Plymouth University

Faculty of Faculty of Arts and Humanities

School of Art, Design and Architecture

Programme Specification

Award Title(s)

BA (Hons) Game Arts and Design

Definitive Document Approved

September 2017

Implementation September 2018

1. **BA Game Arts and Design**

   Final award title: BA Game Arts and Design

   UCAS code: W282

   JACS code: W280

2. **Awarding Institution:**   University of Plymouth

   Teaching institution(s):   Plymouth University

3. **Accrediting body**(ies)

   N/A

4. **Distinctive Features of the Programme and the Student Experience**

The proposal emerges from strengths in the existing subjects across the School of Art, Design and Architecture, building on the BA/BSc (Hons) Digital Art and Technology (DAT) provision and it's 25-year legacy in the UK games industry. The programme will also draw heavily on contributions from Illustration to ensure students visual design skills match their creative thinking and technical expertise.

Emphasis is placed on studio based learning activity and students are encouraged to contribute to the development of a stimulating communal educational environment complimented by well-resourced workshops. Drawing is a fundamental activity within the course, which combined with conceptual and contextual enquiry, design processes, traditional technologies and practices, supports, compliments and enhances explorations within newer digital developments and emerging markets and technologies.

The games industry is constantly evolving, with new technologies and markets emerging each year, as other established markets diminish. Blockbuster games grow ever more advanced and elaborate, while elsewhere new opportunities emerge for small teams and independent game developers. The new programme will prepare students for this dynamic environment with universal core skills and conceptual knowledge that will remain relevant for decades to come, as well as practical skills in the latest tools and technologies, so they are ready to enter the industry as soon as they graduate.

Students will be immersed in the world of the modern, progressive video game culture, from game-jams and iterative design, to experimental game design, serious games and cultural

game critique. They will learn to create entire games by themselves, as well as learning to collaborate as multidisciplinary teams, using agile methodologies to co-ordinate and manage development. Students will learn the value of playtesting their games, iterating multiple versions of the same work based on player feedback.

The optional placement year in this four-year programme remains an exceptional opportunity for students to work in an industrial context in which a host of technical and creative skills are acquired, as well as the professional and personal developments that are made through working on 'real' projects in 'real' teams. This is a unique opportunity offered by very few degree programmes and provides graduates with an immense boost to their experience and CV.

The Programme team has had significant history of success with supporting the formation of graduate companies and graduate employment within the broad field of Digital Art & Technology, and digital games specifically. Graduates have gone on to find success at well-known games studios such as Electronic Arts, Aardman Digital and Bossa Studios, and founded their own studios, such as Cowly Owl, Mutant Labs and Strike Gamelabs.

The Programme's teaching and learning activities are informed by a strong integration with a world-class community of research-active staff and visiting industry professionals.

5.   Relevant QAA Subject Benchmark Group(s)

In order to achieve a complete and coherent approach across the broad range of themes and to embrace the inter/trans-disciplinary nature of Digital Art and Technology, the Computing QAA Benchmarks have been extended to include relevant Benchmarks from Art and Design and Communication, Media, Film and Cultural Studies. The programme has also been developed with reference to the SEEC Credit Level Descriptors for Higher Education.

6.   Programme Structure

The BA Game Arts and Design will share approximately 1/3 of its modules with the current BA (Hons) Illustration programme, 1/3 of its modules with the current BA/BSc Digital Art and Technology programme and 1/3 new modules, designed specifically for the proposed programme.

As such, the proposed programme creates a unique hybrid of two of the school's current strengths, namely visual and artistic (including character and level design) and digital creative (interactive technologies and game design with strong links with the indie game industry and game as art movements).

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The programme will consists of 3 years of study (with an optional placement year between the second and final year).

The first year will involve introducing students to a number of "building blocks" – essential skills, concepts, techniques and technologies drawn from key disciplines from across the faculty. These will include character, scene and level design, creative game coding, sound design and emerging interaction technologies.

In the second year, these discrete skills will begin to coalesce into more substantial areas of game art and design, including the construction of narratives, immersive game experiences, user experience and interaction design and business and entrepreneurial models.

As mentioned the programme will include an optional one-year industrial placement between Stage 2 and final stage. Students will be strongly encouraged to gain a placement and the DAT subject area will exploit its existing network of contacts and industrial links to support students in finding a suitable situation. There will also be the opportunity for students to undertake a one year international exchange, again between 2nd and final stages.

The final year will conclude the degree by bringing all of these threads together into a coherent whole and targeting key areas such as interactivity, visualisation and immersion, gamification, cinematic and animation, production lifecycles, ludic and theories of play.

