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Programme Specification

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

**Date Specification Produced: March 2018**

**Date Specification Last Revised: April 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and Module Descriptors.

# SECTION 1: GENERAL INFORMATION

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| **Title:** | Multimedia Technology BSc (Hons) |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | ESOFT Metro Campus |
| **Location:** | Colombo  |
| **Programme Accredited by:** |  |

# SECTION 2: THE PROGRAMME

## Programme Introduction

This programme provides students with the opportunity to follow careers in the creative media industry that require the ability to produce high quality media products and a demonstration of media based competencies. It develops creative, technical and conceptual skills required for the creative industries and includes a strong emphasis on 2D, 3D graphics and moving images, which include: digital imaging, motion graphics, interactive media, modelling and animation and visual effects. The course integrates creative design with computing and technology based skills and provides practical experience in the application of professional level software directly relevant to the creative media job markets. This approach aims to match industry’s need for creative media students with a high level of technical skills.

This specification reflects the needs of the creative industries and matches contemporary industry requirements having been informed by ongoing consultations with leading digital media companies by way of visiting guest speakers, contributors and the industrial liaison panel.

The programme is driven by the Kingston University’s philosophy of ‘learning through making’; This approach permeates the entire course – from the Level 4 to the Level 6 ensuring the ‘products’ and artefacts of different levels of complexity constitute the outputs of assignments in dedicated modules throughout the course. They therefore form a portfolio of applications and design solutions that reflect the professional readiness of each student, thus facilitating an increased immediate employability.

The body of knowledge and skills development in this course is delivered through core and option modules. The core modules are specifically designed to cover the requirements of the UK’s QAA benchmarking statements for both Computing and Art & Design, and cover material that is essential to any student obtaining a degree in this field. The option modules provide the opportunity for students to tailor their studies depending on their particular specialism as they progress through the course. Students will be guided to the most relevant option modules for their stated career aspirations.

Graduates who have followed the Multimedia Technology course should be well prepared for the many opportunities in further academic or professional studies or for employment in the Creative Media Industries.

ESOFT will be doing the required investments in hardware and software to ensure that the course modules can be conducted at the highest level, in order to provide the students with the required expertise and experience. High quality audio and video equipment has already been acquired including digital cameras, drones, and lighting.

An active industrial advisory panel regularly meets at least annually at the Kingston University to consult and keep the field teaching team up to date with recent developments in industry as a source of guidance to course structure and purpose, including the development of module content. This panel has contributed significantly to continuously maximising student employability prospects.

## Aims of the Field/Course

* To give students the skills and confidence to produce digital interactive media and graphics products to a professional standard.
* To produce intellectually adaptable graduates with an appreciation of scientific, computational, technological and creative design methodologies that are receptive to new ideas and change.
* To produce graduates who have the ability to apply skills from the fields of computing, technology and the arts to solve problems in the field of Multimedia.
* To equip students with advanced skills of oral, visual and written communication, problem solving, planning and teamwork.
* To give a firm foundation of good working practices for the development of 2D and 3D assets and their use in interactive applications
* To assess the appropriate ability and inclination, and are equipped, to undertake advanced studies and/or research and development in the computing discipline particularly in relation to Multimedia technology

## Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for both Art and Design and Computing, and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2016), and relate to the typical student.

**Programme Learning Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding****On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | the Multimedia based skills used for digital imaging, interactive computing, multimedia or visual effects including 2D or 3D graphics | B1 | have 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 | 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 | 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 Multimedia assets and applications with regard to legal, social and ethical issues | C4 | design and develop interactive computing and multimedia applications |
|  |  | B5 | approach work in Multimedia 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 |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |
| --- |
| **Key Skills** |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

## 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 Edexel, UK (London A/L)
	3. International (A/L) IGCSE’s – conducted by Pearson Edexel, 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.

Disclosure and Barring Services (DBS) clearance is not required

## Field/Course Structure

This programme is offered in full-time and sandwich mode, and may also be taken part-time, and leads to the award of BSc (Hons). Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in January and September. Entry at level 6 is not permitted.

