**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **MArt Digital Arts** **BA(Hons) Digital Arts** **MArt Digital Arts with a Year in Industry****BA(Hons) Digital Arts with a Year in Industry** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for management of the programme**
 | Engineering and Digital Arts |
| 1. **Teaching Site**
 | Canterbury  |
| 1. **Mode of Delivery**
 | Full-time |
| 1. **Programme accredited by**
 | n/a |
| 1. **a) Final Award**
 | MArt/BA(Hons) |
| 7. **b) Alternative Exit Awards**  | BA in Digital ArtsDiploma in Digital Arts; Certificate in Digital Arts |
| 1. **Programme**
 | Digital Arts  |
| 1. **UCAS Code (or other code)**
 | W281: BA Digital ArtsW282: BA Digital Arts with a Year in IndustryW283: MArt Digital ArtsW284: MArt Digital Arts with a Year in Industry |
| 1. **Credits/ECTS Value**
 | 360 credits (180 ECTS) BA480 credits (240 ECTS) BA Year in Industry480 credits (240 ECTS) MArt600 credits (300 ECTS) MArt Year in Industry |
| 1. **Study Level**
 | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Communication, Media, Film and Cultural Studies (2016) |
| 1. **Date of creation/revision**
 | Feb 2017 last revision/revised FSO Jan 2018  |
| 1. **Intended Start Date of Delivery of this Programme**
 | September 2019 |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| 1. Provide a multidisciplinary education for students who seek professional careers in the field of digital arts.
2. Produce graduates who have an informed, critical and creative approach to understanding communication through digital media design in contemporary society.
3. Prepare students to meet the challenges of a broad and rapidly changing field while providing them with a wide choice of careers.
4. Provide proper academic guidance and welfare support for all students.
5. Create an atmosphere of co-operation and partnership between staff and students, and offer the students an environment where they can develop their potential.

*The Year in Industry programme additionally aims to:* * Give an opportunity to gain experience as a digital media practitioner working in a professional environment.
* To develop employment-related skills, including an understanding of how you relate to the structure and function in an organisation, via a year in industry.

*The MArt programme additionally aims to:* * Produce high calibre professional specialists in Computer Generated Imagery (CGI) who are highly skilled in using state of the art 3D modelling and visual effects software.
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| **16 Programme Outcomes**The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Communication, Media, Film and Cultural Studies (2016)  |

**A. Knowledge and Understanding of:**

1. The audio, visual and verbal conventions through which sounds, images and words take meaning (SB).
2. Fundamental concepts of IT and software engineering.
3. The creative processes involved in visual design (SB).
4. The contextual, historical and conceptual dimensions of the discipline (SB).
5. Audio, video and film technology, including digital television and DVD.
6. The multimedia authoring process.
7. Fundamentals of 3D Modelling and Animation.
8. Key production processes and professional practices relevant to the multimedia industry (SB).
9. The legal, ethical and regulatory frameworks, which affect the development of multimedia applications (SB).
10. The role of technology in terms of multimedia production, access and use (SB).

*Outcomes specific to Year in Industry programme:*

1. Aspects of the core subject areas from the perspective of a commercial or industrial organisation.

*Outcomes specific to MArt programme:*

1. The computer animation production process and pipeline roles
2. The principles and practices of animated film development
3. The technical terms and methods used in film editing.
4. The fundamental concepts of digital motion art
5. Current developments in the visual effects industry and related market sectors.
6. The relevance of visual effects within the contemporary television and film industries.
7. Contemporary business practice in the Visual Effects Industry.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Ability to examine multimedia applications critically with appropriate reference to their social and cultural contexts and diversity of contemporary society (SB).
2. Awareness that technologies are rapidly changing and that students should expect to update their knowledge throughout their working life.
3. Awareness of the objectives, constraints and conditions of a commercial environment, including financial and time constraints.
4. Ability to design and develop software based on an analysis of system requirements.
5. Ability to carry out research and integrate information and data from a variety of sources for essays, projects and multimedia applications (SB).
6. Ability to analyse a problem and develop a solution based on technical, aesthetic and economic factors (SB).
7. Consider and evaluate their own work in a reflexive manner with reference to academic and professional issues (SB).
8. Analyse, interpret and exercise critical judgement in the understanding and evaluation of multimedia applications (SB).

