STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	UWE		
Delivery Location	UWE Frenchay Campus		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Faculty of Environment and Technology (FET)		
Department responsible for programme	Computer Science and Creative Technologies		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links			
Highest Award Title	MSc Creative Technology		
Default Award Title			
Fall-back Award Title	N/A		
Interim Award Titles	PGDip Creative Technology PGCert Creative Technology		
UWE Progression Route	N/A		
Mode(s) of Delivery	FT PT		
Codes	**UCAS: I9W91**	**JACS:**	
	ISIS2:	**HESA:**	
Relevant QAA Subject Benchmark Statements			
First Approval Date	31 January 2017	Valid from	Sept 2017
Revision Approval Date	Jan 2020	Revised with effect from	Sept 2020
Version	4		

Part 2: Educational Aims of the Programme

The broad educational aims of the programme are to:

- provide an intellectual experience and advanced study for creative technologists, underpinned by staff expertise, cutting-edge research, industrial links and experience
- develop deep and broad theoretical knowledge with practical and analytical abilities within a stimulating and challenging academic environment, informed by creative technologies research and enterprise
- develop the necessary reflective and evaluative skills required to undertake independent research and continuing professional development
- enhance written and verbal communication skills to engage confidently and fluently within academic and professional creative technologies contexts
- enhance technical and creative practice and the ability to work with stakeholders to formulate solutions and deliver projects to deadlines

Further, specific aims of the programme are to:

- provide a grounding in salient theories and technologies of the creative technologies
- provide up-to-date exposure to contemporary tools and methods
- balance the emphasis between core sector competencies and generic skills enabling the successful development, evaluation and communication of creative technologies
- Involving practitioners and subject-matter experts in teaching and assessment
- Linking computer science and technology with creative process and practice
- Exposure to a range of career options afforded by the specialization
- Expose students to the processes of both formal academic research and industrial practice within the creative technologies arena

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme enables postgraduate students to apply intellectual, critical, technical and key transferable skills necessary to work in an area related to creative technology.

A successful graduate will be highly analytical and strategic with advanced communications skills enabling them to articulate their knowledge in the context of new media technology. On completion, graduates will be effective, independent life-long learners with a collaborative approach that makes them an active and productive team member.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:	UFCFJK-30-M	UFCFKK-30-M	UFCFMK-15-M	UFCFNK-15-M	UFCFLK-60-M	UFCE8J-15-M	UFCFFM-30-M	UFCFJQ 15-M
A) Knowledge and understanding of:								
Issues, trends and developments within this rapidly emerging and evolving domain	x	x			x	X	X	X
The role, function, implementation and integration of a broad range of creative technology systems, including audio and visual methods and their coalescence in games and digital media	x	x	x	x	x	X	X	X
Creative technology systems design development and evaluation including hardware, software, testing, profiling, debugging and optimisation across multiple platforms	x	x		x	x	X	X	
Personal and collaborative, project management including interdisciplinary stakeholder engagement and deployment process	x				x	X	X	
User-centred approaches to interaction design	x	x			x	X		
(B) Intellectual Skills								
Interdisciplinary and collaborative engagement skills including user requirements analysis and capture	x	x			x	X	X	X
Development of qualitative and quantitative research and data analysis methods	x		x		x	X		
Communication in academic and industrial contexts to engage with and promote scholarship	x	x	x	x	x			
Finding, analysing, synthesising, evaluating, abstracting and summarising information	x	x	x		x	X	X	X
Appreciating problem contexts and balancing conflicting objectives	x	x	x	x	x	X	X	X
Creativity and innovation	x	x		x	x	X	X	X
(C) Subject/Professional/Practical Skills								
Pragmatic approaches to software, design, development and prototyping	x	x				X		
The ability to evaluate, compare, apply and creative audio, visual and web based technologies to a brief		x		x	x	X		
Experience of Interdisciplinary, academic and industrial liaison between stakeholders in creative technology projects	x				x	X	X	X
Creative technologies project lifecycle	x				x	X	X	
(D) Transferable skills and other attributes								
Self-, project-, time-, expectation-management	x	x	x	x	x	X	X	X
Written and verbal communication with sympathetic awareness of diverse audiences	x	x	x		x	X	X	X
Leadership and team working including, negotiation, exercising initiative, responsibility and decision-making		x				X		
ICT, communication and people-networking skills		x	x		x	X		X
Continuing professional development and independent learning	x	x	x	x	x			