### E1. Professional and Statutory Regulatory Bodies

Programme is not currently accredited**.**

### E2. Work-based learning, including sandwich courses

The ESOFT Career Guidance Unit (ECGU) has a dedicated specific team for the campus that helps sourcing industrial placements. We are constantly in contact with potential employers in the industry via our contacts with Computer Society of Sri Lanka (CSSL), BCS Sri Lanka Section, Federation of Information Technology Industry Sri Lanka (FITIS), and Sri Lanka Association of Software and Service Companies (SLASSCOM). Placement specialists within the ESOFT Career Guidance Unit will help students throughout the application process, preparing for interviews and throughout the transition to work; for example, with mock interview sessions, CV workshops, careers fairs and industry speakers. The team will also monitor and assist students while in industry. Placement students will be visited by a network of academics at their workplaces who would also act as individual placement tutors.

Work placements are actively encouraged as they expose students to a real working environment, which makes them more experienced and employable after their first degree. Work placements also enable employers to find employees for permanent positions. Note that ultimately it is the responsibility of individual students to source and secure work placements.

### E3. Outline Programme Structure

***BSc (Hons) Multimedia Technology***

 ***LEVEL 4 LEVEL 5 LEVEL 6***

EM4105

Programming I: Thinking Like A Programmer

Option

EM5450 Professional Environments 2

EM4450 Professional Environments 1

Option

Option

EM4002 Computer Generated Imagery

EM6100

Individual Project

EM5002 Multimedia Authoring and Design

EM4001 Introduction to Digital Media

**INDUSTRIAL PLACEMENT**

EM6001 Visual Effects

EM5001 Digital Motion Graphics and Compositing

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. 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). Full details of each module will be provided in module descriptors and student module guides.

**Part time students**

Part time students should take core modules first, apart from the Individual Project, which is taken last.

***Level 4 Modules***

All modules are core i.e. compulsory.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module name** | **Module code** | **Credit Value** | **Level** | **Teaching Block** |
| Introduction to Digital Media | EM4001 | 30 | 4 | 1 and 2 |
| Computer Generated Imagery | EM4002 | 30 | 4 | 1 and 2 |
| Professional Environments 1 | EM4450 | 30 | 4 | 1 and 2 |
| Programming 1: Thinking like a Programmer | EM4105 | 30 | 4 | 1 and 2 |

Progression to level 5 requires passes in all four modules.

Part-time students may take modules in any order, however it is recommended that EM4001 is taken in year 1 of Level 4 and EM4002 is taken in year 2 of Level 4.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education

***Level 5 Modules***

Student must take three core modules and select one optional module

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Name** | **Module code** | **Credit Value** | **Level** | **Teaching Block** |
| Digital Motion Graphics and Compositing  | EM5001 | 30 | 5 | 1 and 2 |
| Multimedia Authoring and Design | EM5002 | 30 | 5 | 1 and 2 |
| Professional Environments 2 | EM5450 | 30 | 5 | 1 and 2 |

Optional Modules

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Name** | **Module Code** | **Credit Value** | **Level**  | **Teaching Block** |
| Modelling and Animation | EM5003 | 30 | 5 | 1 and 2 |
| User Centred Design | EM5330 | 30 | 5 | 1 and 2 |
| Database-Driven Application Development | EM5320 | 30 | 5 | 1 and 2 |

Progression to level 6 requires passes in all modules. Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education in Computer Science.

**Placement Module**

Students on the sandwich route take the module EM5999 Industrial Placement

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| --- | --- | --- | --- | --- | --- |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Industrial Placement | EM5999 | 60 | 5 | 1 and 2 | none |

Part-time students must take module EM5450 in the 2nd year of Level 5.

***Level 6 Modules***

Student must take two core modules (including the Individual Project module) and select two option modules.