*Outcomes specific to:*

*Year in Industry programme*

1. Apply some of the intellectual skills specified for the programme from the perspective of a commercial or industrial organisation.

*Outcomes specific to MArt Programme:*

1. Analysis and interpretation of animation issues.
2. Ability to work within an animation process and to contribute to this.
3. Ability to identify ideas for enhancing a production’s aesthetic quality by the use of CGI
4. Ability to undertake constructive research and development of character performance in animation.
5. Ability to demonstrate independence and creative and critical thinking.

**C. Subject-specific Skills:**

1. Ability to use scripting and programming languages in the implementation of interactive applications.
2. Ability to demonstrate creative and technical skills in drawing and design.
3. Ability to develop specific proficiencies in utilising a range of multimedia design tools including 3d modelling, animation, video editing, image manipulating and multimedia authoring.(SB).
4. Ability to integrate text, graphics and time-based elements to produce effective Web sites (SB).
5. Ability to initiate, develop and realise distinctive and creative applications which demonstrate the effective manipulation of multimedia assets (SB).
6. Ability to utilize a range of research skills, for example, research into potential audiences and markets, as a production tool (SB).
7. Ability to prepare technical reports and presentations.
8. Ability to prepare story-boards as part of the multimedia project development cycle.
9. Ability to apply management techniques to the planning, resource allocations and execution of a design project (SB).

*Outcomes specific to Year in Industry programme:*

1. Apply some of the subject-specific skills specified for the programme from the perspective of a commercial or industrial organisation.

*Outcomes specific to MArt programme:*

1. Use of appropriate software tools, techniques and packages to produce and develop CGI.
2. Ability to use drawing as a way of planning, visualising and explaining work in a time-based 3D medium.
3. Ability to read and make story-boards and animatics at a professional level.
4. Ability to apply management techniques to the planning, resource allocation and execution of a visual effects project.
5. Ability to prepare reports and presentations relevant to the design and production of CGI.

**D. Transferable Skills:**

1. Ability to generate, analyse, present and interpret data;
2. Use of Information and Communications Technology (SB);
3. Personal and interpersonal skills, work as a member of a team (SB);
4. Communicate effectively (in writing, verbally and in a variety of media) (SB);
5. Learn effectively for the purpose of continuing professional development;
6. Ability for working in flexible, creative and independent ways and for critical thinking, reasoning and reflection (SB);
7. Ability to organise and manage time and resources within an individual project and a group project. (SB).

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

**Teaching/learning**

Lectures; tutorial lectures; demonstrator-led examples classes; tutor-led small group supervisions; seminars; self-directed learning through project work; computer-based assignments; self-directed learning facilitated by study packs. Project work in all three years gives students experience of a wide range of practical skills.

 **Assessment**

Assessed coursework in the form of examples class assignments, laboratory write-ups, assessed project work, presentations and reports, tests, computer-based assignments and essays. Skill D5 is not formally assessed***.***

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.  |
| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**The BA programme is studied over three years full-time with an additional industrial placement year for the Year in Industry variant. The MArt programme is studied over four years full-time with an additional placement year for the Year in Industry variant. The BA programme is divided into three stages for the Digital Arts programme and four stages for the Year in Industry variant. The MArt programme is divided into four stages for the 4 year programme, and five stages for the Year in Industry variant. Each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html> Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students on the three year programme must normally have to obtain 360 credits, at least 210 of which must be Level 5 or above, and at least 90 of which must be level 6 or above at Stage 3. To be eligible for the award of an honours degree on the Year in Industry variant, students normally have to obtain 480 credits, at least 330 of which must be Level 5 or above, and at least 90 of which must be level 6 or above at Stage 3. A degree without honours will be awarded where students achieve 300 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6 or above at Stage 3. Students may not progress to the non-honours degree programme; the non-honours degree programme will be awarded as an alternative exit award only.**Alternative Exit Awards:**Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Digital Arts. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Digital Arts. A degree without honours will be awarded where students achieve 300 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6 or above. Students may not progress to the non-honours degree programme; the non-honours degree programme will be awarded as an alternative exit award only. For the MArt, students must gain credit for all Stage 4 modules, in addition to the requirements specified for the corresponding BA (3 year or Year in Industry) honours degree programmes. Students who attempt, but do not complete the final stage of the MArt will receive a BA exit award.Students successfully completing Stage 2 and also the year placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year in Industry. For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.Students completing Stages 2 and 3, with an overall mark of 55% can transfer to/remain on the MArt programme. Students on the MArt programme failing to meet this requirement can be awarded the BA degree if they have met the outcomes necessary for that programme.Students completing Stage 1 with an overall mark of 60% can transfer to/remain on the Year in Industry programme.For the purposes of Honours classification, the weightings of the stages are:* Year 2 40%, Year 3 60%
* BA (with Year in Industry): Year 2 35%, Industrial Placement 10%, Year 4 55%
* MArt: Year 2 20%, Year 3 30%, Year 4 50%
* MArt (with Year in Industry): Year 2 18%, Industrial Placement 5%, Year 4 27%, Year 5 50%

