# PROGRAMME AIMS AND OBJECTIVES

## Programme Title: BSc Degree with Honours in Interactive Multimedia Design with Diploma in Industrial Studies

The aim of this programme is to produce interactive multimedia design professionals who are skilled on three main themes: design, practical multimedia development and web development. This is an aim that the programme has successfully met for a number of years, while earning the respect of the local multimedia industry.

Students studying interactive multimedia design will have the opportunity to develop expertise of current and emerging concepts, practices, tools and technologies relevant to the design and production of interactive multimedia, while developing an understand of the relationships between design and information technology principles and practices that are core to today's growing multimedia, web and new media industries.

Specifically, the Programme aims are to:

- Provide an in-depth understanding of Interactive Multimedia Design
- Promote creative and innovative approaches to design and problem solving
- Develop analytical, critical and reflective thinking skills
- Provide experience of working within an industry context
- Promote understanding of the social impact of interactive multimedia
- Provide an educational environment that fosters appropriate leaning
- Encourage progression to postgraduate study and research.

On completion of the Programme, students will have had the opportunity to:

- Develop a solid understanding of Interactive Multimedia Design principles
- Develop expertise in Interactive Multimedia Design practices
- Understand the interplay between design and technology in interactive multimedia
- Become proficient in the use of core interactive multimedia tools and technologies
- Develop their ability to work as part of a team and also as an individual
- Become conversant with contemporary and emerging issues in multimedia and the Web
- Learn how to find, synthesise and apply data from a range of sources
- Enhanced their verbal and written communication skills
- Develop a professional ethical attitude and approach to work and to others
- Prepare for a successful career in the interactive multimedia design industry.

- **BSc Hons Interactive Multimedia Design – Structure Diagram**

**Year One**

| | | | |
|---|---|---|---|
| Semester 1 | Multimedia Asset Production<br>20 CAT Points | Introduction to Web Authoring<br>20 CAT Points | Introduction to Communication Design<br>20 CAT Points |
| Semester 2 | 2D Multimedia Authoring<br>20 CAT Points | Web Authoring<br>20 CAT Points | Imaging<br>20 CAT Points |

**Year Two**

| | | | |
|---|---|---|---|
| Semester 1 | Entrepreneurship & Professional Issues<br>20 CAT Points | Dynamic Web Authoring<br>20 CAT Points | Information Design<br>20 CAT Points |
| Semester 2 | Advances in Multimedia Authoring<br>20 CAT Points | Data Driven Web Authoring<br>20 CAT Points | Design Application<br>20 CAT Points |

**Year Three**

| | |
|---|---|
| Industrial Placement (for award of DIS / DAS)<br>60 CAT Points | |

**Year Four**

| | | | |
|---|---|---|---|
| Semester 1 | Advanced Interactive Programming<br>OR<br>Interactive Games Programming<br>OR<br>Advanced Multimedia Production<br>20 CAT Points | Future and Emerging Technologies for Multimedia<br>20 CAT Points | Innovation and Concept<br>20 CAT Points |
| Semester 2 | Advanced Web Authoring<br>20 CAT Points | Design Presentation and Reporting<br>10 CAT Points | Major project<br>30 CAT Points |

# BSC HONS INTERACTIVE MULTIMEDIA DESIGN

PLEASE NOTE: This specification provides a concise summary of the main features of the Interactive Multimedia Design degree and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the teaching, learning and assessment methods of each module can be found at http://imdweb.infj.ulst.ac.uk/ and in the student handbook.

1. **AWARD INSTITUTION/BODY**: UNIVERSITY OF ULSTER

2. **TEACHING INSTITUTION**: UNIVERSITY OF ULSTER

3. **LOCATION**: Jordanstown

4. **ACCREDITED BY**: N/A

5. **FINAL AWARD**: BSc (Hons) Interactive Multimedia Design with Diploma in Industrial Studies/Area Studies

6. **MODE OF ATTENDANCE**: Full-Time

7. **SPECIALISMS**: Multimedia

8. **COURSE/UCAS CODE**: ULS/U20 G450

9. **DATE WRITTEN/REVISED**: July 2009

10. **EDUCATIONAL AIMS OF THE COURSE**

The overall aim of the course is to produce Interactive Multimedia Design professionals who will have an understanding of the role and scope of design within various aspects of computer-based interaction.

The course will provide trained graduates who understand and can synthesise design principles and practice, and information technology. In particular, they will be conversant with aspects of computer-based interactive multimedia, including practical creative skills and theoretical awareness of the complex interplay of social, economic, psychological, technical and aesthetic issues underpinning the subject.

11. **MAIN LEARNING OUTCOMES**

The following reference points were used to inform the development of the programme and its learning outcomes: *British Computer Society Guidelines on Course Accreditation (P), QAA Computing subject benchmark statement (B)*

11.1 **BSc Hons Interactive Multimedia Design with DIS/DAS**

The course provides opportunities for students to achieve and demonstrate the following learning.

**11.1.K KNOWLEDGE AND UNDERSTANDING OF SUBJECT**

**K1** Digital formats for storing multimedia content.

**K2** The principles of 2D and 3D multimedia authoring.

**K3** Visual programming, databases, computer networks and data communications (B).

**K4** Multimedia design principles (P).

**K5** Professional issues in multimedia, including entrepreneurship (B/P).

**Learning and Teaching Methods:**

Lectures will be used to present the underpinning theory with "hands-on" experience gained during practical sessions. Strong emphasis will be placed on practical work with regular (and often individual) feedback and input from an academic member of staff. Case studies coupled with (electronic) group discussions will be used and will be supported by lectures and tutorial sessions where appropriate.

**Assessment Methods:**

There will be a strong emphasis on the use of continuous assessment. This will be supplemented with a wide variety of individual and group assessment methods, including sessional examinations.

**11.1.I INTELLECTUAL QUALITIES**

**I1** Formulate multimedia designs that conform to given technical and other constraints (B).

**I2** Analyse and evaluate the extent to which a multimedia system meets the criteria defined for its current use and future development (B).

**I3** Relate professional, legal, moral and ethical issues to the development and use of multimedia systems (B).

**I4** Justify &communicate the technical and design rationale for a particular multimedia system (B).

**I5** Apply multimedia fundamentals to the comprehension and evaluation of advanced multimedia technologies (B).

**Learning and Teaching Methods:**

I1 will be acquired through practical experience of developing multimedia systems. I2 will be developed through students writing critical evaluations of both professional and peer work. I3 will be taught using lectures seminars. I4 will be acquired through the writing of technical reports requiring students to explain and justify the technical decisions made in particular projects. I5 will be acquired as a student progresses through the course and are required to learn how to use upgrades to multimedia software without the need for formal teaching. Also, the Future Technologies module in final year will require students to research a new area of multimedia, requiring them to apply the fundamentals already acquired to aid their understanding.