Core Modules

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Name** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Visual Effects | EM6001 | 30 | 6 | 1 and 2 | None |
| Individual Project | EM6100 | 30 | 6 | 1 and 2 | None |

Optional Modules

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Name** | **Module code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** |
| Media Creation Processes | EM6535 | 30 | 6 | 1 and 2 | none |
| Mobile Application Development | EM6330 | 30 | 6 | 1 and 2 | none |
| Digital Entrepreneurship | EM6415 | 30 | 6 | 1 and 2 | none |

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Part time students should take the core module EM6001 Visual Effects in the first year, and EM6100 Individual Project in the second year.

The complete list of option modules available will be determined annually and is subject to resourcing.

### Student “learning journey” – the development of knowledge and skills

The core knowledge and skills required for Computer Scientists in employment, together with those skills that contribute to their ability to develop as undergraduates as well as post-graduation are developed in this course as follows.

#### Creative media (practical professional skills)

The development of Multimedia creative skills relies on the use of professional software environments, starting with the underlying computer representation and related mathematics for digital media (EM4001 and EM4002) where students work in a simulated media lab environment generating individual portfolios of artefacts which link to their professional portfolio (EM4450). The theme of studio practice and individual portfolio of software-based artefact development continues through digital motion (EM5001), multimedia authoring (EM5002) and visual effects (EM6001) in preparation for the development of a sophisticated capstone digital media application in EM6100, where, guided by a member of staff, students choose a project showcasing the gamut of skills and knowledge acquired by producing a “product” suited for publication in the student’s portfolio (which in itself was introduced and curated through EM4450 and EM5450).

#### Group work and the ability to work in teams

Professionals in digital media often work in multidisciplinary teams. The course strategy is to carefully introduce and teach the practice of group work in EM4450 and extend the practice to managing projects with multi-disciplinary teams in EM5450. The course cohort and studio-based practice ethos is strong and develops through work centred on digital media software, through EM4001, EM4002, EM5001, EM5002 and EM6001. Group/team-based assessments are used summatively early-on to establish the practice, thereafter the practice is essentially formative within the lab, where students compare media creation results and present their work informally:

* EM4001 and EM4002 establish the lab-based professional environment with a focus around group/peer formative development towards a portfolio of individual assessed work, and this mode of study continues in EM5001 and EM5002 where team work is formative.
* EM4450 introduces the practice and process of group work; group working skills are demonstrated with assessed coursework in cross-disciplinary groups, timetabled group workshops (simulating a workplace environment) where attendance is expected and absence must be accounted for, and, typically, using project topics related to industry or research
* EM4105 simulates professional software development practices, reinforcing the employability message without overburdening students
* EM5450 continues the professional emphasis with multi-discipline teams working on industry-driven projects simulating a professional environment, with summatively assessed project management skills being developed to build on the group experience in EM4450
* EM6001 uses group work to streamline the process of visual effects analysis (breakdown)
* EM6100 (the capstone project) gives opportunities to celebrate student’s work and to receive feedback from peers, Campus staff and employers in a poster or conference setting.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group work skills journey** | EM4001, EM4002(multimedia lab practice) | 🡺 | EM5001, EM5002(multimedia lab practice) | 🡺 | EM6001(group practice) |
| 🡩 |  | 🡩 |  | 🡻 |
| EM4450(teaches, supports and establishes model) | 🡺 | EM5450, EM5320(uses and assesses by model) | 🡪 | EM6100(receive peer & other feedback) |
| 🡩 |  |  |  |  |
| EM4105(development in groups) |  |  |  |  |

## Principles of Teaching, Learning and Assessment

The learning and teaching strategies reflect the field aims and learning outcomes, student background, potential employer requirements and the need to develop a broad range of technical and professional skills, with the ability to apply them appropriately. The strategies ensure that students have a sound understanding of areas in computing and multimedia technology and have acquired the transferable skills expected of modern-day graduates.

The programme is designed according to the Kingston University’s Curriculum Design Principles and it utilises a wide range of teaching and learning methods to enable all students to be actively engaged throughout the course. The learning, teaching and assessment strategies reflect the programme aims and learning outcomes, student background, potential employer requirements, and the need to develop a broad range of both creative and technical skills with the ability to apply them appropriately.