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms. Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>. Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework. Failure in certain modules, however, may not be compensated and/or condoned, as indicated by the symbol \* below. Usually, no modules at any stage of the programme can be trailed.All students take the same modules at stages 1 and 2. In the Final Year, optional modules are offered to allow students to specialise in chosen subject areas.  |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** |
| **Compulsory Modules** |
| EENG3130 | EL313 | Introduction to Programming | 4 | 15 | 1 |
| DIGM3310 | EL331 | Website Design | 4 | 15 | 1 |
| DIGM3380 | EL338 | Visual Culture | 4 | 15 | 1 |
| DIGM3390 | EL339 | Digital Photography | 4 | 15 | 1 |
| DIGM3400 | EL340 | Digital Effects  | 4 | 15 | 2 |
| DIGM3410 | EL341 | Graphic Design | 4 | 15 | 2 |
| DIGM3420 | EL342 | Moving Image | 4 | 15 | 2 |
| DIGM5420 | EL542 | Tangible Media | 5 | 15 | 3 |
| **Stage 2** |
| **Compulsory Modules** |
| DIGM5320 | EL532 | Professional 3D & Compositing | 5 | 30 | 2 |
| DIGM5370 | EL537 | Digital Portfolio  | 5 | 30 | 1 |
| DIGM5760 | EL576 | Second Year Project | 5 | 30 | 2+3 |
| DIGM5740 | EL574  | Designing Media Environments | 5 | 30 | 1+2 |
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| **Stage S - Industrial Placement Year**  |
| **Compulsory Modules** |
| EENG7910\* | EL791 | Year in Industry (Industrial Assessment) | 5 | 90 | 1+2 |
| EENG7920\* | EL792 | Year in Industry (Academic Assessment) | 5 | 30 | 1+2 |
| **Stage 3**  |
| **Compulsory Modules** |
| DIGM6360 | EL636\* | Final Year Project | 6 | 60 | 1+2 |
| DIGM6410 | EL641 | Digital Visual Effects and Post-Production | 6 | 30 | 1 |
| **Optional Modules** Students must select remaining 30 credits from a list provided by the school. |
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| **Stage 4** |
| **Compulsory Modules** |
| DIGM8310 | EL831\* | Digital Visual Art Setup | 7 | 15 | 1 |
| DIGM8370 | EL837\* | Professional Group Work | 7 | 15 | 2+3 |
| DIGM8630 | EL863 | Advanced 3D Modelling | 7 | 15 | 1 |
| EENG7600 | EL760\* | Integrated Masters Project | 7 | 15 | 2 |
| **Optional Modules** Students must select remaining 60 credits from a list provided by the school.  |
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| **18 Work-Based Learning** |
| Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Students on the Year in Industry programme take two modules in their third year, and spend a year (minimum 30 weeks) working in an industrial or commercial setting, applying and enhancing the skills and techniques they have developed and studied in Stages 1 and 2 of their programme. The work they do is entirely under the direction of their industrial supervisor, but support is provided via an Employability Officer and Placement Tutor within the School. This support includes ensuring that the work they are being expected to do is such that they can meet the learning outcomes of the module.The onus is on the student to secure the placement, however support and guidance is provided by the EDA Employability OfficerThe Employability Officer makes the first visit to students who are on placement with companies where we have a long-standing industrial placement relationship. This takes place near the start of the placement to check that integration into the workplace is proceeding and that the work being required of the student is appropriate. The Placement Tutor makes the first visit to companies that we do not have an established collaboration with. The second placement visit is undertaken by the Placement Tutor towards the end of the placement to assess both the student’s performance and the organisation in order to ensure that both satisfy the requirements of the assessment process.For further information, please refer to the year in industry module specifications. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme
* Programme/module handbooks
* Library services <http://www.kent.ac.uk/library/>
* Student Support <http://www.kent.ac.uk/studentsupport/>
* Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
* Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
* Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
* PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
* Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
* Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
* Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
* Undergraduate student representation at School, Faculty and Institutional levels
* International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
* Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>