**Assessment Methods:**

Attainment will be assessed using continuous assessment that requires students to develop multimedia systems given specific briefs and sessional examinations. Accompanying documentation will also be required to show the technical and design decisions taken along with the rationale applied.

**11.1.PPROFESSIONAL/PRACTICAL SKILLS**

**P1** Specify, design, construct and test multimedia systems (B/P).

**P2** Select and employ suitable techniques and tools for the design, creation and documentation of multimedia systems, with particular emphasis on understanding the whole process involved in the effective deployment of interactive multimedia solutions (B).

**P3** Evaluate multimedia systems with respect to general quality and possible trade-offs within the parameters of the problem (B).

**P4** Work effectively as part of an interactive multimedia design team (B).

**P5** Prepare and deliver presentations and written reports (B).

**P6** Develop multimedia solutions in a business/industrial context.

**Learning and Teaching Methods:**

Acquisition of P1-P3 will be achieved through tutorials, seminars and practical sessions. P4 and P5 will be developed through practical experience of working in a group and presenting results in both oral and written formats for some elements of assessed coursework. P6 will be gained through the industrial placement year.

**Assessment Methods:**

Coursework requiring students to develop, document and formally present their multimedia solutions to, at times industrial strength, problems (both individual and group based) will be used. Some of the group based coursework will include criteria to assess individual student contributions both to the end product(s) and to the group's operation.

**11.1.TTRANSFERABLE SKILLS**

**T1** Learn in both familiar and unfamiliar situations, making effective use of information-retrieval skills and of learning resources (B).

**T2** Communicate effectively with a variety of audience types using various media.

**T3** Effectively use general information technology facilities (B).

**T4** Appreciate the need for continuing professional development in recognition of the requirement for life long learning (B).

**Learning and Teaching Methods:**

Students will be expected to research various aspects of multimedia and of target domains for coursework specifications as an integral part of the course. In addition, different coursework specifications will often require students to select diverse target audiences for their multimedia developments. Hence students will acquire T1 and T2 throughout the course. Similarly, all modules will require students to use appropriate information technology, such as specific multimedia authoring tools as well as more basic tools such as web browsers, word processors and spreadsheets, ensuring students will acquire T3. As new versions of software are released, students will be expected to apply the fundamental principals taught in earlier modules to enable them to use the next release without the need for formal teaching. This will ensure they are aware of the need to maintain their skills and knowledge, thus fulfilling T4.

**Assessment Methods:**

T1 will mainly be assessed by considering design diaries, which record the research the student has undertaken into the required topic. T2 and T3 will be assessed through the development of multimedia solutions and the associated documentation. T4 will be indirectly assessed through student work in the later years of the course where they are required to use upgraded versions of multimedia tools to complete coursework.

11.1 **PROGRAMME LEARNING OUTCOME MAP - BSc Hons Interactive Multimedia Design DIS/DAS**

**Please note:** The matrix displays only the measurable programme outcomes and where these are developed and assessed within the modules offered in the programme.

| **Module** | | **Outcomes** | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Title** | **Code** | **K1** | **K2** | **K3** | **K4** | **K5** | **I1** | **I2** | **I3** | **I4** | **I5** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **T1** | **T2** | **T3** | **T4** |
| *Year 1* | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Web Authoring | COM149 | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | |
| Multimedia Asset Production | COM145 | ✓ | | | ✓ | ✓ | | | | ✓ | | | | | ✓ | ✓ | | | | ✓ | |
| Intro. to Communication Design | DES106 | | | | ✓ | | | ✓ | | | | | | ✓ | | ✓ | | | ✓ | | |
| Web Authoring | COM155 | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | |
| 2D Multimedia Authoring | COM146 | | ✓ | | | | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | | | ✓ | | |
| Imaging | DES107 | | | | ✓ | | | ✓ | | | | | | ✓ | | ✓ | | | ✓ | | |
| *Year 2* | | | | | | | | | | | | | | | | | | | | | |
| Dynamic Web Authoring | COM311 | | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | ✓ | |
| Entrepreneurship & Prof. Issues | COM312 | | | | | ✓ | | | ✓ | | | | | | ✓ | ✓ | | | | | ✓ |
| Information Design | DES311 | | | | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | | | ✓ | | |
| Data Driven Web Authoring | COM427 | | | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | | ✓ | | | |
| Advances in Multimedia Authoring | COM314 | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | |
| Design Application | DES310 | | | | ✓ | | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ | | | ✓ | | |
| *Year 3* | | | | | | | | | | | | | | | | | | | | | |
| Industrial Placement | COM300 | | | | | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| *Year 4* | | | | | | | | | | | | | | | | | | | | | |
| Interactive Games Programming | COM602 | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ | |
| Advanced Interactive Programming | COM533 | | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | |
| Advanced Multimedia Production | COM521 | | ✓ | | | | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | | | ✓ | | |
| Future & Emerging Tech for M'media | COM522 | ✓ | | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | |
| Innovation and Concept | DES511 | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Advanced Web Authoring | COM601 | | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | |
| Major Project | DES512 | | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ |
| Design Presentation and Reporting | DES513 | | | | ✓ | | | | | ✓ | | | | ✓ | | ✓ | | | ✓ | ✓ | |

## 11.2 Certificate of Higher Education in Interactive Multimedia Design (Exit Award)

The course provides opportunities for students to achieve and demonstrate the following learning. Successful students will be able to:

### 11.2.K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

**K1** Digital formats for storing multimedia content.

**K2** The principles of 2D multimedia authoring.

**K3** Visual programming and data communications

**K4** Multimedia design principles.

**K5** Professional issues in multimedia.

**Learning and Teaching Methods:**

Lectures will be used to present the underpinning theory with "hands-on" experience gained during practical sessions. Strong emphasis will be placed on practical work with regular (and often individual) feedback and input from an academic member of staff. Case studies coupled with (electronic) group discussions will be used and will be supported by lectures and tutorial sessions where appropriate.

**Assessment Methods:**

There will be a strong emphasis on the use of continuous assessment. This will be supplemented with a wide variety of individual and group assessment methods, including sessional examinations.

### 11.2.I INTELLECTUAL QUALITIES

**I1** Produce multimedia designs that conform to given technical and other constraints.

**I2** Present and discuss the extent to which a multimedia system meets the criteria defined for its current use.

**I4** Communicate the technical and design rationale for a particular multimedia system.

**Learning and Teaching Methods**

I1 will be acquired through practical experience of developing multimedia systems. I2 will be developed through students writing critical evaluations of both professional and peer work. I4 will be acquired through the writing of technical reports requiring students to explain and justify the technical decisions made in particular projects. Also, the Future Technologies module in final year will require students to research a new area of multimedia, requiring them to apply the fundamentals already acquired to aid their understanding.