The academic year includes scheduled contact time for lectures, workshops, enhancement activities, and revision. The standard module provision includes laboratory sessions, seminars, group work – to underpin the principles taught in the lectures – but, also dedicated programming aid sessions for students needing further help.

The degree approaches the discipline from a practical standpoint. It includes many specialist software orientated creative modules. In each year of the course students will develop deeper level of creative and technical skills, sometimes as members of a team and other times as an individual. For example, in their first year students will work individually and on group projects for EM4001, whilst on module EM4002 they will be developing individual skills in CGI.

In year two of their studies students develop further by managing a team project, such as mini-projects set in Professional Environments 2. Again individual technical and creative skills are fostered in other modules e.g. EM5001 or EM5002.

The Personal tutoring scheme is used to continuously monitor student progress and provide tailor made support to those who need it and is embedded within the Professional Environments modules.

In each year of the course students will develop systems, sometimes as members of a team and sometimes as an individual. For example, in their first year students are aided in developing their programming, research, (in terms of reading and research methods such as interviewing, distinguishing between strong and weak evidence and argument), writing, decision-making, and analytical skills. They also begin to deal with client requirements and case studies.

The capstone project is a mandatory part of the programme and is undertaken in the final year. It offers students the opportunity to integrate their cumulative academic studies and practical skills with a single project, which may be for a real client. Students are provided with opportunities to engage with the project earlier on in their programme before the start of the project to ensure that they are adequately prepared to undertake this in their final year.

Learning Multimedia/computing is often most readily undertaken in the context of the search for solutions to real-life problems. This is reflected in the approach that will be gradually introduced to this programme, alongside conventional classroom teaching, and is epitomised in the problem-centred learning practice. Students will be frequently working in groups, focusing on real-world problem solving. This will contribute to creating a rich learning environment in which students and their teachers collaborate as a team. It significantly enhances students’ readiness for employment in industries where different skills and backgrounds complement each other to deliver a better product.

ESOFT Learning Management System (ELMS), the campus’s virtual learning environment (VLE), is used extensively in all modules as a communication tool and means of dissemination of learning and reference materials, formative worksheets, assignments, links, videos and lecturer-annotated slides. In this way it acts as a dynamic study guide in each module and going further it provides a structured learning space to support students for independent study, facilitate discussion, and in addition in some modules, for formative and summative tests and surveys. ELMS is also used to facilitate group work, both formatively and summatively. For example in the Professional Environment modules students are introduced to the group collaboration features of ELMS and are encouraged to use the ELMS app to mediate discussion and to collaborate on coursework “artefacts” which can be formatively assessed in the group workshops while the record of collaboration contributes, summatively, to the module’s assessment outcomes.

Study materials, including examples and exercises, are published on ELMS in advance of the time-tabled sessions, to allow students to prepare and fully benefit from classroom time – further many sessions adopt a flipped or partially flipped approach for which the pre-published materials are essential. The availability of this material assists students from various backgrounds to achieve a common level at the start of the session or to highlight any deficiencies which they can then address with the lecturer.

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.

### Assessment and Feedback

The assessment is regarded as an integral part of our learning and teaching strategy, and incorporates both assessments of and for learning. Ample opportunities are given to students for formative assessment with rapid feedback.

A wide range of assessment mechanisms is used to ensure that students with diverse backgrounds and different strengths and abilities 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. Emphasis is given to authentic assessments based on real-world problems. This allows the students to produce “artefacts” as outcomes of the assessment process, forming a portfolio which provides tangible evidence of their developing skills and knowledge thus enhancing their employment prospects.

### Inclusive Teaching Practice

Opportunities to insure that the curriculum is inclusive take place at forums as the Staff Student Consultative Committees and Boards of Study together with discussions at module and course level. Meetings take place between subject teams to consider subject specific issues. The variety of teaching activities also takes account of the students’ different learning preferences and experiences and there is a careful balance of individual and group based activities.

