CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	UWE, Frenchay
Faculty responsible for programme	Environment and Technology
Department responsible for programme	Computer Science and Creative Technologies
Modular Scheme Title	Environment and Technology
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	None
Highest Award Title	BSc (Hons) Creative Technology Studies
Default Award Title	None
Interim Award Titles	BSc Creative Technology Studies Dip HE Creative Technology Studies Cert HE Creative Technology Studies
UWE Progression Route	
Mode(s) of Delivery	Full-time, Sandwich, Part-time
Codes	**UCAS: no UCAS entry not recruiting externally** **JACS:** **ISIS2:**J990 **HESA:** J990 (SW) J99013 (FT / PT)
Relevant QAA Subject Benchmark Statements	Computing
CAP Approval Date	12th September 2012
Valid From	September 2012
Valid until Date	September 2018
Version	1

Part 2: Educational Aims of the Programme

This programme is designed for students who are unable to complete their original programme of study, due to failure in one or more core modules. It is intended to provide a flexible opportunity for students to continue to study to degree level in their broad discipline area. Students may not enroll directly onto this programme.

The following general aims apply:

- To equip students with a range of skills and knowledge that will enable them to embark on graduate careers or further study in higher education.
- To foster in students the interest and ability to become independent lifelong learners, able to reflect critically both on their practice and that of others.

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	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of - The structure and workings of creative technology and its associated professions - Key topics in the area of creative technology, including: design and deployment of web and rich media, software development for interactive entertainment, audio-visual production and composition. - Methods, modeling techniques, and concepts in creative technology development - Professional and ethical issues in this field.	Teaching/learning methods and strategies: Teaching and learning methods are specified in the relevant module specifications and are consistent with faculty practice in other programmes. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject Assessment: A variety of assessment methods will be used. Particular range of assessment methods will depend on module choice.
B Intellectual Skills	
B Intellectual Skills By the end of the programme the student should be able to: - Analyze and synthesize issues, information, and perspectives relating to different scenarios in *their chosen discipline area*. - Approach problem solving creatively	Teaching/learning methods and strategies: Intellectual skills are developed in accordance with the module specifications Assessment: A variety of assessment methods will be used. Particular range of assessment methods will

Part 3: Learning Outcomes of the Programme	
effectively and dynamically. • Critically appraise and evaluate alternative ideas and solutions.	depend on module choice.
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills By the end of the programme students should be able to: • Select and use appropriate methods and techniques to analyse / design / develop content to satisfy user requirements • Appraise the environmental and social consequences of decisions and designs • Employ a variety of creative, technical methods of presenting and interpreting information. • Understand and comply with relevant legislation and professional standards pertaining to practice in the creative technology field.	Teaching/learning methods and strategies: A wide range of teaching methods will be used to teach subject, professional and practical skills. These could include, lectures tutorials, laboratory sessions, field trips, work based learning. Individual approaches will be specified in the module specifications Assessment: A variety of assessment methods will be used. Particular assessment methods will depend on module choice.
D Transferable Skills and other attributes	
D Transferable Skills and other attributes By the end of the programme the students should be able to: • Communicate effectively, both verbally and in writing, using a wide range of media • Work independently and as part of a team. • Demonstrate the ability to plan, manage and complete a range of tasks to meet deadlines. • Read and make appropriate use of academic and professional literature • Use appropriate information and communication technologies to advance their understanding and command of the discipline area	Teaching/learning methods and strategies: Transferable skills will be embedded in all modules and will be acquired through a wide range of teaching methods, specifics dependant on module choice. Assessment: A variety of assessment methods will be used. Particular assessment methods will depend on module choice.

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**.

ENTRY				
	Year 1	Compulsory Modules There are no compulsory modules at this stage of the award	**Optional Modules** **Students must take 120 credits at level 1 and can choose any module from the following programmes, subject to any prerequisites that may apply.** **BSc Audio Music Technology** **BSc Creative Music Technology** **BSc Digital Media** **BSc Games Technology**	Interim Awards Cert HE Creative Technology Studies 120 credits, of which not less than 100 are at Level 1 or above
	Year 2	Compulsory Modules There are no compulsory modules at this stage of the award	**Optional Modules** **Students must take 120 credits at level 2 and can choose any module from the following programmes, subject to any prerequisites that may apply.** **BSc Audio Music Technology** **BSc Creative Music Technology** **BSc Digital Media** **BSc Games Technology**	Interim Awards Dip HE Creative Technology Studies 240 credits, of which not less than 100 are at Level 2 or above and a further 120 are at Level 1 or above.