**Assessment Methods**

Attainment will be assessed using continuous assessment that requires students to develop multimedia systems given specific briefs and sessional examinations. Accompanying documentation will also be required to show the technical and design decisions taken along with the rationale applied.

### 11.2.PPROFESSIONAL/PRACTICAL SKILLS

**P1** Design and construct multimedia systems.

**P2** Apply suitable techniques and tools for the design, production and documentation of multimedia systems,

**P3** Discuss multimedia systems with respect to general quality and possible trade-offs within the parameters of the problem.

**P4** Work as part of a team.

**P5** Prepare and deliver presentations and written reports.

**Learning and Teaching Methods**

Acquisition of P1-P3 will be achieved through tutorials, seminars and practical sessions. P4 and P5 will be developed through practical experience of working in a group and presenting results in both oral and written formats for some elements of assessed coursework.

**Assessment Methods**

Coursework requiring students to develop, document and formally present their multimedia solutions to, at times industrial strength, problems (both individual and group based) will be used. Some of the group based coursework will include criteria to assess individual student contributions both to the end product(s) and to the group's operation.

**11.2.TTRANSFERABLE SKILLS**

**T2** Communicate with a variety of audience types using various media.

**T3** Use general information technology facilities.

**Learning and Teaching Methods**

Students will be expected to research various aspects of multimedia and of target domains for coursework specifications as an integral part of the course. In addition, different coursework specifications will often require students to select diverse target audiences for their multimedia developments. Hence students will acquire T2 throughout the course. Similarly, all modules will require students to use appropriate information technology, such as specific multimedia authoring tools as well as more basic tools such as web browsers, word processors and spreadsheets, ensuring students will acquire T3.

**Assessment Methods**

T1 will mainly be assessed by considering design diaries, which record the research the student has undertaken into the required topic. T2 and T3 will be assessed through the development of multimedia solutions and the associated documentation. T4 will be indirectly assessed through student work in the later years of the course where they are required to use upgraded versions of multimedia tools to complete coursework.

11.2 **PROGRAMME LEARNING OUTCOME MAP - Certificate in Higher Education in Interactive Multimedia Design (Exit Award)**

**Please note:** The matrix displays only the measurable programme outcomes and where these are developed and assessed within the modules offered in the programme.

| **Module** | | **Outcomes** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Title** | **Code** | **K1** | **K2** | **K3** | **K4** | **K5** | **I1** | **I2** | **I4** | **P1** | **P2** | **P3** | **P4** | **P5** | **T2** | **T3** |
| *Year 1* | | | | | | | | | | | | | | | | |
| Introduction to Web Authoring | COM149 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| Multimedia Asset Production | COM145 | ✓ | | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ |
| Introduction to Communication Design | DES106 | | | | ✓ | | | ✓ | | | | ✓ | | ✓ | ✓ | |
| Web Authoring | COM155 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| 2D Multimedia Authoring | COM146 | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| Imaging | DES107 | | | | ✓ | | | ✓ | | | | ✓ | | ✓ | ✓ | |

## 11.3 Associate Bachelor's Degree in Interactive Multimedia Design DIS/DAS (Exit Award)

The course provides opportunities for students to achieve and demonstrate the following learning. Successful students will be able to:

### 11.3.K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

**K1** Digital formats for storing multimedia content.

**K2** The principles of 2D and 3D multimedia authoring.

**K3** Visual programming, databases, computer networks and data communications.

**K4** Multimedia design principles.

**K5** Professional issues in multimedia, including entrepreneurship.

**Learning and Teaching Methods:**

Lectures will be used to present the underpinning theory with "hands-on" experience gained during practical sessions. Strong emphasis will be placed on practical work with regular (and often individual) feedback and input from an academic member of staff. Case studies coupled with (electronic) group discussions will be used and will be supported by lectures and tutorial sessions where appropriate.

**Assessment Methods:**

There will be a strong emphasis on the use of continuous assessment. This will be supplemented with a wide variety of individual and group assessment methods, including sessional examinations.

### 11.3.I INTELLECTUAL QUALITIES

**I1** Formulate multimedia designs that conform to given technical and other constraints.

**I2** Analyse and evaluate the extent to which a multimedia system meets the criteria defined for its current use and future development.

**I3** Relate professional, legal, moral and ethical issues to the development and use of multimedia systems.

**I4** Justify &communicate the technical and design rationale for a particular multimedia system.

**Learning and Teaching Methods:**

I1 will be acquired through practical experience of developing multimedia systems. I2 will be developed through students writing critical evaluations of both professional and peer work. I3 will be taught using lectures seminars. I4 will be acquired through the writing of technical reports requiring students to explain and justify the technical decisions made in particular projects. Also, the Future Technologies module in final year will require students to research a new area of multimedia, requiring them to apply the fundamentals already acquired to aid their understanding.

**Assessment Methods:**

Attainment will be assessed using continuous assessment that requires students to develop multimedia systems given specific briefs and sessional examinations. Accompanying documentation will also be required to show the technical and design decisions taken along with the rationale applied.

**11.3.PPROFESSIONAL/PRACTICAL SKILLS**

**P1** Design and construct and test multimedia systems.

**P2** Select and employ suitable techniques and tools for the design, creation and documentation of multimedia systems, recognising the process involved in the effective deployment of interactive multimedia solutions.

**P3** Discuss multimedia systems with respect to general quality and possible trade-offs within the parameters of the problem.

**P4** Work effectively as part of an interactive multimedia design team.

**P5** Prepare and deliver presentations and written reports.

**Learning and Teaching Methods:**

Acquisition of P1-P3 will be achieved through tutorials, seminars and practical sessions. P4 and P5 will be developed through practical experience of working in a group and presenting results in both oral and written formats for some elements of assessed coursework.

**Assessment Methods:**

Coursework requiring students to develop, document and formally present their multimedia solutions to, at times industrial strength, problems (both individual and group based) will be used. Some of the group based coursework will include criteria to assess individual student contributions both to the end product(s) and to the group's operation.

**11.3.TTRANSFERABLE SKILLS**

**T1** Learn in both familiar situations, making use of information-retrieval skills and of learning resources.

**T2** Communicate effectively with a variety of audience types using various media.

**T3** Effectively use general information technology facilities.

**T4** Appreciate the need for continuing professional development.

**Learning and Teaching Methods:**

Students will be expected to research various aspects of multimedia and of target domains for coursework specifications as an integral part of the course. In addition, different coursework specifications will often require students to select diverse target audiences for their multimedia developments. Hence students will acquire T1 and T2 throughout the course. Similarly, all modules will require students to use appropriate information technology, such as specific multimedia authoring tools as well as more basic tools such as web browsers, word processors and spreadsheets, ensuring students will acquire T3. As new versions of software are released, students will be expected to apply the fundamental principals taught in earlier modules to enable them to use the next release without the need for formal teaching. This will ensure they are aware of the need to maintain their skills and knowledge, thus fulfilling T4.

