

# **University of Plymouth**

Faculty of Arts, Humanities and Business

School of Art, Design and Architecture

## **Programme Specification**

Award Title(s)

BA/BSc (Hons) Digital Media Design

Amended by Minor Change: 4/1/2019, 24/7/2019 & 28/04/21

**1. BSc/BA (Hons) Digital Media Design**

**2. Final award title: BSc/BA (Hons) Digital Media Design**

**UCAS code:** W283/W284

**HECoS code:** 100636 / interactive and electronic design

**3. Awarding Institution:** University of Plymouth  
**Teaching institution(s):** University of Plymouth

**4. Accrediting body(ies)**  
N/A

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

BA/BSc (Hons) Digital Media Design is an innovative hybrid media design course. Students engage in a wide range of creative technology areas that ultimately enable them to design and build innovative digital media products and experiences for both the cultural and applied industries.

Since its inception in 1992 the programme has tracked and anticipated the evolution of a volatile digital media industry. This evolution has transformed traditional media industries, such as publishing and broadcasting, and nurtured the emergence of new market places and networked cultural forms.

From its early engagement with the World Wide Web and desktop 'multimedia', the programme is now critically and practically engaged with the next generation of internet and mobile technologies, pervasive media, imaging and gaming technologies, physical computing and the 'Internet of Things'.

The programme engages students through the creative use of digital technologies to develop innovative and critical forms of interactive media through four named Awards that reflect future career paths:

Interaction Design: embraces the evolution of computing away from the screen into the physical realm of place and space. As such it now encompasses the Internet of Things and Physical Computing.

Information Design: engages skills and practices that focus on the manifestation of information, visualisation, sonification and simulation. It engages with a range of cutting

edge imaging technologies and processes used for the manifestation of micro, macro, material, immaterial and imaginary worlds.

Game Design: Historically students on the Digital Media Design Programme have excelled in this field, both in terms of developing for game platforms, such as PlayStation, Nintendo, mobile phones and the web, but also through non standard gaming platforms, novel physical interactions and installations.

Live Media Design: addresses animation, screen and audio-visual media from the emerging context of live, immersive and pervasive 2D and 3D audio-visual media and performance.

Digital Media Design is an excellent example of how a trans-disciplinary approach to higher education can provide a framework for learning, research and enterprise. The programme develops students who are able to operate at the technical depth that new forms of software development demand, and do so with a creative insight that allows them to generate innovative solutions and opportunities to apply them. Sometimes very artistic, other times very industrially orientated, the work of students and graduates has always been imaginative and thought provoking.

The Programme actively engages with future technologies through its Emergent Technology Labs and 'open innovation' workshops. In addition, it has a rich interaction with industry through its test-bed of 'Special Operations' projects that beta test the latest technologies and collaboratively prototype future scenarios.

Digital Media Design is partnered and sponsored by leading players in the Digital Media Industry, such as IBM through the IBM Smart Planet Lab and Sony Professional Broadcasting, as well as rich interactions through the Industrial Placement year.

Digital Media Design allows students to explore the most contemporary evolution of digital technologies and their applications, such as 'Social Media', the 'Internet of Things', augmented reality, virtual worlds, wearables and physical computing.

Consequently, the programme has a strong 'network' ethos that runs through its use of technology, its underpinning with contemporary cultural theory and a practical application to relationships with industry and the extended social network of students.

The programme has developed a strong design and production ethos to enhance student creative and technical practice that embraces 'participatory', 'user centric' and more classical HCI design methodologies and strategies.

Embedded throughout the programme is a critical theoretical framework that sees technology as an agent of innovation for social and cultural change.

The Programme benefits from cutting edge interaction, information and game design facilities, such as streaming media servers, mobile labs, Full Dome Immersive Vision Theatre and access to scientific imaging technologies such as atomic force and scanning electron microscopy.

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.

The Programme has had significant history of success with supporting the formation of graduate companies and graduate employment within the broad field of Digital Media Design.

The Digital Media Design Programme's teaching and learning activities are informed by a strong integration with a world-class community of research-active staff and visiting practitioners and researchers.

## **6. 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 Media Design, 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.