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full postgraduate programme. This contact time encompasses a range of face: face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Creative Technology programme teaching is a mix of scheduled, independent and (optionally) placement learning. Students will undertake individual and group learning in scheduled contact sessions and in self-directed working. They will work with a mixture of internal academic staff, visiting specialists and industry representatives.

Scheduled learning include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, group work, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement in an associated specialist academic or industrial environment. Short (2-6 week) placement opportunities will be supported with academic, research or industrial partners for students pursuing specific topics or areas of interest.

Visits and opportunities: will include trips and visits to related industry and academic events and conferences. These include opportunities to visit international conferences such as Transmediale (Berlin), NordiCHI (Sweden), BCS EVA(London) and practice related and industrial events such as CTM(Berlin), Ars Electronica (Linz), SONAR (Barcelona) and MozFest (London) amongst others.

Extra Curricular activities: Regular engagement in local extra-curricular industrial and practice related activities are supported and encouraged, including Bristol Pervasive Media Studio, Bristol Games HUB, Bristol Web Folk, Bath Camp and Bristol HackSpace.

Description of the teaching resources provided for students

Students will have full access to comprehensive computer labs, open workshops, specialist audio and video facilities. In addition there will be a range of additional technologies and equipment available ranging from audio and video equipment to experimental digital hardware. Students will also have access to the full learning resources from the Library. Individual modules will provide teaching materials as appropriate including online and printed texts, reading lists, slidesets, example code and design materials, video recordings and presentations in addition to online resources

Description of any Distinctive Features

The programme combines research, practice and industrial relevance in a group and individual project orientated structure. Engagement with external communities of researchers and practitioners with support for trips, visits and placements make this programme stand out

Part 4: Student Learning and Student Support

as a vehicle for post graduate learners to engage and refine their skills and practice in a real world context.

Part 5: Assessment

A: Approved to University Regulations and Procedures

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated is based on a variety of means:

- Written assessments will take a variety of forms including academic and industry research papers; design, process and development documentation; and reflective individual reports; culminating in the individual written dissertation report.
- Creative technology development skills will be assessed through methods including demonstration of systems and prototypes, interrogation of program code and QA testing, logged use of development repositories and collaborative project management environments.
- Oral presentation skills will be assessed through a range of presentations, viva examination and poster sessions.

Formative assessment will include iterative design and development processes drawn from creative technologies practice. Students will be expected to iteratively demonstrate, evaluate, and reflect on practical, written work with peers, academics and, if applicable, other stakeholders. These activities will be designed to enhance academic performance, practitioner craft and onward trajectory.

The range of assessments methods is designed to:

- Identify students' learning strengths and weaknesses, and individual development needs.
- Engage students in a range of formative and summative assessment methods relevant in the development of both professional and academic identities.
- Expose students to a variety of assessments to promote inclusive learning.
- Encourage and students to move dynamically between theory and practice, with each informing the other.
- Develop students' effectiveness in working independently and as part of a group.
- Encourage students to develop a deep approach to learning.
- Allow students to effectively demonstrate their learning as measured against learning outcomes and professional competency.

Part 6: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student** and **part time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

Full Time Track

ENTRY		Compulsory Modules	Optional Modules (Students select 30 credits from the following)	Interim Awards
↓	Year 1 (FT)	UFCFJK-30-M Creative Technologies Toolkit UFCFKK-30-M Creative Technologies Research and Practice UFCFMK-15-M Creative Technologies Research UFCFNK-15-M Digital Connections UFCFLK-60-M Creative Technology Dissertation	UFCE8J-15-M Designing the User Experience UFCFJQ-15-M Generative Systems for Art and Design UFCFFM-30-M Music Technology Toolkit	PGCert Creative Technology (60CR with a minimum of 40CR at Level M) PGDip Creative Technology (120CR with a minimum of 80 CR at Level M)) MSc Creative Technology (180 credits with a minimum of 120 CR at Level M)