Key to ensuring the overall cohesiveness of the degree scheme are a number new specialised modules introduced within the programme. These modules will draw upon the learning outcomes from other modules in order to provide students with a complete picture of the subject area. This will aid students in identifying linkages and translating concepts between the topics covered in the various modules. The Final Major Project also provides an opportunity to combine and synthesise all of the various aspects of the degree into a single, coherent project. To aid in this endeavour, students will be closely supervised in their work, with input from the various disciplines involved.

Years 1 and 2 will consist of 6 core modules, the final year consists of 2 core modules (a Final Year Project and a Game specific taught modules) and a selection of optional modules, allocated to the students appropriately to support their chosen final year project topic.

Week	01 (09)	02 (10)	03 (11)	04 (12)	05 (13)	06 (14)	07 (15)	08 (16)	09 (17)	10 (18)	11 (19)	12 (20)	13 (24)	01 (27)	02 (28)	03 (29)	04 (30)	05 (31)	06 (32)	07 (33)	08 (34)	09 (35)	10 (36)	11 (40)	12 (41)	13 (42)	14 (43)	15 (44)

GAD

Y1
- GAD401 – Strategies for Game Arts & Design
- GAD402 – Immersive Experience
- GAD405 – Creative Coding
- ILLGA400PP – Character Design
- GAD412 – Narrative Sequence
- DAT406 – Digital Making

Y2
- GAD501 – Game Programming
- DAT505 – Advanced Creative Coding
- DAT502 – Creative Industries
- ILLUS511 – Technique & Approach
- DAT503 – Reflexive Design
- GAD502 – Level Design

Optional Placement Year

Y3
- GAD601 – Gameplay
- DAT601 – Realtime
- DAT602 – Everyware
- DAT604 – Venture Cultures
- ILLUS610 – Negotiated Project
- GAD611 – Final Year Project

Stage 1

GAD401 - Introductory module considering various creative strategies used by game designers (CEP Immersive Module)

GAD402 - Issues and techniques in ensuring immersive game experiences, sound design

GAD405 - An introduction to fundamental programming and creative coding technologies

ILLGA400PP – An introduction to Character Design and Illustration

GAD412 - Development of narratives and narrative sequences

DAT406 - An exploration of new and emerging hardware and software interaction

Stage 2

GAD501 - Game programming, haptic interfaces, artificial intelligence, physics simulation

DAT505 - Advanced creative coding focusing on mobile and embedded applications

DAT502 - Business and entrepreneurial issues within the creative industries

ILLUS511 - Techniques and approaches to scene and character design

DAT503 - Reflexive design involving user experience, interaction and evaluation

GAD502 - Game level design, ludics and theories of play

Stage 3

Optional Industrial Placement Year – provides exceptional opportunity for students to work in an industrial context with an immense boost to their experience and CV.

Final Stage

GAD601 (core) - Gameplay core module focusing on mobile, immersive, locative and ubiquitous gaming

DAT601 (option) - Realtime module focusing on visual/acoustic representation across a range of platforms

DAT602 (option) - Everyware module exploring pervasive media and physical computing

DAT604 (option) - Venture Culture entrepreneurship and commercialisation in games industry

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ILLUS610 (option) - Open project defined by negotiation between student and illustration tutors

GAD611 (core) - Final Year Project

All modules are core, unless marked with "[option]" in the structure diagram.

Final degree classification is calculated from the all three years of study, using the following weightings: Stage 1: 10%   Stage 2: 30%   Final Stage: 60%

Note that ILLUS511 is NOT included in the first year calculation.

There are a number of current and planned progression routes that will lead into the final year of this programme. In particular, an agreement with the Nanjing University of Arts (NUA) will allow a significant number of students (current predictions indicate a cohort of 50) to progress into the final year of the proposed programme. We also have a number of partner colleges (City, Cornwall, South Devon amongst others) with progression routes into the DAT programme that would have the option of progressing onto the new Game Arts and Design programme.

As part of the existing BA/BSc Digital Art and Technology (Digital Media Design) programme there is currently a final year game design pathway onto which students from existing academic partners already progress. As such we have developed a close relationship with these partners and have a well-developed progression mechanism. This includes amongst other things visits to colleges, Plymouth open days and guest lecture exchanges. This approach will be expanded to include the newly proposed programme and the techniques used extended to new academic partners.

Although no formal progression mechanisms out from the proposed programme are in place, graduates will be ideally situated to undertake a Masters in Digital Art and Technology or PhD programme within the subject area.