## 7. Programme Structure

	Week	Date	Break													Break												
Y1	01 (09)	24/09/2018	DAT441 Disruptive Design Strategies (20c)																									
	02 (10)	01/10/2018																										
	03 (11)	08/10/2018	DAT442 Digital Cultures (20c)													DAT445 Media Design Practice (40c)												
Y2	04 (12)	15/10/2018	DAT443 Creative Coding (20c)													DAT444 Digital Making (20c)												
	05 (13)	22/10/2018																										
	06 (14)	29/10/2018	DAT551 Programming Audiovisual Experiences (20c)													DAT553 Experimental Media Lab (40c)												
DMD	07 (15)	05/11/2018	DAT552 Creative Industries (20c)													DAT554 Common Challenge: Virtuality & Immersion (20c) [Optional]												
	08 (16)	12/11/2018																										
	09 (17)	19/11/2018	Optional Placement Year																									
Y3	10 (18)	26/11/2018	ADA600 Common Dissertation: Critical Practices (20c)													DAT668/669 Final Year Project (60c)												
	11 (19)	03/12/2018	DAT661 Realtime (20c) [Optional]																									
	12 (20)	10/12/2018	DAT663 Gameplay (20c) [Optional]																									
	13 (21)	17/12/2018	DAT664 Venture Cultures (20c) [Optional]																									
	13 (24)	07/01/2019	DAT662 Everyware (20c) [Optional]																									

### Stage 1

DAT441 - Introductory module considering various creative and disruptive strategies

DAT442 - An exploration into the cultural impacts of technology and media

DAT443 - An introduction to fundamental programming and coding approaches

DAT444 - An introduction to physical computing skills

DAT445 - Responding to a creative brief utilizing digital media software and hardware

### Stage 2

DAT551 - Building on programming and creative skills for performative media

DAT552 - Business and entrepreneurial issues within the creative industries

DAT553 - Curation of an exhibition in response to critical and cultural context

DAT554 - Techniques and approaches in Virtual, Augmented or Mixed Reality

### 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

ADA600 (core) – Common dissertation module focusing on critical practices

DAT661 (optional) - Realtime module focusing on visual/acoustic representation across a range of platforms and/or installations

DAT662 (optional) – Everyware focuses on development strategies for social integration of technologies such as AI, automation etc.

DAT663 (optional) - Gameplay core module focusing on marketing, pitching and development

DAT664 (optional) - Venture Culture entrepreneurship and commercialisation in creative industries

DAT668/DAT669 (core) - Final Year Project

### **Award Themes:**

Three themes have been identified that characterise the activities of the Digital Media Design Programme. Whilst the output of the programme has traditionally engaged with an extremely broad range of activity the following terms have emerged as being both relevant to industry and as an aggregation of the kind of practice that students engage in.

**Interaction Design:** The term interaction design has emerged as a complex coalescence of theories, practices and histories following the need to create and shape computationally interactive systems and artefacts for human use. ID has its routes in Human-Computer Interaction (HCI) but has rubbed shoulders with physiology, engineering and electronic communications and more recently product design practices. This is the consequence of the evolution of computing away from the screen into the physical realm of place and space. As such it now encompasses the Internet of Things and Physical Computing.

**Information Design:** Information Design embraces skills and practices that focus on the manifestation of information, visualisation, sonification and simulation. Within the context of the Digital Media Design Programme this activity encompasses digital animation, 3D modelling, data mining, real time data visualisation, virtual reality systems, immersive Dome environments and scientific imaging technologies. The theme engages with issues around transdisciplinarity and information literacy. Information Design engages with a range of cutting edge imaging technologies and processes used for the manifestation of micro, macro, material, immaterial and imaginary worlds.

**Game Design:** This theme is a pragmatic recognition of an expanding market and application of the other themes. Historically students on the Digital Media Design Programme have excelled in this field. This is both in terms of developing for game platforms, such as PlayStation, Nintendo, mobile phones and the web, but also through non standard gaming platforms, novel physical interactions and installations. Through relationships with Pervasive Media Studios, Serious Games Institute at Coventry University and numerous alumni and placement companies, we anticipate the Digital Media Design Programme building on its existing reputation through this themed approach.