**Assessment Methods:**

T1 will mainly be assessed by considering design diaries, which record the research the student has undertaken into the required topic. T2 and T3 will be assessed through the development of multimedia solutions and the associated documentation. T4 will be indirectly assessed through student work in the later years of the course where they are required to use upgraded versions of multimedia tools to complete coursework.

11.3. **PROGRAMME LEARNING OUTCOME MAP - Associate Bachelor's Degree in Interactive Multimedia Design DIS/DAS (Exit Award)**

**Please note:** The matrix displays only the measurable programme outcomes and where these are developed and assessed within the modules offered in the programme.

| **Module** | | **Outcomes** | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Title** | **Code** | **K1** | **K2** | **K3** | **K4** | **K5** | **I1** | **I2** | **I3** | **I4** | **I5** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **T1** | **T2** | **T3** | **T4** |
| *Year 1* | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Web Authoring | COM149 | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | |
| Multimedia Asset Production | COM145 | ✓ | | | ✓ | ✓ | | | | ✓ | | | | | ✓ | ✓ | | | | ✓ | |
| Introduction to Communication Design | DES106 | | | | ✓ | | | ✓ | | | | | | ✓ | | ✓ | | | ✓ | | |
| Web Authoring | COM155 | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | |
| 2D Multimedia Authoring | COM146 | | ✓ | ✓ | | | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | | | ✓ | | |
| Imaging | DES107 | | | | ✓ | | | ✓ | | | | | | ✓ | | ✓ | | | ✓ | | |
| *Year 2* | | | | | | | | | | | | | | | | | | | | | |
| Dynamic Web Authoring | COM311 | | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | ✓ | |
| Entrepreneurship & Professional Issues | COM312 | | | | | ✓ | | | ✓ | | | | | | ✓ | ✓ | | | | | ✓ |
| Information Design | DES311 | | | | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | | | ✓ | | |
| Data Driven Web Authoring | COM427 | | | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | | ✓ | | | |
| Advances in Multimedia Authoring | COM314 | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | |
| Design Application | DES310 | | | | ✓ | | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ | | | ✓ | | |

12. **STRUCTURE AND REQUIREMENTS FOR THE AWARD**

The course is of 4 years duration. Years 1, 2 and 4 are spent at the University and year 3 is a period of industrial placement.

The course structure is centred on three main themes, design, practical multimedia development and technical underpinning. All modules within the course are compulsory due to the fact that the course brings together two traditionally distinct disciplines (computing and design) and thus must cover core material from both. Years 1 and 2 equip students with the necessary multimedia skills required to be useful in an industrial context. Year 1 consists of 120 credit points at level 1 and Year 2, 120 credit points at level 2.

All students normally spend Year 3 on placement, working in some aspect of the multimedia industry for a minimum of 48 weeks. On satisfactory completion of the placement period, the student is eligible for the award of a Diploma in Industrial Studies after successful completion of the course.

Year 4 provides students with an opportunity to research a specific aspect of multimedia and to develop and document large scale multimedia solutions under controlled conditions, developing further their design expertise and practical authoring skills. Students' technical knowledge is both broadened (through, for example, the exposure to future and emerging technologies) and deepened (through, for example, the advanced study of advanced web authoring). Year 4 consists of 120 credit points at level 3.

Satisfactory completion of each pre-final year of the course is normally a pre-requisite for progression to the subsequent year (i.e. a candidate must pass all modules in the year – see table below and Section 16). Satisfactory completion of Year 4 leads to the award of the degree with Honours. Pass requirements and Honours classifications are detailed in Section 16. The language of instruction is English.

| **Module Title** | **Credit Level** | **Credit Points** | **Module Status** | **Awards** |
|---|---|---|---|---|
| Introduction to Web Authoring | 1 | 20 | Compulsory | |
| Multimedia Asset Production | 1 | 20 | Compulsory | |
| Introduction to Communication Design | 1 | 20 | Compulsory | |
| Web Authoring | 1 | 20 | Compulsory | CertHE Inter-active Multi-media Design |
| Advances in Multimedia Authoring | 1 | 20 | Compulsory | |
| Imaging | 1 | 20 | Compulsory | |
| Dynamic Web Authoring | 2 | 20 | Compulsory | |
| Entrepreneurship and Professional Issues | 2 | 20 | Compulsory | AB Inter-active Multi-media Design |
| Information Design | 2 | 20 | Compulsory | |
| Data Driven Web Authoring | 2 | 20 | Compulsory | |
| Advances in Multimedia Authoring | 2 | 20 | Compulsory | |

| | | | | |
|---|---|---|---|---|
| Design Application | 2 | 20 | Compulsory | |
| Industrial Placement | 2 | 60 | Core | DIS/DAS |
| Interactive Games Programming | 3 | 20 | Optional | 1/6 |
| Advanced Interactive Programming | 3 | 20 | Optional | 1/6 |
| Advanced Multimedia Production | 3 | 20 | Optional | 1/6 |
| Future & Emerging Tech for Multimedia | 3 | 20 | Compulsory | 1/6 |
| Innovation and Concept | 3 | 20 | Compulsory | 1/6 |
| Advanced Web Authoring | 3 | 20 | Compulsory | 1/6 |
| Major Project | 3 | 30 | Compulsory | 1/4 |
| Design Presentation and Reporting | 3 | 10 | Compulsory | 1/12 |

## 13. SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

- Induction process
- Course Director
- Advisers of Studies
- Programme website
- Programme online forum
- Programme and Module handbooks
- Programme specific computer laboratory
- Library & LRC
- Intranet containing learning support material
- Student e-mail accounts and full access to the Internet
- Support preparing for finding and during placement
- Personal Development Planning
- Career Development Centre
- Information Services Department
- Student Support Department

- Sport and Recreation Department
- International Office
- Students' Union
- Chaplaincy

## 14. CRITERIA FOR ADMISSION

Applicants must satisfy the University's general entry requirements as set out in the prospectus or demonstrate their ability to undertake the course through the accreditation of prior experiential learning (APEL). The initial offer standard may vary from year to year. See prospectus entry.