School-specific support available:* Moodle VLE pages with full module information, assignments, lecture notes, coursework submission etc.
* SEDA web pages with comprehensive information regarding all aspects of studies at Kent. Also various newsgroups
* Health and Safety booklet provided at the start of each academic year
* Computing and multimedia facilities, lecture and seminar rooms and experimental laboratories all within the Jennison building and on the campus. Many of these rooms contain audio-visual equipment and computer projectors.
* Welfare guidance: The School has a Student Support Officer providing guidance and support on welfare issues.
* Support for Students on Placement

Support for the placement year commences early in Stage 2 with a briefing from the academic supervisor as to what students should expect during their placement year including the application process, the University support provided during the placement year and the range of work students are likely to undertake. Students are then supplied with details of placement opportunities as they become available. Students applying are given assistance and advice on the preparation of their CV, their application letters, and interview techniques.Prospective employers attend a Student Placement briefing session so that they understand what to expect and what is required in terms of safety, induction and supervision. They also have the opportunity to meet the academic and administrative support staff who will be involved.When students start their placement year they are given a Placement Year Handbook which includes:* + Induction Checklist
	+ Contact details form
	+ Health and Safety Checklist (which must be signed by the employer)
	+ Final Report guidelines
	+ Year in Industry Performance Evaluation form (completed by student and employer)
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| **20 Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**For current information, please refer to the University prospectus |
| **BA:**A level – ABBBTEC Level 3 – Distinction, Distinction, MeritInternational Baccalaureate – 34 points overall or 15 points at HL**MArt:**A level – AABBTEC Level 3 – Distinction, Distinction, DistinctionInternational Baccalaureate – 34 points overall or 16 points at HL |
| 20.2 **What does this programme have to offer?** |
| * An excellent grounding into how traditional media such as images, text, video and sound can be integrated into multimedia systems using authoring tools.
* The opportunity to study subjects related to the Digital Arts such as Website Design, 3D Modelling and Animation, graphics, and post-production effects
* Specialist skills in 3D Animation, Video Production and Visual Effects.
* The development of a broad range of skills that are highly sought after by employers and which open up a wide range of careers to graduates within the Digital Arts.
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| 20.3 **Personal Profile** |
| * An interest in the World Wide Web and in new media applications.
* A desire to become a new media practitioner working in the Digital Media industry.
* An interest in computers and using computer-based tools.
* A commitment to develop the skills that are required to build multimedia applications.
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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations
* Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
* External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
* Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
* Annual staff appraisal
* Peer observation
* Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
 |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee
* School Education Committee
* Faculty Education Committee
* Faculty Board
* Education Board
* Board of Examiners
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| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations
* Staff-Student Liaison Committee
* Student rep system (School, Faculty and Institutional level)
* Annual NSS
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| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements
* HEA (associate) fellowship membership
* Annual appraisals
* Institutional Level Staff Development Programme
* Academic Practice Provision (PGCHE, other development opportunities)
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Study leave
* Equality, Diversity and Inclusivity (EDI) awareness
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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (2014)
* QAA Higher Education Review 2015
* Annual External Examiner reports
* Annual programme and module monitoring reports
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| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA Benchmarking statement for Communication, Media, Film and Cultural Studies (2016)
* School and Faculty plan
* University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
* Staff research activities
* Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)
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| 23 **Inclusive Programme Design**  |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

### **Curriculum Map for Digital Arts Awards – Stages 1, 2 and 3**

*Explanation*. This map provides a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. The map shows the main measurable learning outcomes. There are many more outcomes in the module specifications. + Shading represents skills that pervade all modules.