Marking criteria are provided for all assessments as part of the assessment booklet at the beginning of the year for each module and care is taken to ensure that the language used in the assessment is jargon free, which is checked by the moderator. The case studies used are designed to be inclusive.

Feedback, in a variety of formats provides students with guidance in developing skills which are both beneficial for future assessments and highly valued by employers. Feedback in the Professional Environment modules involves the Personal Tutors as a conduit through which feedback is given.

In the final year every student undertakes a 30 credit capstone Individual Project, which draws on and enhances the skills and knowledge developed throughout the programme. This consolidates independent learning skills and typically provides an opportunity for practical application of their academic knowledge to the implementation of a solution or construction of a suitable artefact.

In the programme as a whole, the following components are used in the assessment of the various modules:

* Practical exercises: to assess students’ understanding and technical competence
* Individual and 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.
	+ Video, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some students better).
	+ Article emphasising the ability to communicate with different audiences.
	+ Interview emphasising the ability to answer questions appropriately and relevantly.
	+ Simulated client interactions: letters, quotations, etc.
* Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.
* Long answer 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
* Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the course and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview.

At the beginning of each academic year there is a joint department-wide meeting at which the delivery of material and assessments is planned with a full calendar being constructed. This ensures:

* that care is taken to avoid summative assessment bunching and thus student workloads are managed;
* synchronized and coherent delivery of material across the programme in a way that is visible both to staff and students, thus enabling assessments to draw on skills and knowledge from an appropriate variety of modules.

Students are expected to develop their skills, knowledge, confidence and understanding through independent and group learning, in the form of guided and self-directed study, and the exploration of the application of Multimedia technologies and computing more generally in the real world, throughout their course. For example, basic team-working, investigative, researching and (informal) communication skills are introduced, developed and facilitated through the Professional Environment modules. Students are also introduced to the professional environment surrounding their area of study alongside considerations of ethical behaviour and responsibility. These themes are reinforced with professional development opportunities tailored for each programme level. Furthermore, all students explore group case studies for Multimedia and computing, requiring the collaborative investigation/solution of some real world problems as well as the production of written reports and oral or poster presentations. These foster the development of team-working, research and (formal) communication skills. In the final year all students will carry out research/development and present the background to and findings of their projects as indicated above. This will enhance their research and investigative skills to explore and master complex new ideas, learn and apply advanced techniques and further develop their independent working and communication skills.

### Research Informed Teaching

The course team is research active within the ESOFT Research Centre (ERC), 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 ERC is still in its early stages, and it is being developed. An international research journal has already been published, and academic staff is actively encouraged to take part in all areas of research. The ERC is a specific requirement of the University Grants Commission (UGC) in terms of approving the application that has been submitted by ESOFT Metro Campus, to be recognised as a non-state degree awarding institution.

There is good linkage between research and teaching and the teaching team for computer science draws from ERC members.

Students are also able to develop their research skills which form a fundamental part of Levels 4 to 6’s curriculum. These skills enable students to distinguish and present appropriate evidentiary information in an argument. These skills are greatly valued by employers.

Staff members 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.

## Support for Students and their Learning

Students are supported by a highly qualified team of academic staff that includes individuals in the following roles:

* A Course Director to help students understand the programme structure
* A Module Leader for each module
* A Personal Tutor to provide academic and personal support

Additional support is provided by the following specialist staff:

* A Placement Tutor to give general advice on placements
* Technical Support to advise students on IT and the use of software
* A designated Programme Administrator
* English language support for international students

Matters outside the academic arena are supported by:

* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disability and dyslexia student support
* Careers and Employability Service
* ESOFT Student Council(ESC)
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* A virtual learning environment (VLE) available on the campus’s intranet

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’s computer network, which includes their personal access to the VLE and how to use it as a learning environment. They are also encouraged to make use of the important resource that provides additional help across a range of academic skills.

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 committees including Staff Student Consultative Committees as well as by their formal and informal feedback such as the end-of-module reviews.