7.   Programme Aims

The aims of this programme are:

A) Career Skillset: To provide students with a knowledge base and skillset suitable for a career in the Game related industries.

B) Research and Industry: To ensure the relevancy of course content through the integration of the research expertise of staff and through links with industry.

C) User-centred design: To sensitise students to the importance of understanding the needs of users and the implications these have for the design of user-centred systems.

D) Culture and Society: To produce graduates with the ability to understand impact (both positive and negative) of games on culture and society.

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E) Critical communication: To produce graduates with skills in critical evaluation, logical argument and effective communication.

8.   Programme Intended Learning Outcomes

8.1.   Knowledge and understanding

On successful completion graduates should have developed:

1. knowledge and understanding of essential facts, concepts, principles and theories relating to computing and computer applications as appropriate to the programme of study.

2. knowledge of the cultural, social, historical, political and contemporary contexts which surround game design and to promote considered, innovative, original and experimental solutions to game design problems.

3. awareness of the economic forces which frame the games industry, and the role of games in culture and society.

4. an understanding of key production processes and professional practices relevant to the games industry and games as an artistic medium.

5. an understanding of how game mechanics and narrative structures are capable of conveying a range of opinion, viewpoints and experience.

8.2.   Cognitive and intellectual skills

On successful completion graduates should have developed:

1. ability to evaluate and analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.

2. ability to deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.

3. ability to engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use.

4. ability to evaluate systems in terms of general quality attributes and possible trade-offs presented within the given problem.

5. ability to demonstrate an awareness and appreciation of game design as a subject

8.3.   Key and transferable skills

On successful completion graduates should have developed the ability to:

1. present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.

2. deploy effectively the tools used for the construction and documentation of digital games, with particular emphasis on understanding the whole process involved in the effective deployment of computers to create interactive games, environments and narratives.

3. initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;

4. experiment, as appropriate, with forms, conventions, languages, techniques and practices.

8.4. Employment related skills

On successful completion graduates should have developed:

1. recognition of the professional, moral and ethical issues involved in the exploitation of computer game technology, and be guided by the adoption of appropriate professional, ethical and legal practices.

2. ability to work as a member of a game development team, recognising the different roles within a team and different ways of organising teams.
3. Understand the makeup and workings of the games industry.

8.5. Practical skills

On successful completion graduates should have developed:

1. Ability to conceive and plan a digital game and communicate the design via writing, diagrams and illustrations in a Game Design Document.
2. Ability to individually produce and iterate upon a working game prototype.
3. Ability to collaborate with other team members to produce a professional-quality "vertical slice" game demo or full game.
4. Understanding of health and safety considerations of working with games technology.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

Entry Requirements for BSc/BA Internet Design	
A-level/AS-level	112 UCAS points consisting of at least two 6-unit A levels or one 12-unit vocational A level. The remaining points can be made up as you wish. All subjects except General Studies considered. Key skills are not included in the points calculation. At least one technical subject preferred.
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are grade DMM - 112 UCAS Points
Access to Higher Education at level 3	Pass access with 33 Credits at Merit/or Distinction

Welsh Baccalaureate	112 UCAS points at A Level
Scottish Qualifications Authority	112 Tariff points
Irish Leaving Certificate	112 Tariff points at Higher Level, plus Ordinary Level Grade C Maths and English
International Baccalaureate	25 overall If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Progression from Extended Science	Students who pass the Extended Science year are guaranteed progression to one of the Faculty's BSc (Hons) programmes and detailed advice will be provided by the Admissions Tutor.

10. Progression criteria for Final and Intermediate Awards

- Certificate of Higher Education, 120 credits at Level 4 or above
- Diploma of Higher Education, 240 credits, of which at least 120 are at Level 5 or above
- Ordinary Degree, 320 credits of which 80 are at Level 6 and a further 120 at Level 5 or above

11. Exceptions to Regulations

Some modules in stage 1 (namely those taken from BA Illustration) have applied for exemption from the recent university regulation requiring stage 1 modules to contribute 10% to students overall degree classification. Although these modules will not contribute, the remaining modules in stage 1 (those unique to GAD and those taken from DAT) will provide the 10% required by regulations. This is an accepted approach which has been used elsewhere within the faculty.

We also intend to apply for an exemption from CEP regulations in order to run DAT604 (Venture Culture) into the 2nd semester in order to allow students more time to evaluate their business ideas.