*Specific requirements for admission are detailed below:*

Year 1

- Typically 280 UCAS tariff points or equivalent
- Typical GCE/VCE 'A' level requirements - BBC
- Typical Irish Leaving Certificate requirements - BBBCC
- Other qualifications deemed equivalent, e.g. National Diploma, Higher National Diploma, International Baccalaureate
- APEL

Year 2

- Successful completion of an approved Foundation Degree Programme
- APEL

## 15. EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF TEACHING AND LEARNING

Quality and standards are evaluated and improved through consideration of:

Mechanisms for the review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- University processes for periodic re-approval of courses and annual subject monitoring
- Module reviews (include student input)
- Review of external examiner views expressed in assessment moderation, during Examination Board visits and in annual reports
- Annual course review prepared by the course team
- Peer teaching observations and feedback
- Annual staff reviews

Committees with responsibility for monitoring and evaluating quality:

- Staff Student Consultative Committee
- Course committee
- Board of Examiners
- Faculty Teaching and Learning Committee (includes student members)
- University Teaching and Learning Committee.

Mechanisms for gaining student feedback on the quality of their learning experience:

- Staff-Student Consultative Committee
- Online Forum website
- Student representatives on School and Faculty boards
- Module evaluation - questionnaires / module forum / module freeform responses
- Student questionnaires on each lecturer.
- Placement reports

Staff development includes:

- Updating in the subject through research and scholarship
- Consultancy
- Technology transfer
- University Staff Development Programme

In addition, there are University/Faculty/School strategies for teaching and learning.

## 16. REGULATION OF STANDARDS

Assessment rules

The pass mark for each module is 40%. In the module that is assessed by both coursework and examination a student must achieve an overall mark of 40% with a minimum of 35% in each element. To pass each year of the course candidates must obtain a pass in each module taken.

In Year 3 Industrial Placement, the following rules apply:

| | |
|---|---|
| At least 70% | Award DIS with commendation |
| At least 50% and less that 70% | Award DIS |
| At least 40% | Pass year 3 and progress to final year. |

The following percentages are used to determine candidates' overall Honours degree classification:

| | |
|---|---|
| Class I | At least 70% |
| Class II (division i) (IIi) | At least 60% and less than 70% |
| Class II (division ii) (IIii) | At least 50% and less than 60% |
| Class III | At least 40% and less than 50% |

Only Year 4 Level 6 modules contribute to the honours classification. All modules are weighted according to their credit points.

External examiners

The course has one External Examiner. His role is to consult, through the Course Director, with the internal examiners on the approval and moderation of examination papers and other forms of assessment. He approves the examination papers for Year 4, and reviews all the assessment marking and results for Years 1 to 4. In addition, the External Examiner ensures comparability with similar courses at other institutions as regards course content and the standard of marking of examination papers and other forms of assessment. He provides valuable feedback to the Course Committee by submitting annual reports outlining any strengths or weaknesses of the course and the assessment procedures. The External Examiner may assist the Course Committee in reaching decisions on borderline candidates, and may engage in a viva-voce examination with such candidates.

## 17. INDICATORS OF QUALITY RELATING TO TEACHING AND LEARNING

- The outcome of the QAA Institutional Audit (2005) to which the Computing Discipline Audit Trail was a major contributor: judgement of broad confidence with no requirements.
- The Faculty was given a satisfactory rating by the QAA subject review process for its Computing Science Teaching provision (1994) and attained 22 in the QAA Subject Review of Mathematics (2000).
- Some teaching staff are members of the Higher Education Academy
- A number of the current Faculty's staff have received the University's Distinguished Teaching Award.
- The 2008 RAE noted that 90% of our research in Computer Science was internationally recognised and we are now ranked 15th out of 81 universities in the UK for Research Power (league table independently calculated by "Research Fortnight") and we submitted the 8th largest submission in the UK.
- External funding for learning and teaching initiatives.
- New staff and some existing staff have attained the Postgraduate Certificate in University Teaching.
- Staff participation in multimedia related consultancy and knowledge transfer initiatives.

## Year 1

This year lays some of the groundwork for interactive multimedia design through studies in basic information technology and communication design. This year will also enable students to experience the wide context of multimedia through industrial and/or design case studies and individual and group project work.

### Multimedia Asset Production

This module provides students with a practical introduction to, and an initial competence in, the use of a multimedia computer and associated applications.

### Introduction to Web Authoring

Introduces the technical concepts that underpin web authoring.

### Introduction to Communication Design

Illustrates how fundamental elements are the building blocks, which used creatively, deliver information of varying complexity in a range of contexts.

### 2D Multimedia Authoring

Building on semester learning from semester one this provide students with the multimedia authoring/scripting skills necessary for implementing design concepts using multimedia technologies.

### Web Authoring

Students learn the technical concepts that underpin the creation and styling of multimedia content.

### Imaging

This module enables student to understand and create images, an essential part of the toolbox of a potential designer. This module extends the image array to include still and moving images from live and animated sources.

## Year 2

This year will build upon the foundational material covered in year 1 to prepare students for their industrial placement year, ensuring they have sufficient skills to be directly employed within the multimedia industry and also have an understanding of business operations.

### Advances in Multimedia Authoring

Students consider the principals of 3D Multimedia Authoring and have the opportunity to design and develop online interactive 3D products.

### Dynamic Web Authoring
Dynamic Web Authoring extends basic, static, web authoring techniques and forms a basis for data driven websites and more advanced web based applications.

### Data Driven Web Authoring
Provides students with a good understanding of data driven web authoring technology and practical experience and introduces more advanced interaction tools and techniques.

### Design Application
Students will confront the problems of designing interfaces for interactive products. The principles and creative aspects of interaction design will be addressed.

### Entrepreneurship and Professional Issues
This module considers Copyright, Data Protection Act and other relevant legislation, entrepreneurship, professional bodies, creating a business plan, working freelance and other key professional skill.

### Information Design
This module develops an awareness of the research, production and design skills required to successfully complete a simple multimedia production utilising learned techniques.

## Year 3
This will normally consist of a one year Professional Placement in a commercial or industrial environment. Students are placed in employment through the standard procedures of application and interview but all arrangements leading to interview and a contract of employment are undertaken by a member of academic staff, the Placement Co-ordinator. Individual experiences will obviously vary across companies but all students should have many opportunities to develop not only technical and design skills, but also transferable skills such as team working, oral and written communication etc.

Performance on the placement will be assessed and students attaining a sufficient level of performance will be eligible to have their degree supplemented by the award of the Diploma in Industrial Studies (DIS) or a Diploma in Area Studies (DAS).

## Year 4
Year 4 capitalises on the maturity and professional experience of the students gained during the Professional Placement. It is designed to maximise the opportunities that students have of working with multimedia through project work. To support this, more advanced multimedia concepts are introduced. The emphasis on projects is necessary to reflect the importance given to a portfolio of work by many of the relevant professional bodies. It will also offer students a choice of work Programme as they will be able to select projects in whichever discipline they wish to specialise.