### Support for Academic Skills

There is a Student Support Team to help students with any problem has an effect on their studies. This can range from illness, problems writing an assignment, questions about academic regulations to serious confidential issues.

### The Personal Tutoring Scheme (PTS)

There exists a Faculty-wide student support system. It includes, for example, a SEC wide drop-in centre where students could seek advice without an appointment; also, they can email, or phone a designated number to get instant help. Students are assigned a member of the computing academic staff as their Personal Tutor (PT) which they retain for the full three or four-year duration of their time at campus. The first contact between student and PT is during Induction Week for an introductory meeting and thereafter the following procedure is followed:

***Level 4 [settling in and building confidence]***

In the first year (Level 4) PTs follow-up the Induction Week contact with a 1-to-1 meeting between weeks 1 and 3 in order to discuss any academic or pastoral issues that might have arisen during this important settling-in period. Employability topics such as the value of industrial placements and internships are introduced; they are encouraged to think about compiling a CV in preparation for their future applications (this is followed up in the professional environments module).

Throughout the first teaching block, dedicated academic sessions encourage the students to work together work together in their tutor groups in formative assessments to facilitate the bonding of these individuals into self-supporting study teams which are intended to endure. In addition selected second year students are recruited as mentors in the Level 4 programme to encourage the community spirit of their course and foster engagement.

Student attendance is closely monitored from the first teaching week. In the Professional Environment module this includes monitoring attendance and participation in group (team-based) workshops where students are developing their group working skills. Those absent from classes are contacted by their tutor to determine whether they need additional support. This is to address the danger of poor attendance at the beginning of the course which can be associated with poor academic outcomes.

Subsequent PT meetings are motivated by continued monitoring of formative assessment in core modules and helping students to begin preparing for summative assessments by providing support. Where problems exist, both PTs and the module team(s) will direct students to relevant support programmes.

***Level 5 [‘stepping it up’ and broadening horizons]***

In the second year the focus of the PT system is to encourage students to begin looking forwards, toward some form of academically-relevant placement activity, perhaps as a full-scale Industrial Placement in year 3, or as some form of identifiable engagement with industry, such as a relevant short-term placement, summer work or a subject-relevant internship. All students receive information from the ESOFT Career Guidance Unit (ECGU) team on the process and opportunities before the winter vacation.

The PT highlights the importance of students engaging with this in their “welcome back” induction meeting in week 1, together with an explanation of how Level 5 modules contribute to degree classification and any other differences in course structure and assessment procedures between Level 4 and Level 5.

***Level 6 [maximising success and moving on]***

In the final year the focus shifts to graduation and employability and the PT scheme uses the capstone project module to promote PT-style discussions alongside regular project meetings

In the first weeks of term the PT’s role is to welcome students back, encourage them to reflect on their progress and module feedback, and plan to make the most of their final year, exemplified by early deliverables in the project module. Throughout Level 6, the ESOFT Career Guidance Unit (ECGU) team provides activities which the PT signposts for students, some of which are delivered within and linked explicitly to sessions and assignments in core modules.

After the winter vacation the PT meets with their tutees to discuss the opportunities for graduate study and employment and provide contact details for employers’ reference requests. The final project is a key employability “artefact”. Students can seek advice from their personal tutor or project supervisor who may be a different academic.

Both the Project Supervisor and Personal Tutor are able, in collaboration with ESOFT Career Guidance Unit (ECGU), to encourage students how best to present their project on their *CV* and at interview.

## Ensuring and Enhancing the Quality of the Course

The ESOFT Metro Campus has several methods for evaluating and improving the quality and standards of its provision. These methods are actively monitored by the Kingston University.

These include:

External examiners

Boards of study with student representation

Annual review and development

Periodic review undertaken at subject level

Student evaluation

Moderation policies

## Employability Statement

Computing qualifications are amongst the most versatile and enable graduates to find employment in a wide spectrum of careers ranging from systems and business analysts, and software engineers, through to programmers and network specialists in a wide range of public and private sector industries.