12. Transitional Arrangements

New programme – no transitional arrangements required

13. Mapping and Appendices:

13.1. ILO's against Modules Mapping

LEVEL 4

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Students will have demonstrated:				
Knowledge of the underlying concepts and principles associated with their areas of study;	C1: Knowledge and understanding, P10: Employ experience,	Career Skillset,	Knowledge and understanding,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
Ability to evaluate and interpret these within the context of that area of study;	C6: Reflection and communication, P2: Evaluate systems,	Career Skillset,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,
Ability to present, evaluate and interpret qualitative and quantitative data;	C3: Requirements, C4: Critical evaluation and testing, C6: Reflection and communication, P2: Evaluate systems,	Career Skillset, User-centred design,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,
Students will be able to:				
Evaluate the appropriateness of different approaches to solving problems related to their area of study;	C6: Reflection and communication, P2: Evaluate systems,	Career Skillset,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,
Communicate the results of their study accurately and reliably and with structured and coherent argument	C6: Reflection and communication,	Critical communication,	Key and transferable skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611,
Undertake further training and develop new skills within a structured and	C5: Methods and tools, P1: Specify, design and construct systems, P4:	Career Skillset, Research and Industry,	Key and transferable skills, Employment related skills, Practical skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611, DAT406, GAD501, GAD502, GAD601, GAD402,

managed environment	Deploy tools for construction,			
Students will also have:				
The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	C5: Methods and tools, P1: Specify, design and construct systems, P4: Deploy tools for construction,	Career Skillset, Research and Industry,	Key and transferable skills, Employment related skills, Practical skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611, DAT406, GAD501, GAD502, GAD601, GAD402,

LEVEL 5				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Students will have demonstrated:				
Knowledge and critical understanding of the well-established principles of their area of study and the way in which those principles have developed;	C1: Knowledge and understanding, C9: Critical discourse, P3: Recognise any risks, P10: Employ experience,	Career Skillset, Culture and Society, Critical communication,	Knowledge and understanding,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
Ability to apply underlying concepts and principles outside the context in which they were first studied, including where appropriate, the application of those principles in an employment context;	C1: Knowledge and understanding,	Career Skillset, Research and Industry,	Knowledge and understanding, Employment related skills,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611, DAT405, DAT505, GAD501,

Knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;	C1: Knowledge and understanding, C4: Critical evaluation and testing, C6: Reflection and communication, C9: Critical discourse, P2: Evaluate systems, P3: Recognise any risks, P10: Employ experience,	Career Skillset, Culture and Society, Critical communication,	Knowledge and understanding, Cognitive and intellectual skills,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
An understanding of the limits of the knowledge, and how this influences analyses and interpretations based on that knowledge	C1: Knowledge and understanding, C6: Reflection and communication, P10: Employ experience,	Critical communication,	Knowledge and understanding, Cognitive and intellectual skills,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
Students will be able to:				
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;	C2: Modelling, C3: Requirements, C4: Critical evaluation and testing, C5: Methods and tools, C9: Critical discourse, C10: Contextual awareness, P2: Evaluate systems, P3: Recognise any risks, P4: Deploy tools for construction,	User-centred design, Culture and Society, Critical communication,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist	C3: Requirements, C4: Critical evaluation and testing, C5: Methods and tools, C6: Reflection and communication, C10: Contextual	User-centred design, Critical communication,	Cognitive and intellectual skills, Key and transferable skills,	GAD401, DAT503, GAD611, DAT405, GAD412, DAT505, DAT502,

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
audiences, and deploy key techniques of the discipline effectively;	awareness, P2: Evaluate systems, P4: Deploy tools for construction,			
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	C5: Methods and tools, P1: Specify, design and construct systems, P4: Deploy tools for construction, P10: Employ experience,	Career Skillset, Research and Industry,	Key and transferable skills, Employment related skills, Practical skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611, DAT406, GAD501, GAD502, GAD601, GAD402,
Students will also have:				
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	C2: Modelling, C5: Methods and tools, P1: Specify, design and construct systems, P4: Deploy tools for construction,	Career Skillset, Research and Industry,	Key and transferable skills, Employment related skills, Practical skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611, DAT406, GAD501, GAD502, GAD601, GAD402,
		LEVEL 6		
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Students will have demonstrated:				
A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or	C1: Knowledge and understanding, P10: Employ experience,	Career Skillset,	Knowledge and understanding,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,