### Innovation and Concept
The module offers the student an opportunity to research and develop the basis for a realistic and meaningful piece of work. Work from this module will help students develop individual design skills, identities and direction.

### Advanced Interactive Programming

In this module students learn how to design and develop complex component-based interactive programs, building on programming knowledge from earlier modules, while introducing techniques required for the advanced programming of multimedia systems.

**OR**

### Interactive Games Programming

Theories in games design and programming, management of the games production.. Current topics in games design and programming are introduced. Usability is emphasised.

**OR**

### Advanced Multimedia Production

Provides students with the practical skills necessary for implementing design concepts using advanced multimedia technologies including High-end Post Production and production for HD and DVD platforms.

### Future and Emerging Technologies for Multimedia

Multimedia and related technologies are developing at a rapid pace. This module allows students to develop specialist knowledge of future and emerging technologies related to multimedia and to develop their research, evaluation and reporting skills.

### Advanced Web Authoring

Develops an awareness of techniques and the skills to apply related technologies and standards. Key topics include Extensible Markup Language (XML) and related technologies, usability and content management and processing.

### Major Project

Students will produce a major piece of multimedia work during this module. The choice of topic and preparation of a project proposal document will have wholly or in part taken place in the first Semester of the final year of the course. The choice of topic should be sufficiently open ended to allow the student to demonstrate his or her abilities to develop a range of creative solutions.

### Design Presentation and Reporting

Students will devise, develop and present a report that sets out the rationale, analysis, conclusions and critical appraisal of their Level D Major Project. The report will encourage students to collate and analyse factors that have influenced the success of multimedia in the market place and enhance communication skills through written and visual material.

## PLACEMENT AND CAREER OPPORTUNITIES

Students spend Year 3 in relevant and supervised employment referred to as industrial placement. The first two years of the BSc Programme are designed to provide the students with the knowledge and expertise they will need to extract maximum benefit from the placement experience.

**Preparation for Placement/Employment**

In addition to exploring the various aspects of the placement year and its relationship with other elements of the BSc Programme, students are prepared for the application and selection procedures associated with placement and ultimately, employment. This includes advice on researching the market, completion of application forms, and preparation for interview. Much of this preparation takes place in the Professional Issues module in Year 2. However, all Year 1 and 2 modules contribute to the desired portfolio of skills and in particular, the teamwork aspects will help to develop important inter-personal and group skills that are of increasing importance within the commercial environment.

A small set of additional modules, based outside of the Progamme, have been introduced to assist students making applications to companies as part of their sandwich placement as it is often their first experience of the world of work. By visiting students currently on placement this will give them a better insight and therefore allow them to prepare themselves better for the complete placement process. As well as acquiring knowledge in the taught modules students need to see first-hand how this relates to the industrial setting. It will make students more aware of how organisations function on a day-to-day basis and not just through the formal interview process and guided tours typically offered as part of the interview.

As fledgling I.T. professionals students should reflect upon their own experiences, learning, performance and/or achievements and start to plan for their personal, educational and career development from the start of their degree.

There is a wide range of placement opportunities in Northern Ireland, Great Britain and the Republic of Ireland, and from time to time some placements overseas. We will find several employers willing to consider you for placement. Selection is by competitive interview by the employer concerned. They will pay your interview expenses. There is no maintenance grant or loan during the placement year; instead you will receive a proper salary. The placement lasts for about 48 weeks. Students have reported in glowing terms on the value of the placement experience, and their placement employers have offered several eventual permanent positions. Similarly placement employers have reported very favourably on our students.

For the student, placement should ideally provide appropriate training and work based in a well organised design team. It must provide a genuine opportunity for the student to develop towards professional competence. Both the Faculty of Computing and Engineering and The Faculty of Art, Design and the Built Environment have built up contacts with many employing organisations that are in a position to provide suitable placements. While the precise nature of placements will vary from employer to employer, it is intended that students are initially given close supervision and guidance and are progressively given more responsibility as the placement proceeds. Before the end of placement students should be contributing as a full employee of the company. During placement each student is supervised by an industrial supervisor from the employing company and an academic supervisor from either the Faculty of Computing and Engineering or the Faculty of Art, Design and the Built Environment.

Normally, each student will receive at least two visits from an academic supervisor. However, special arrangements such as telephone, e-mail or video conferencing may be used to contact

those students who are placed in geographically distant locations. These media may also be used to supplement the formal academic visits to other students if necessary.

The experience gained and the associated personal development is subsequently drawn on during the final year of the BSc Programme. In some cases the final year project may stem directly from projects that have been identified during the placement year. Successful completion of the industrial placement is recognised by the award of the Diploma in Industrial Studies or Diploma in Area Studies.

Placements also help both Faculties to provide graduates with the qualities that employers require. The visits of academic supervisors to students on placement provide an ideal opportunity to obtain a view of the Programmes from an industrial perspective. The links with industry, which placement promotes, also help the Course Committee to keep abreast of changing industrial requirements and often lead to other joint ventures such as custom-built training Programmes, teaching company schemes and other collaborative research.

Placement offers an opportunity to use and enhance the skills developed during the first two years of the Programme in a work-based context. Each student's placement experience will be different depending on the employer but each placement is vetted by the University to ensure it offers a worthwhile experience. Within the Faculty, there have been many instances of students taking up a full-time post with their placement employer after graduation.

In addition to developing multimedia skills, placement often provides opportunities for students to acquire other transferable skills such as working as part of a team, interacting with clients, business awareness etc.

"Key skills" are qualities of graduates that are greatly desired by today's employers. They include the ability to work as part of a team, write written reports or give oral presentations. Opportunities are provided throughout the Programme to develop these important qualities, in particular through group assignment work included in several modules and the opportunities offered through placement. Often assignments will include marking criteria that assess a student's ability in one or more key skills, for example, by awarding a mark for the effectiveness of a group as part of a group project.

**The Placement Tutor**
The BSc Programme has a member of academic staff known as the Placement Tutor who is responsible for:

- Establishing and maintaining good relations with placement providers;
- Finding new placements as required;
- Preparing students for the placement experience;
- Administering the process whereby students are placed;
- Collating the assessment returns at the end of the placement year;
- Making recommendation regarding each student's overall performance and progress.
- The Programme Placement Tutor is a member of a Faculty of Computing and Engineering Placement Group chaired by a Faculty Placement Co-ordinator. This group seeks to ensure close collaboration in the work of various Programme placement tutors.