GRADUATION

Part Time Structure

ENTRY		Compulsory Modules	Optional Modules (Students select 30 credits from)	Interim Awards
↓	Year 1 (PT)	UFCFMK-15-M Creative Technologies Research UFCFJK-30-M Creative Technologies Toolkit UFCFNK-15-M Digital Connections	UFCE8J-15-M Designing the User Experience UFCFJQ-15-M Generative Systems for Art and Design UFCFFM-30-M Music Technology Toolkit	PGCert Creative Technology (60CR, with a minimum of 40CR at Level M)

↓

	Year 2 (PT)	UFCFKK-30-M Creative Technologies Research and Practice UFCFLK-60-M Creative Technology Dissertation	UFCE8J-15-M Designing the User Experience UFCFJQ-15-M Generative Systems for Art and Design UFCFFM-30-M Music Technology Toolkit	PGDip Creative Technology (120CR, with a minimum of 80 CR at Level M) MSc Creative Technology (180 credits with a minimum of 120 CR at Level M)

GRADUATION

Part 7: Entry Requirements

Typically applications require a relevant honours degree of 2:2 or above in a relevant discipline. Additionally, applicants will require knowledge and experience of computing and programming, either from a degree or equivalent work or voluntary experience, which should be outlined in the application.

Applicants without the normal entry requirement who do have relevant experience or qualifications may also apply outlining explicitly any relevant professional experience and qualifications in their application.

Applicants may be required to attend interview.

Up-to-date entry requirements are available through the postgraduate courses database.

Part 8: Reference Points and Benchmarks

Description of ***how*** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
- National qualification framework
- Subject benchmark statements
- Qualification characteristics for Foundation degrees and Master's degrees (if applicable)

University strategies and policies
Staff research projects
Any relevant PSRB requirements
Any occupational standards
- Reference should be made to the graduate outcomes identified in the QAA-HEA Guidance

Part 8: Reference Points and Benchmarks

In designing this programme, the following external reference points and benchmarks have been used:

- QAA UK Quality Code for HE
    - National qualification framework
    - Subject benchmark statement - Master's in Computing
    - QAA Master's degree characteristics
- University strategies and policies
- *Industry consultation & external academic advice*
- *Academic services*
    - *Careers / library*

The design of this programme, and its associated module specifications, aims to address skills shortages in the creative technologies industry in the UK and, in particular, the South West tech corridor. This shortage has been identified as a significant barrier to growth within industry reports (NESTA, Skillset, TechCity), PSRB educational advisor / external academics, and range of industry professionals and collaborators. The MSc will be closely allied with the CSCT enterprise studios PlayWest and Impulse, hosting commercial creative technologies development projects, as well as innovative cross-disciplinary research and development work, to break new ground in UWEs postgraduate provision and to ensure that the curriculum and syllabus is informed by industry demands.

The programme structure and design is informed by QAA recommendations incorporating a range of learning, teaching and assessment methods to prepare students for immediate entry to further study or employment. Aims and learning outcomes of the programme and modules have been explicitly designed to align with Master's level study as defined within the FHEQ / SEEC descriptors and the QAA qualification characteristics for Master's degrees, matching vocabulary where possible to make these links particularly clear. While no subject specific benchmark exists for Creative Technology, strong correlation has been ensured with aspects of the SBS for Master's degrees in Computing. The ambitions of the programme closely matches those of the wider University; particularly in providing outstanding and innovative learning opportunities to breed ready and able graduates; in establishing new avenues for Creative Technologies research.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Employer / industry input / academic research community / feedback*
- Current student / alumni consultation*
- External academic / PSRB input / feedback*

FOR OFFICE USE ONLY

First CAP Approval Date	31 January 2017			
Revision CAP Approval Date		Version	1	Link to MIA (ID 3325)
	26 June 2018		2	Link to RIA-12678 (ID 4817)
	28 May 2019		3	Link to RIA (ID 4959)
	Jan 2020		4	
Next PER due date				
Date of last PER				