**Live Media Design:** This theme addresses the relationship between media technologies and computing and the historical context of exploration of this relation through the

exploration of intermedia through, performative, interactive and live art production that aims to innovate in the production of new contexts and media forms. The increasing relevance of real-time computing to audio-visual media production and performance across a broad range of industries with the emergence and increasing refinement of performance technologies for audio-visual work, in the interactive arts, music, stage and theatre, marketing, museum and animation and film industries. Student engagement with live projection in the immersive vision theatre, pervasive media and augment reality, across festival street projection events such as Animated Exeter and student placements and alumni working in VJ industries all support the increasing relevance of innovation in live and interactive media.

The Themes serve two functions:

- To focus and manage student Options and Projects in the Final Stage
- Provide an explicit point of engagement for industry with the Programme and its graduates.

The Theme structure in the Final Stage of the programme is designed to tutor students on an appropriate selection of module options to best suit their chosen route and award title. This is seen as a process of negotiation that runs on top of the module, Project and Dissertation structure.

Programme Leaders assign the appropriate award title at the end of the final stage through assessment of the context of the final stage work, along with discussion with students throughout final year project supervision.

Although the majority of the modules in the proposed programme are taken by all students, there is a clear distinction between the BA and BSc routes. There is a difference in emphasis between the two versions of the programmes - the BSc will have a more technical systems perspective, whereas the BA will have a more significant cultural, creative, artistic and social perspective. In order to reflect this divergence in perspective, assessment criteria vary between the two final year project modules (one for BA and one for BSc). Despite these differences in emphasis, both BA and BSc students are expected to engage fully with all aspects of the degree, including software development, media content creation, user experience design, social aspects and so on. This approach follows the model successfully employed on the Digital Media Design Degree for a number of years.

In line with university recommendations, the years of study contribute to the final degree classification in the following proportions:

- Year 1: 10%
- Year 2: 30%
- Year 3: 60%

## **8. 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 Internet and web 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 networked systems on culture and society.

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

## **9. 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 communication design and to promote considered, innovative, original and experimental solutions to communication design problems.
3. 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.
4. an understanding of key production processes and professional practices relevant to media, cultural and communicative industries, and of ways of conceptualising creativity and authorship.
5. an understanding of how 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 graphic 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 computer applications, with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.
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 technology and be guided by the adoption of appropriate professional, ethical and legal practices.
2. ability to work as a member of a development team, recognising the different roles within a team and different ways of organising teams.

### **8.5. Practical skills**

On successful completion graduates should have developed:

1. ability to recognise 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.
2. ability to recognise any risks or safety aspects that may be involved in the

operation of computing equipment within a given context.

3. ability to operate computing equipment effectively, taking into account its logical and physical properties.
4. ability to produce work showing competence in operational aspects of media production technologies, systems, techniques and professional practices.
5. ability to understand how communication problems can be solved through the use of both type and photographic image.
6. the use of typography as a communication tool

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

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

<b>Entry Requirements for BA/BSC (Hons) Digital Media Design</b>	
A-level/AS-level	96-112 points on the UCAS tariff or equivalent, <b>including</b> General Studies
BTEC National Diploma/QCF Extended Diploma	<b>18 Unit BTEC National Diploma/QCF Extended Diploma: DMM</b> <b>12 Unit BTEC Diploma: D*D*</b>
UAL Level 3 Extended Diploma	Merit (120 points)
Access to Higher Education at level 3	Pass a named Access to HE Diploma (e.g. Preferably Art and Design, Humanities or Combined) with at least 33 credits at Merit/Dist.
Welsh Baccalaureate	Awards additional A-level equivalent points, depending on grade (A-E)
Scottish Qualifications Authority	112 points to include 2 Advanced Highers
Irish Leaving Certificate	Irish Highers Grades H2 H2 H3 H3 H3 (112 points) or equivalent
International Baccalaureate	28 overall English & Maths accepted within If overseas and not studying English within IB – <b>MUST</b> have <b>IELTS</b> : 6.0 overall with 5.5 in all elements
Proficiency in English	GCSE/IGCSE English Grade C/4 or IELTS 6.0 (5.5 in all elements) or equivalent