informed by, the forefront of defined aspects of a discipline;				
An ability to deploy accurately established techniques of analysis and enquiry within a discipline;	C3: Requirements, C4: Critical evaluation and testing, C5: Methods and tools, C10: Contextual awareness, P2: Evaluate systems, P4: Deploy tools for construction,	User-centred design, Culture and Society,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,
Conceptual understanding to enable them to (a) devise and sustain arguments and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline; (b) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline;	C1: Knowledge and understanding, C5: Methods and tools, C9: Critical discourse, C10: Contextual awareness, P4: Deploy tools for construction,	Research and Industry, User-centred design,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,
An appreciation of the uncertainty, ambiguity and limits of knowledge;	C1: Knowledge and understanding, P10: Employ experience,	Critical communication,	Knowledge and understanding,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
The ability to manage their own learning and to make use of	C9: Critical discourse,	Culture and Society,	Cognitive and intellectual skills,	GAD401, DAT503, GAD611,

scholarly reviews and primary sources;				
Students will be able to:				
Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;	C1: Knowledge and understanding, C5: Methods and tools, C10: Contextual awareness, P4: Deploy tools for construction, P10: Employ experience,	User-centred design,	Knowledge and understanding,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or a range of solutions to a problem;	C1: Knowledge and understanding, C2: Modelling, C6: Reflection and communication, C9: Critical discourse, P2: Evaluate systems, P3: Recognise any risks,	Career Skillset, Culture and Society, Critical communication,	Knowledge and understanding, Cognitive and intellectual skills,	GAD401, DAT406, GAD402, GAD412, DAT503, DAT502, ILLUS511, GAD502, GAD601, GAD611,
Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	C2: Modelling, C6: Reflection and communication,	Critical communication,	Key and transferable skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611,
Students will also have:				

The qualities and transferable skills necessary for employment requiring (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable contexts (c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	C2: Modelling, C5: Methods and tools, P1: Specify, design and construct systems, P4: Deploy tools for construction,	Career Skillset, Research and Industry,	Key and transferable skills, Employment related skills, Practical skills,	GAD401, DAT405, GAD412, DAT505, DAT503, DAT502, GAD611, DAT406, GAD501, GAD502, GAD601, GAD402,

13.2. Assessment against Modules Mapping

Module	Assessment Type
GAD401	100% Coursework
GAD412	100% Coursework
DAT406	100% Coursework
DAT405	100% Coursework
ILLGA400PP	100% Coursework
GAD402	100% Coursework
DAT505	100% Coursework
DAT503	100% Coursework
DAT502	100% Coursework
ILLUS511	100% Coursework
GAD501	100% Coursework
GAD502	100% Coursework
GAD601	100% Coursework
DAT601	100% Coursework
DAT602	100% Coursework
DAT605	100% Coursework
DAT604	100% Coursework
ILLUS610	100% Coursework
GAD611	100% Coursework

13.3. Skills against Modules Mapping

Level 4		Benchmark
GAD401	Strategies	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
DAT405	Creative Coding	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work

		P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
DAT406	Emerging Tech	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
GAD402	Immersive Experience	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness

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GAD412	Narrative Sequence	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks

Level 5		
DAT505	Adv Creative Coding	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
DAT503	Reflexive Design	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work

21		P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
DAT502	Creative Industries	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
ILLUS511	Technique & Approach	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness

2		P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
GAD501	Game Programming	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks

GAD502	Level Design	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
Level 6		
DAT601	Realtime	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work

24		P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
DAT602	Everyware	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
GAD601	Gameplay	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness

5		P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
DAT605	Premediation	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks

DAT604	Venture Culture	C1: Knowledge and understanding
		C2: Modelling
		C3: Requirements
		C4: Critical evaluation and testing
		C5: Methods and tools
		C6: Reflection and communication
		C7: Professional considerations
		C8: Cultural awareness
		C9: Critical discourse
		C10: Contextual awareness
		P1: Specify, design and construct systems
		P2: Evaluate systems
		P3: Recognise any risks
		P4: Deploy tools for construction
		P5: Member of team
		P6: Operate equipment
		P7: Media production technologies
		P8: Distinctive and creative work
		P9: Experimentation
		P10: Employ experience
		T1: Information-retrieval skills
		T2: Numeracy
		T3: Use IT facilities
		T4: Managing time
		T5: Need for CPD
		T6: Generate ideas
		T7: Conceptual frameworks
ILLUS610	Negotiated Project	C1: Knowledge and understanding
		C2: Modelling
		C3: Requirements
		C4: Critical evaluation and testing
		C5: Methods and tools
		C6: Reflection and communication
		C7: Professional considerations
		C8: Cultural awareness
		C9: Critical discourse
		C10: Contextual awareness
		P1: Specify, design and construct systems
		P2: Evaluate systems
		P3: Recognise any risks
		P4: Deploy tools for construction
		P5: Member of team
		P6: Operate equipment
		P7: Media production technologies
		P8: Distinctive and creative work
		P9: Experimentation
		P10: Employ experience