ESOFT curriculum, like Kingston University’s, curriculum is largely applied in nature with many case studies chosen for their topicality and relevance to industry such as information systems design, programming, networking, and implementation issues. Working on case studies designed to simulate the working environment, typically in teams, gives students experience of applying their computing, information systems and networking methods and key skills to open-ended problems with complex solutions, and presenting their findings, including any limitations, in a professional manner. This mirrors the experience of computing professionals working in commerce and industry. To further set the material in context as well as inspire our students, leading practitioners from industry will be invited to give guest lectures and workshops. Throughout the course students will develop communication and interpersonal skills, learn time management and the value of prioritising and planning by involvement in the learning activities outlined in section F above.

In preparation for their future employment we make extensive use of industry standard software such as Maya, Photoshop and Premier, throughout the course.

### Personal Development Portfolio (PDP)

PDP is centred on student learning and development to encourage the student to become a more effective, independent and confident self-directed learner which appeals to employers. The student is responsible for engaging with the PDP process which is introduced in the core Professional Environments modules to support them and enable them to reflect upon their learning and achievements, formulate study action plans and to plan their career development needs. Students create a personal record of learning containing evidence of their qualities, key skills, achievements and products (artefacts of their learning and assessments) to support industrial placement applications and future job applications or applications for graduate studies. The development plans are reviewed regularly for feedback from their personal tutor

### Industrial Placement (IP) and its Importance to Student Employability

All of our students are encouraged to make use of the opportunity to enhance their learning and personal development by undertaking a Summer Internship between years of study and/or an industrial placement in the third year of their programme. All placements are vetted to ensure that they provide a relevant experience in which students can apply their learning in a practical situation. All placement students on the course receive comprehensive support from the placement specialists (Talent Preparation Officers) within the ESOFT Career Guidance Unit (ECGU) team in securing a position and while in the workplace, although ultimately the responsibility for the placement remains with the student. Students also gain employability and transferrable skills through participation in the School’s annual monitoring process (e.g. as student representatives on the Staff Student Consultative Committee, Board of Study and Faculty Board), through volunteering, Student Ambassadors, where our students have been excellent ambassadors for our courses at Open Days, Enrolment and Induction events and through the Campus’ ESOFT Career Guidance Unit (ECGU) which offers a range of different on-campus employment opportunities to students. Whilst on their placement students take the placement module EM5999.

Our programme is designed to embed employability skills within the curriculum at all levels and develop students’ ability to recognise their personal and academic achievements and career aspiration. This is fostered through the strand of professional environments modules built into the programme from the start. During these, students experience a transition from guided towards independent learning and career planning and development, through a series of sessions, offered under the auspices of ESOFT Career Guidance Unit (ECGU), including; Professional Communication, Time and Self-Management and Identifying and Articulating Skills. There are also opportunities to perfect skills required to gain employment such as; CV writing, Psychometric Test and Using LinkedIn. These modules are shared with other courses in the School and students study and work in a multidisciplinary environment, developing their ability to communicate with non-subject specialists. In this way students gain insight into the true nature of commercial teamwork, harnessing a range of different talents and skills to tackle complex problems, preparing them for the workplace. As they progress students enhance their planning, teamwork and communication skills, (in the professional environments modules and throughout the programme) and show evidence of these though oral and poster presentations and both individual and group written reports. Outputs from these (written reports, posters and records, e.g. as videos and/or slideshows), plus products such as computer programs or results from modelling exercises on real-world problems, can be collated into a portfolio which may be presented to potential employers. Furthermore, their personal development and career options and plans are discussed with their personal tutors at regular intervals throughout their studies, and guidance given as appropriate. This is in liaison with the ESOFT Career Guidance Unit (ECGU) team, the Campus’ Careers Service.

