30	6	Year Long		3	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

E. Teaching, Learning and Assessment

This course uses a range of teaching and assessment methods which have been designed to support students' learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

- Laboratory Sessions
- Lectures
- Seminars
- Tutorials
- Workshops
- Placements

Guidance for students on the use of independent study time is communicated through the 'Succeed in your module' section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Study abroad and Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- A designated Programme Administrator
- Student Voice Committee – to ensure the views of students are heard
- EMLS– EMC's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- ESOFT Student Council (ESC)
- Careers and Employability Service

The students are introduced to all these mechanisms during induction sessions at the beginning of each new academic year. It is here that the level 4 students first encounter the Campus' computer network, which includes their personal access to the ELMS and how to use it as a learning environment.

Students are expected to be involved in the development of their programme. On an individual level through meetings with their personal tutors at which they can discuss their academic progress, personal development and can seek advice on course and module choices in the light of their career aspirations. As a cohort, students can contribute to many aspects of programme evolution for example by student representation on meetings including SVC as well as by their formal and informal feedback such as end-of-module reviews.

Learning computer science is often most readily undertaken in the context of the search for solutions to real-life problems. This is reflected in the approach adopted throughout this programme which is problem-centred wherever appropriate. The strategy is to start with a relevant problem then to move forward from there to explore the theory and techniques necessary to investigate that problem. The 'top down' approach provides more motivation for students to engage with material/concepts and opportunities for relatable (concrete), inclusive example problems to be used. Students frequently work in groups to tackle these problems both in timetabled sessions and outside, thereby creating a learning community in which the students collaborate with each other and staff. As the students work together in groups, both formatively and summatively, this community supports them automatically allowing for different learning styles and varied backgrounds.

Students are encouraged to develop as independent learners as they progress through their degree course. This is supported explicitly through, for example, the strand of professional skills modules culminating in the individual project in the final year

G. Ensuring and Enhancing the Quality of the Course

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

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards http://www.bcs.org
- QAA Subject benchmarks https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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 4				Level 5				Level 6					
		CI4105	CI4001	CI4002	CI4450	CI5002	CI5001	CI5003	CI5450	CI6002	CI6315	CI6001	CI6415	CI6600	CI6003
Knowledge & Understanding	A1	S	S	S		S	S	S				S			
	A2	S	S	S		S	S	S				S			
	A3	S	S	S		S	S	S				S			
	A4	S	S	S		S	S	S				S	S		
Intellectual Skills	B1		S	S		S		S					S		
	B2	S				S	S					S	S		

	B3	S	S	S			S	S				S	S		
	B4	S	S	S			S	S					S		
	B5	S	S	S		S	S						S		
Practical Skills	C1	S	S	S			S	S					S		
	C2	S	S	S		S						S	S		
	C3			S			S					S	S		
	C4	S	S	S		S						S			
	C5	S	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.

Additional Information