27		T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
GAD611	Final Year Project	C1: Knowledge and understanding C2: Modelling C3: Requirements C4: Critical evaluation and testing C5: Methods and tools C6: Reflection and communication C7: Professional considerations C8: Cultural awareness C9: Critical discourse C10: Contextual awareness P1: Specify, design and construct systems P2: Evaluate systems P3: Recognise any risks P4: Deploy tools for construction P5: Member of team P6: Operate equipment P7: Media production technologies P8: Distinctive and creative work P9: Experimentation P10: Employ experience T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks

Appendix A – Subject Benchmarks

Benchmark statements provide a mechanism for:
• Describing the nature and characteristics of programmes in a specific subject.
• Representing expectations about the standards for the award of qualifications
• The provision of general guidance for articulating the learning outcomes associated with a programme
• The provision for variety and flexibility in the design of programmes and encourage innovation within an agreed overall framework.

The Benchmarks adopted by the Digital Art & Technology Subject Group for DAT modules are drawn from the Computing benchmarks, which originate from the Computing Benchmark developed by the Quality Assurance Agency for Higher Education. However, as the Computing Benchmarks do not engage with many of the pedagogic issues related to DAT modules they have been enhanced with Benchmarks originating in the 'Art and Design', 'Communication, Media, Film Cultural Studies' and 'Materials' Benchmark Statements. For the purposes of this document they have been integrated into appropriate sections of the SoCM numbering scheme.

Students are expected to develop a wide range of abilities and skills. These may be divided into three broad categories:

- Computing-related cognitive abilities and skills, i.e. abilities and skills relating to intellectual tasks:

- Computing-related practical skills:

- Additional transferable skills that may be developed in the context of Computing but which are of a general nature and applicable in many other contexts.

Cognitive, practical and generic skills need to be placed in the context of the programme of study as designed by the institution and/or the possible pathways selected by the individual student. The implicit interplay between these identified skills both within and across these three categories is recognised.

Computing-related cognitive abilities

C1: Knowledge and understanding: demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to Computing and computer applications as appropriate to the programme of study.

C2: Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of tradeoffs.

C3: Requirements. practical constraints and computer-based systems (and this includes computer systems, information systems, embedded systems and distributed systems) in their context: recognise and analyse criteria and specifications appropriate to specific problems, and plan strategies for their solution.

C4: Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.

C5: Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.

C6: Reflection and communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address a given information handling problem or opportunity. This should include assessment of the impact of new technologies.

C7: Professional considerations: recognise the professional, moral and ethical issues involved in the exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.

C8: Cultural awareness: An awareness of the economic forces which frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life.

C9: Critical discourse: engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use.

C10: Contextual awareness: an understanding of key production processes and professional practices relevant to media, cultural and communicative industries, and of ways of conceptualising creativity and authorship.

Computing-related practical abilities

P1: The ability to specify, design and construct computer-based systems.

P2: The ability to evaluate systems in terms of general quality attributes and possible trade-offs presented within the given problem.

P3: The ability to recognise any risks or safety aspects that may be involved in the operation of computing equipment within a given context.

P4: The ability to deploy effectively the tools used for the construction and documentation of computer applications, with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.

P5: The ability to work as a member of a development team, recognising the different roles within a team and different ways of organising teams.

P6: The ability to operate computing equipment effectively, taking into account its logical and physical properties.

P7: The ability to produce work showing competence in operational aspects of media production technologies, systems, techniques and professional practices;

P8: The ability to initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;

P9: The ability to experiment, as appropriate, with forms, conventions, languages, techniques and practices;

P10: The ability to employ first hand experience of a range of techniques and materials (artefact analysis, characterisation, processing, testing) to plan, implement and interpret experimental investigations.

The extent to which students acquire these abilities will depend on the emphasis of individual programmes. It is expected, however, that the student will be able to deploy these abilities to a greater and deeper extent than someone who is merely an interested practitioner.

Additional transferable skills

T1: Effective information-retrieval skills (including the use of browsers, search engines and catalogues).

T2: Numeracy in both understanding and presenting cases involving a quantitative dimension.

T3: Effective use of general IT facilities.

T4: Managing one's own learning and development including time management and organisational skills.

T5: Appreciating the need for continuing professional development in recognition of the need for lifelong learning.

T6: Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.

T7: Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area.