This theme culminates in the Level 6 capstone project module, which draws together the academic strands of the course. It also enhances students’ employability skills in different ways, giving them an insight into what professionals do in graduate careers. Typically, the project involves the creation of an artefact relevant to the course, often with some new element or feature. Undertaking this type of activity gives students a taste of independent research, albeit supported by the supervisor, as they familiarise themselves with the real world situation and the techniques required to investigate it. In the project, students are encouraged to develop their critical thinking, creative and analytical skills, and gain experience and proficiency in technical writing. When choosing their Level 6 option choices and project topic, students are guided by their Personal Tutor and Project Supervisor regarding what possible choices best suit their career aspirations.

The ESOFT course is vocational and curriculum developments are discussed with the Kingston University CSM School’s Industrial Advisory Panel. Both CSM and ESOFT have strong links with industry and with the professional body, the BCS Chartered Institute for IT. It hosts a local BCS chapter and several members of the CSM School are involved with the Institute at corporate level.

The KU’s Destinations and Leavers survey indicates that graduates from this programme go onto the following careers:

|  |  |
| --- | --- |
| Media Profession | Job Titles |
| Designer  | Multimedia Designer, Motion Graphics Designer |
| Web Development and Design | Web Designer or Developer, Web Master,Project Manager |
| Interactive Media | UX Designer or Developer, Junior Software Developer, Multimedia Programmer (HTML5/JavaScript/CSS),Games Designer |
| Post-Production (Television and Film) | Television Graphics Designer, VFX Supervisor, Digital Editor, Roto & Paint Artist,Compositor |
| Higher Education and Training | E -Learning Designer,Multimedia Developer and Trainer, Blended Learning TrainerApplications Trainer,  |
| Transferable skills for an extensive range of careers  | Media Sales, Marketing and Business |

## Approved Variants from the Undergraduate Regulations

Not applicable.

## Other sources of information that you may wish to consult

QAA Benchmark statement website:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-16.pdf>

Module guides

Course handbook

Guidance on Enterprise and Entrepreneurship

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurshipguidance.pdf>

Inclusive Curriculum Guidance

<https://www.heaademy.ac.uk/system/files/resources/introduction_and_overview.pdf>

## Development of Field/Course Learning Outcomes in Modules

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 4** | **Level 5** | **Level 6** |
| **Module code** | EM4001 Introduction to Digital Media | EM4002 Computer Generated Imagery | EM4105 Programming 1 | EM4450 Professional Environments 1 | EM5001 Digital M’n Graphic & Compo’ | EM5002 Multimedia Auth’ and Design | EM5450 Professional Environments 2 | EM5003 Modelling and Animation | EM5330 User Centred Design | EM5320 Database-Driven Appl’ Dev’ | EM6001 Visual Effects | EM6100 Individual Project | EM6535 Media Creation Processes | EM6330 Mobile Application Dev’ | EM6415 Digital Entrepreneurship |
| **Knowledge & Understanding** | A1 | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  |
| A2 | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| A3 | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| A4 |  |  |  | ✓ |  |  | ✓ |  | ✓ |  |  | ✓ |  |  | ✓ |
| **Intellectual Skills** | B1 | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B2 |  |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ |
| B3 |  |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ |
| B4 |  |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ |
| B5 | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Practical Skills** | C1 | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C2 | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| C3 |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |
| C4 | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  |
| C5 |  |  | ✓ |  |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |

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

Shaded cells indicate core modules

## Technical Annex

|  |  |
| --- | --- |
| **Final Award(s):** | BSc (Hons) Multimedia |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | Full-time – 3 yearsSandwich – 4 yearsPart-time – 6 years |
| **Maximum period of registration:** | Full-time – 6 yearsSandwich – 8 yearsPart-time – 12 years |
| **FHEQ Level for the Final Award:** | 6 |
| **QAA Subject Benchmark:** | Computing, Art and Design |
| **Modes of Delivery:** | Full-Time, Part-Time, Sandwich |
| **Language of Delivery:** | English |
| **Faculty:** | ESOFT Metro Campus (EMC) |
| **School:** | EMC School of Computing |
| **Department:** | Networks and Multimedia |
| **JACS code:** | I150 |
| **UCAS Code:** | N/A  |
| **Course/Route Code:** | N/A |
|  |  |