**Career Opportunities**
Students from this Programme may enter a broad range of possible careers. For example, they may develop web pages, software for multimedia kiosks or interactive multimedia CD's. Alternatively they may wish to specialise in the technical aspects of multimedia or become

graphic designers. Further study routes are also possible through MRes, MPhil and PhD Programmes for those wishing to conduct detailed research into specific aspects of multimedia.

Careers advice is formally provided by the Careers Service.
See **http://www.ulst.ac.uk/careers/** for more information.

## THE PROGRAMME TIMETABLE

The course timetable will be distributed at enrolment or induction and can also be viewed on the course noticeboard. These timetables are provisional and may be modified by module coordinators as required.

## ACADEMIC CALENDAR
## Dates of Attendance/Examinations/Vacations: 2009/2010

| | | |
|---|---|---|
| **Semester 1 (Autumn)** | Monday 21 September 2009 | Teaching begins |
| | Friday 11 December 2009 | Teaching ends |
| | Monday 14 December 2009 | Christmas Vacation begins |
| | Friday 25 December 2009 to Friday 1 January 2010 | **University Closed** (Christmas) |
| | Friday 4 January 2010 | Christmas Vacation ends |
| | Tuesday 5 January to Saturday 16 January 2010 | Examination Period |
| | Friday 22 January 2010 | Autumn Semester ends |
| | Friday 5 February 2010 | Last date for meetings of Course/Subject Committees (Semester One Progress review) |
| **Semester 2 (Spring)** | Monday 25 January 2010 | Teaching begins |
| | Wednesday 17 March 2010 | **University Closed** (St Patrick's Day) |
| | Monday 29 March 2010 | Easter Vacation begins |
| | Monday 5 April to Friday 9 2010 | **University Closed** |
| | Friday 9 April 2010 | Easter Vacation ends |
| | Monday 3 May 2010 | **University Closed** (May Day) |
| | Tuesday 4 May to Friday 7 May 2010 | Revision week (non-teaching) |
| | Monday 10 May to Saturday 22 May 2010 (with possible extension to 25 May if required for first sit examinations) | Examination period |
| | Friday 28 May 2010 | Spring semester ends |
| | Thursday 10 June 2010 | Last date for meetings of Boards of Examiners |
| | Monday 28 June – Tuesday 6 July 2010 | Summer Graduation Ceremonies |
| **Resit Period** | Wednesday 11 August to Thursday 19 August 2010 | Supplementary Examinations |

## PROGRAMME MANAGEMENT

Dr Peter Nicholl
Course Director

Course Committee members are:-

| | | |
|---|---|---|
| Bill Blackburn | Ian Fleming | Nicklas Perrson |
| Chris Murphy | Jonathan Wallace | Paul McCormack |
| Hui Wang | Luke Chen | William Johnston |
| Huiru Zheng | George Moore | Terry Anderson |

Day-to-day administration of each Programme is the responsibility of the Course Director. All major decisions in the running of the Programme are taken at Course Committee meetings.

**Course Committee**
The Course Committee is essentially a committee formed by those members of academic staff who have teaching responsibilities on the Programme as well as the nominated Studies Advisors.

The Course Committee reports to the Faculty's Teaching and Learning Committee, which in turn reports to the Faculty of Computing and Engineering Board. This is the normal route for all of the Faculty's Course Committee meeting minutes.

Student progression (i.e. assessing the performances of students and determining whether or not they should be allowed to proceed to the next stage of the Programme) is the responsibility of the Board of Examiners. The Board of Examiners is essentially the Course Committee plus an External Examiner. The External Examiner is an academic member of staff from another university whose main brief is to oversee standards etc. on the Programme.

The Programme Committee meets on a regular basis - normally at least once per semester, although other special meetings may be arranged should a need be identified.

**Student/Staff Consultative Committee**
Part of the Course Committee meetings is devoted exclusively to the consideration of general student problems associated with the Programme. This is the Staff-Student Consultative Committee and two/three elected students from each year of the Programme are invited to participate as Class Representatives. These elected representatives are invited to express the views of their peers in relation to the organisation and delivery of the Programme. In the past issues addressed have included:

- Resourcing;
- Comments on the delivery assessment of each module;
- Workloads;
- General Feedback
- Other general programme-related matters

The Staff-Student Consultative Committee is a formal forum for students to express their opinions. The Faculty's policy is to encourage the early identification of problems and to bring these to the attention of staff as soon as possible.

**Assessment**

**Criteria for assessing and grading course work**
These are specific to each module and will be provided when each assignment is issued.

**Assessment methods used may include:**
Formal timed limited, unseen examination paper.
- Open book class test
- Group project
- Individual project
- Written report
- Presentation

**Support for Students with Resits**
Each student with resits will be encouraged to reflect upon their own performance and in conjunction with the appropriate module co-ordinator(s) develop a recovery strategy. Study Skills and Examination Technique will be revisited in conjunction with revision seminars in the lead up to the supplementary examination period.

**Student Support & Guidance**
Students are supported in a number of ways within the Course:
- Programme Web-site
- Studies Advisors
- PDSystem

**Programme Website**
The programme website provides access to a range of information sources including, but not limited to:
- Student Charter
- Student Handbook
- Programme Handbook
- General advice on where and how to seek help
- Links to all relevant Student Support Services

**Induction**
New students receive a dedicated Induction Day before the start of term. Induction and Studies Advice are ongoing through Semester 1 to the end of Semester 2 of the first year a student joins the Course. The key distinction between semesters one and two is the gradual shift in the level of studies advice provided. Student support will be available throughout the year, but it becomes more transparent in Semester 2.

# PROGRAMME REGULATIONS

# BSC HONS INTERACTIVE MULTIMEDIA DESIGN
# UNIVERSITY OF ULSTER

## UNIVERSITY OF ULSTER

| 1 | TITLE | CODE |
|---|---|---|
| | **Bachelor of Science (with Honours) in Interactive Multimedia Design with DIS/DAS** | **2081** |

## 2 MODE OF ATTENDANCE

Full-Time

## 3 DURATION

FULL-TIME SANDWICH: Normally 4 years (6 semesters of study and placement year)

FULL-TIME INTERCALARY: Normally 4 years (8 semesters of study including year of Study Abroad)

## 4 LOCATION

Jordanstown

## 5 FACULTY

Faculty of Computing and Engineering

## 6 ADMISSION REQUIREMENTS

Applicants must:

(a) satisfy the University's general entry requirements; [and]

*normally have qualifications equivalent to GCE A-Level passes in three subjects with grades BBC; and normally have GCSE pass of grade C in Mathematics.*

or

(b) provide evidence of their ability to undertake the programme through the accreditation of prior experiential learning.

Applicants may be admitted directly to Year 2 from an approved Foundation Degree in Computing. Upon successful completion of year 2, these candidates may proceed directly to final year.