Appendix B – PDP Policy and Placement year

The DAT Programme has an embedded PDP scheme that runs throughout Stage 1 (primarily embedded within DAT101) and Stage 2 (primarily embedded in DAT202), is fundamentally reinforced by the Industrial Placement and continues throughout the Final Stage, specifically within the Venture Culture module. The PDP scheme is intended to provide a platform and foundation for a student's career within and across the broad sectors of the Creative Industries. The PDP describes the 'means by which students can monitor, build and reflect upon their personal development' (Dearing recommendation 20).

The PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. Although the individual student is ultimately in charge of their own career direction, the Programme provides a structured approach to mapping their engagement with their professional future and provides a range of guidance and advice.

The DAT PDP process will enable students to:
• Become more effective, independent and confident self-directed learners.
• Understand how they are learning and relate their learning to a wider context.
• improve their general skills for study and career management.
• Articulate their personal goals and evaluate progress towards their achievement.
• Encourage a positive attitude to learning throughout life.

Stage 1 and 2 students will receive career related guidance via the Placement seminar sessions and workshops that are directed to ensure that students obtain placement jobs which will enable them to realise their true potential.

Students on a professional training year will be able to develop their PDP further through the training reflective journal.

Stage 3 students are expected to be able to self-manage their learning and career planning as such there is no formal procedure in place. However, opportunities for support can be made available on request.

In addition to module specific aspects, the DAT PDP (Personal Development Planner) is available to all students through the following website (http://www.i-dat.org/pdp) providing students with a thorough framework for reflecting upon their progress through their higher education. The website based upon the University KeyNote project supports their professional and personal development with a wide range of tools and documents that encourage the students to look forward as well as be aware of their activities on the degree programme.

The DAT PDP is synergetic with the University of Plymouth e-portfolio (e-portfolio.plymouth.ac.uk and
http://e-portfolio.plymouth.ac.uk/viewasset.aspx?oid=176465&type=webfolio).

Within the context of the DAT programme the PDP is used as a frame of reference, as the students are encouraged to map their personal development through blogs. In their first year, the students are expected to develop an online presence through DAT101 Strategies for Art & Technology 1. Lectures introduce them to key concepts relating to online identity, networked media and culture. They are then introduced to the practice of maintaining a blog for noting ideas, processes and techniques, and developing projects.

Students are encouraged to think critically about the way in which digital platforms can be used for creative development and as a method of networked publishing within a public sphere. These activities help students to reflect upon and monitor their progress throughout the module and for all subsequent modules. By their final year they will have arrived at an advanced stage in their personal development and have established a substantial online, networked presence. These activities provide a platform for student to connect to the DAT website and the broader community.

Appendix C – Personal Tutor Policy

Policy on Personal Tutoring at Plymouth University
1.0   Introduction
1.1 The University is committed to providing an excellent learning experience for all students. This includes high standards of academic and pastoral support. The University's policy for personal tutoring is intended to promote achievement, well-being and through-life learning and to help ensure that each individual student is known and valued and that their needs are recognised and supported.
1.2   This policy document covers all undergraduate degree programmes at Plymouth University except those run in the Plymouth University Peninsula Schools of Medicine and Dentistry and in Partner Colleges (including PUIC) which have their own policies in respect of personal tutoring.
1.3   The policy has been developed in collaboration with Plymouth University students in the spirit of the Partnership Agreement (January 2012). Local implementation strategies will also be developed and monitored in partnership with students.
1.4   Whilst programmes and Schools may vary the implementation of personal tutoring, this policy should always be regarded as the minimum set of standards for personal tutoring across the University.
1.5   This policy should be considered alongside other Plymouth University policies such as Equality and Diversity, Harassment and Bullying, Complaints, Information Security and Data Protection.

2.0 The role and responsibilities of the personal tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters. The role is a pro-active, developmental one and includes, but is not limited to, the following:

a)   Being a consistent point of contact for the student.

b)   Ensuring that tutees know how to contact them.

c)   Providing general feedback on overall academic performance and offering appropriate guidance.

d)   Signposting services that students might access to support their further development or to obtain appropriate professional guidance on academic or pastoral matters and providing appropriate assistance where required to support students in accessing such services.

e)   Encouraging students to engage with all the opportunities that time at University has to offer.

f)   Fostering the development of students' reflective and independent learning strategies.

g)   Encouraging students to engage in Personal Development Planning and to give timely consideration to their future aspirations where appropriate.

h)   Ensuring that tutorial meetings are arranged at appropriate intervals.

i)   Respecting confidentiality and protection of information shared with them by their personal tutees.

The role does NOT include:

a)   Providing specialist academic guidance on all aspects of the programme of study.

b)   Giving feedback on individual pieces of academic work or examinations not set by the personal tutor.

c)   Acting as a trained counsellor or careers advisor.

d)   Solving all problems.