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| Modules |  | Programme Outcomes |
| Stg 1 |  | Codes | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | A10 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | D1 | D2 | D3 | D4 | D5 + | D6 | D7 |
| Introduction to Programming | EL313 |  | x |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| Website Design | EL331 | x | x |  | x |  |  |  |  | x |  |  | x |  |  | x |  |  |  | x |  | x | x |  |  |  |  |  |  | x |  |  |  |  |  |
| Tangible Media | EL542 | x |  | x |  |  | x | x |  |  |  |  |  |  | x | x |  | x | x |  |  | x | x | x | x | x | x | x |  | x | x | x |  |  |  |
| Visual Culture | EL338 | x |  | x | x |  | x |  |  |  |  | x |  |  | x | x |  | x | x |  | x | x | x | x | x | x | x | x |  | x | x | x |  |  |  |
| Digital Photography | EL339 | x |  | x |  |  |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  | x |  | x |  |  |  |  |  | x |  | x |  |  |  |
| Digital Effects | EL340 |  |  | x |  | x |  | x |  |  | x |  |  |  |  |  |  | x |  |  |  | x |  | x |  |  |  |  |  | x |  | x |  |  |  |
| Graphic Design | EL341 | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  | x |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| Moving Image | EL342 | x |  | x | x | x | x |  | x | x |  |  |  |  |  | x | x | x | x |  |  | x |  | x | x |  | x | x |  | x | x | x |  |  |  |
| Stg 2  | Professional 3D & Compositing | EL532 |  |  |  |  | x |  | x |  |  | x |  | x |  |  |  |  |  |  |  |  | x |  | x |  |  |  | x |  | x |  |  |  |  |  |
| Designing Media Environments | EL574 | x |  | x |  | x | x |  | x | x |  |  |  |  | x | x | x | x | x |  |  | x |  | x | x | x | x | x |  | x | x | x |  |  |  |
| Digital Portfolio | EL537 | x | x | x |  | x | x |  |  | x | x |  |  | x | x | x |  |  |  | x |  | x |  | x |  | x | x |  |  | x |  | x |  |  |  |
| Second Year Project | EL576 | x  |  | x |  | x | x  | x | x | x | x | x | x | x |  | x | x | x | x | x | x | x  | x | x | x | x | x | x | x | x | x | x |  |  |  |
| Stg 3 | Final Year Project | EL636 | x |  | x | x |  | x |  |  |  |  | x |  |  | x | x | x | x | x |  |  | x |  | x |  | x | x | x |  | x | x | x |  |  |  |
| Digital Visual Effects and Post Production | EL641 |  |  | x |  | x |  | x |  |  | x |  |  |  |  |  |  | x |  |  |  | x |  | x |  |  |  |  |  | x |  | x |  |  |  |

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### **Curriculum Map for Digital Arts Awards – Stage 4**

*Explanation*. This map provides a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. The map shows only the main measurable learning outcomes. There are many more outcomes in the module specifications. Shading represents skills that pervade all units.

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| ***Modules*** |  | ***Programme Outcomes*** |
|  | Codes | A12 | A13 | A14 | A15 | A16 | A17 | A18 | B10 | B11 | B12 | B13 | B14 | C11 | C12 | C13 | C14 | C15 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Digital Visual Art Setup | EL831 | x |  |  |  | x |  |  | x | x |  |  |  | x |  |  |  |  | x | x |  |  | x | x | x |
| Advanced 3D Modelling | EL863 |  | x |  |  |  |  |  | x | x | x |  |  | x | x |  |  |  |  | x |  |  | x | x | x |
| Professional Group Work | EL837 | x | x | x | x | x  | x  | x | x | x | x |  |  | x | x | x | x | x | x | x | x | x | x | x | x |
| Integrated Masters Project | EL760 | x | x |  |  | x |  | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
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