**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**

N/A

**12. Transitional Arrangements**

N/A

**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,	DAT441, DAT442, DAT443, DAT444, DAT445
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,	DAT441, DAT442, DAT443, DAT444, DAT445
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,	DAT441, DAT442, DAT443, DAT444, DAT445
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,	DAT441, DAT443, DAT445
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,	DAT442, DAT444, DAT445

Undertake further training and develop new skills within a structured and managed environment	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,	DAT441, DAT442, DAT443, DAT444, DAT445
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,	DAT441, DAT442, DAT443, DAT444, DAT445
<b>LEVEL 5</b>				
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,	DAT551, DAT553, DAT554
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,	DAT551, DAT553, DAT552, DAT554

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,	DAT553, DAT552
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,	DAT551, DAT552, DAT554
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,	DAT552, DAT553, DAT554
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,	DAT551, DAT552, DAT554

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,	DAT551, DAT553
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,	DAT551, DAT552, DAT553, DAT554
<b>LEVEL 6</b>				
<b>FHEQ Descriptors</b>	<b>Subject Benchmark(s)</b>	<b>Programme Aims</b>	<b>Programme Outcomes</b>	<b>Core Modules linked to outcomes</b>
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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600

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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
An appreciation of the uncertainty, ambiguity and limits of knowledge;	C1: Knowledge and understanding, P10: Employ experience,	Critical communication,	Knowledge and understanding,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
The ability to manage their own learning and to make use of	C9: Critical discourse,	Culture and Society,	Cognitive and intellectual skills,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600



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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
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,	DAT661, DAT662, DAT663, DAT664, DAT668, DAT669, ADA600
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### 13.2. Assessment against Modules Mapping

Module	Assessment Type
DAT441	100% Coursework
DAT442	100% Coursework
DAT443	100% Coursework
DAT444	100% Coursework
DAT445	100% Coursework
DAT551	100% Coursework
DAT552	100% Coursework
DAT553	100% Coursework
DAT554	100% Coursework
ADA600	100% Coursework
DAT661	100% Coursework
DAT662	100% Coursework
DAT663	100% Coursework
DAT664	100% Coursework
DAT668	100% Coursework
DAT669	100% Coursework

### 13.3. Skills against Modules Mapping

Level 4		Benchmark
DAT441	Disruptive Design Strategies	C1: Knowledge and understanding C2: Modelling C3: Requirements

		<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT442	Digital Cultures	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas</p>

		T7: Conceptual frameworks
DAT443	Creative Coding	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT444	Digital Making	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills</p>

		<p>T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT445	Media Design Practice	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
<b>Level 5</b>		
DAT552	Creative Industries	<p>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</p> <p>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</p>

		<p>P7: Media production technologies  P8: Distinctive and creative work  P9: Experimentation  P10: Employ experience</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT554	Virtuality & Immersion	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT553	Experimental Media Lab	<p>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</p> <p>P1: Specify, design and construct systems</p>

		<p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT551	Programming Audiovisual Experiences	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
<b>Level 6</b>		
ADA600	Common Dissertation: Critical Practices	<p>C1: Knowledge and understanding  C2: Modelling  C3: Requirements  C4: Critical evaluation and testing  C5: Methods and tools  C6: Reflection and communication</p>

		<p>C7: Professional considerations  C8: Cultural awareness  C9: Critical discourse  C10: Contextual awareness</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT661	Realtime	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT662	Everyware	C1: Knowledge and understanding



		<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT663	Gameplay	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time</p>

		<p>T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
DAT664	Venture Culture	<p>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</p> <p>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</p> <p>T1: Information-retrieval skills  T2: Numeracy  T3: Use IT facilities  T4: Managing time  T5: Need for CPD  T6: Generate ideas  T7: Conceptual frameworks</p>
GAD669	Final Year Project	<p>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</p> <p>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</p>

		T1: Information-retrieval skills T2: Numeracy T3: Use IT facilities T4: Managing time T5: Need for CPD T6: Generate ideas T7: Conceptual frameworks
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## 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 i-DAT Programme has an embedded PDP scheme that runs throughout Stage 1 and Stage 2 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 i-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 4 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.

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 i-DAT website and the broader community.