3.0 Entitlements of students.

3.1 Every student shall be allocated a named personal tutor who should normally be a member of academic staff within the subject discipline of the student. Students will be assigned to a new tutor if:

•   a member of staff is unavailable for a period of more than 6 weeks (this will be on a temporary basis and they will normally revert to their original tutor on his/her return);

•   their tutor leaves the university;

•   the student moves discipline/programme area.

3.2 All first year students, direct entry students and top-up students will be allocated a personal tutor within two weeks of registration. All students will be informed of the name and contact details of their personal tutor on allocation.

3.3 Personal tutors will establish and maintain regular face-to-face contact with their tutees throughout their time as a student at Plymouth University. The minimum entitlement is a face-to-face meeting three times per academic year. Students can normally expect to meet their

personal tutor within the first two weeks of the autumn term. At least two meetings will take place in the first term of the students' arrival on the Plymouth campus. Students should have access to their personal tutor at other times, as the need for consultation arises, and provided that a meeting is requested at reasonable notice. Additional meetings may also take place at the instigation of the personal tutor and/or tutee.

3.4 Students must be informed how best to contact their tutor quickly and efficiently, and this should be established in the first meeting of the year. Staff and students should set clear boundaries and encourage communication through a mutually preferred method.

3.5 Students will receive a statement about the confidentiality of matters discussed between them and their personal tutor, with the proviso that matters which need to be dealt with officially may need to be referred on and/or placed on record. This statement will be provided in the Programme Handbook. All personal information held is subject to the Data Protection Act and the University policies on Data Protection and Information Security.
Information given to the personal tutor will be treated as confidential. However there are circumstances in which the University's commitment to confidentiality can be overridden. In exceptional circumstances a personal tutor may be required to pass on information in the vital interests of a student (e.g. where there is a clear, significant and specific risk to the health and safety of a student or to that of others) or when a disclosure may be required by law.

4.0 Responsibilities of students

4.1 Attending all arranged meetings or sending apologies and suggesting an alternative time.
4.2 Ensuring that they go to, or make contact with, the nominated personal tutor when they need help or guidance.
4.3 Being an active participant in seeking solutions to problems.
4.4 Notifying their personal tutor if they are having academic, health or personal problems that are affecting any aspect of their work.

5.0 Staff entitlements
5.1 Personal tutoring will be included transparently in staff workload allocations.
5.2 Personal tutoring will be an integral part of the Performance Development Review for those staff engaged in the process.
5.3 All personal tutors will be supported and have access to training in key attributes of personal tutoring.
5.4 All personal tutors will have access to a lead person responsible for personal tutoring within each School for advice and guidance.

6.0 University, Faculty and School responsibilities
The effective delivery of this policy depends on actions taken by the University (including central services), Faculties and Schools.

6.1 The University will:

• publish this policy in full in appropriate format and ensure its availability to students and staff,

• provide efficient and effective information sharing systems to underpin personal tutoring,

• create and maintain a supply of materials for guidance to staff,

• ensure that personal tutoring training opportunities are available for all staff,

• establish and maintain a personal tutor support network,

• facilitate information exchange that encourages and supports best practice in personal tutoring,

• ensure that personal tutoring is recognised within the Personal Development Review and associated reward/promotion processes,

• ensure that personal tutoring is accorded appropriate allowance in staff workloads,

• ensure that all personal tutors are fully aware of their responsibilities, the limits to their role and the sources of further help for both themselves and their personal tutees.

6.2 Faculties and Schools will:

• designate individual staff with responsibility for leading personal tutoring in each School,

• ensure that all students have a named personal tutor,

• put in place a system for re-allocating students to a new personal tutor where appropriate,

• ensure that appropriate feedback mechanisms are in place to monitor, evaluate and recommend changes required for effective delivery of personal tutoring,

• develop, implement, disseminate and evaluate local best practice guidelines for effective personal tutoring within the parameters set out in this policy,

• publish information on personal tutoring in programme handbooks.

7.0 Monitoring and Review

7.1 This policy will be implemented with effect from 1st September 2012 for all students.

7.2 The effectiveness of the implementation will be monitored through staff-student liaison committees at programme, School and Faculty levels and issues resolved at the most appropriate level. School level monitoring will be the responsibility of the designated personal tutoring lead person. Faculties will report annually on personal tutoring to the OVC Student Experience Advisory Group.

7.3 The Personal Tutoring Policy will be reviewed by a group delegated by the OVC (Student Experience) with that task, starting in September 2015.