Year Out:
Students may optionally take an industrial placement. Those doing so must take the following module as part of their placement activity:
UFCxxx-15-3 Professional Practice

| | | Compulsory Modules
There are no compulsory modules at this stage of the award | Optional Modules
Students must take 120 credits at level 3 and can choose any module from the following programmes, subject to any prerequisites that may apply.
BSc Audio Music Technology
BSc Creative Music Technology
BSc Digital Media
BSc Games Technology | Interim Awards

BSc Creative Technology Studies

300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above.

Highest Award

BSc (Hons) Creative Technology Studies

360 credits, of which at least 100 must be at Level 3 or above, at least a further 100 at Level 2 or above and a further 140 at Level 1 or above. |
| Year 3 | | | | |

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Students may follow the programme in part-time mode but selection of modules will be subject to both timetable and prerequisite constraints and a student journey cannot be predicted for students on this highly flexible programme.

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Registration on this award is not permitted without prior registration on a programme of study within the Dept of Computer Science and Creative Technologies and more specifically within the Creative Technology Cluster.

Part 6: Assessment

Approved to University Regulations and Procedures

Part 6: Assessment

Assessment Map

An assessment map cannot be completed, as the diet of assessment is dependent on module choice.

Part 7: Student Learning

Teaching, learning and assessment 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 undergraduate programme. This contact time encompasses a range of face-to-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 BSc (Hons) Creative Technology Studies programme, teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, tutorials, supervised lab classes, project supervision, demonstrations / presentations, external visits.   The number and range of each type of scheduled session varies depending on the module choices made.

Independent learning includes hours engaged undertaking: practical work, essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include an industrial placement, or year abroad.

Description of Distinctive Features and Support

This programme is designed to enable students who cannot continue on their original programme of study to transfer all accumulated relevant credit. Such students will be able to transfer all relevant credit to this new programme, and, as far as is possible, the students, guided by the programme leader, will have the opportunity to choose a coherent set of modules that will allow them to progress at each level in relation to their knowledge and understanding, cognitive, subject specific and study skills.

Module pre-requisites may limit the choices that are open to students.

This programme aligns with the Faculty's teaching and learning strategy which in turn is aligned with the University's vision mission and strategy, and is designed in accordance with the principles of INSPIRE. The programme supports the faculty's aim to provide a high quality undergraduate experience by ensuring the curricula is dynamic, responsive, contemporary and relevant.

Students studying this programme will be supported in their module choice by programme leaders whose aim is to ensure that all graduates undertake a coherent, programme of study that is relevant to their individual academic interests and aspirations.

Students will meet with their academic personal tutor individually at least three times each year to

Part 7: Student Learning
discuss their progress.

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 subject benchmark statements The programme aligns with the principles outlined in the QAA benchmark statement on Computing 2007. In section 2.8 it states that "At one extreme, an honours degree programme in computing might provide opportunities for its students to attend modules on a wide range of topics spanning the entire area of computing. Graduates from such courses would have great flexibility and might be of especial value, either in emerging areas where specialist courses may not be established or in contexts where their ability to span the field would be useful. At another extreme there can be programmes that take one very specific aspect of computing and cover it in great depth." The programmes from which students are drawn each satisfy the principles in the benchmark statement. Most are relatively specialist rather than wide ranging. Students on this programme have the opportunity to take a much wider range of modules and so conform to the former flexible category. University strategies and policies This programme aligns with the Faculties teaching and Learning Strategy which in turn is aligned with the University's vision mission and strategy, and is designed in accordance with the principles of INSPIRE. The programme supports the faculty's aim to provide a high quality undergraduate experience by ensuring the curricula is dynamic, responsive, contemporary and relevant. Staff research projects The extensive research undertaken in the department in areas such as AI, and complex systems contribute to the programme and a number of modules are taught by those leading these research projects. Employer interaction and feedback The specialist programmes, from which students on this programme are drawn, benefit from close collaboration with local companies. Theses liaisons influence the curriculum and also provide professional mentors, placement opportunities and quest speakers all of which are made available to students on this general programme.

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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.