## 7 EXEMPTIONS

7.1 Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, or evidence from the accreditation of prior experiential learning, may be accepted as exempting candidates from part of an approved programme provided that they shall register as students of the University for modules amounting to at least the final third of the credit value of the award at the highest level.

## 8 PLACEMENT/STUDY ABROAD

8.1 Candidates shall undertake a period of industrial placement or study abroad after successful completion of Year 2 and before commencing Year 4 of the course. The placement/study period shall normally last for at least 48 weeks.

8.2 Candidates admitted to Year 1 who can provide documentary evidence of satisfactory work experience in computing may be exempt from Year 3 (Industrial Placement). (Such students would not be entitled to the award of DIS).

8.3 During the placement period students will be assessed as described in the Placement module specification.

8.4 Exemption from the placement requirement, for reasons other than those described in 8.2, will be awarded only in the most exceptional circumstances and in keeping with all relevant Codes of Practice.

8.5 Placement forms an integral part of the course. Whilst the Faculty Placement Support Team will facilitate the process as much as possible, it is important to note that it is the responsibility of the students to find a suitable placement and to have it approved by the Placement Tutor.

8.6 During their 2nd year, in preparation for going on placement, students must proactively engage in the placement process. This will include compulsory attendance and completion of the 'Placement Preparation Module' as well as actively seeking job opportunities.

8.7 During their placement year candidates are expected to adhere to the normal attendance practices at their place of employment. An industrial supervisor from the employing company and an academic supervisor from the Faculty supervises each student.

## 9 ATTENDANCE REQUIREMENTS

9.1 Students are expected to attend all classes associated with the programme and be punctual and regular in attendance.

9.2 A student who has not been in attendance for more than three days through illness or other cause must notify immediately the Course Director using the NA1 form. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five working days, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students. If the period of non-

attendance affects the submission of Coursework then an EC1 should be submitted to the Course Director.

9.3 Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students.

## 10 RULES GOVERNING STUDENT CHOICE

10.1 Modules are offered as indicated in the table at section 18. Revisions may be made in accordance with the University's quality assurance procedures. Module availability may vary.

## 11 EXAMINATION AND ASSESSMENT

11.1 The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.

11.2 Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a viva voce examination.

11.3 Within each module candidates shall be assessed by coursework and written examination or coursework only in accordance with the attached table.

11.4 The pass mark for the module shall be 40%. Where a module is assessed by a combination of coursework and examination a minimum mark of 35% shall be achieved in each element.

11.5 The pass mark for the placement is 50%; a mark of 40% is sufficient for progression to the next stage of the course.

## 12 SUBMISSION OF COURSEWORK

12.1 Coursework shall be submitted by the dates specified by the Course Committee.

12.2 Students may seek prior consent from the Course Committee to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation, and in the case of illness by a medical certificate. This application shall be made to the Course Director.

12.3 Coursework submitted without consent after the deadline shall not normally be accepted.

## 13 PROGRESS

13.1 Subject to 14 hereof, candidates are required to pass all modules in each year of study in order to proceed to the next. Progress from semester 1 to semester 2 is automatic.

## 14 CONSEQUENCES OF FAILURE

14.1 Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in 14.2 for one or more supplementary examination and repeat such coursework or other assessment requirements as shall be prescribed by the Board. Such candidates may be exempted at the discretion of the Board from the normal attendance requirements. Where candidates

are required to repeat coursework or to take a supplementary examination the original mark in the failed coursework component or examination shall be replaced by a mark of 40% or the repeat mark whichever is the lower for the purpose of calculating the module result, except in the DIS/DAS year where the maximum mark allowed shall be 50%.

14.2 In each year, other than the final year, the consequences of failure shall normally be as follows:

| | |
|---|---|
| *Failure at the First Attempt* | |
| Failure in modules with an overall value up to and including 60 credit points | Repeat specified examinations and/or coursework in the failed modules (examinations August). |
| Failure in modules with an overall value of between 60 and 80 credit points | Repeat specified examinations and/or coursework in the failed first semester module(s) (examinations January) and of specified examinations and/or coursework in the second semester modules (examinations May) with or without attendance OR withdraw from the programme. |
| Failure in modules with an overall value of more than 80 credit points | Withdraw from the programme. |
| Failure by candidates in year 2 of sandwich programmes | Exceptionally second year students on sandwich programmes may be permitted to commence the placement period, pending a requirement to represent themselves for supplementary written examinations or to repeat coursework. |
| *Failure at the Second Attempt* | |
| Failure in modules with an overall value up to and including 20 credit points | Provided that the module(s) are not prerequisite(s) which must be passed, proceed to next year and repeat *once only* specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May). |
| Failure in modules with an overall value up to and including 40 credit points (except as above) | Repeat *once only* specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May or August if semester already repeated) with or without attendance (progress to next year not permitted). |
| Failure in modules with an overall value of more than 40 credit points | Withdraw from the programme. |

<u>Consequences of failure in placement year</u> (DIS/DPP)

| | |
|---|---|
| *Failure at the First Attempt* | |
| Failure in placement | Repeat *once only* all or part of placement. |
| *Failure at the Second Attempt* | |
| Failure in placement | Withdraw from the programme. |

<u>Consequences of failure in intercalary year</u> (DAS)

| | |
|---|---|
| *Failure at the First Attempt* | Repeat *once only* the study period in whole or in part OR take specified examinations and/or coursework. (Maximum mark not to exceed 50%.) |
| *Failure at the Second Attempt* | Withdraw from the programme OR repeat *once only* specified examinations and/or coursework. (Maximum mark not to exceed 50%.) |

14.3 Failure in the Final Year (Honours degree)

In the final year the consequences of failure shall normally be as follows:

| | |
|---|---|
| Failure in modules with an overall value up to and including 40 credit points | Repeat *once only* specified examination(s) and/or coursework in the failed module(s) in consideration for Honours classification (examinations August). |
| Failure in modules with an overall value of more than 40 credit points | Withdraw from the programme. |

## 15 CLASSIFICATION OF FINAL RESULT

15.1 The overall Honours classification of successful candidates shall be based on the assessment results from all Level 6 modules. The weighting of each module's contribution to the overall mark shall be determined by the module credit value.

The table at section 18 indicates the contribution of each module to the final award.

15.2 Classification of Final Result (Honours degree)

The following percentages shall be used to determine candidates' overall gradings:

| | |
|---|---|
| Class I | At least 70% |
| Class II (division i) (IIi) | At least 60% and less than 70% |
| Class II (division ii) (IIii) | At least 50% and less than 60% |
| Class III | At least 40% and less than 50% |

15.3 Award of **Certificate of Higher Education in Interactive Multimedia Design** (Exit Award)

Year 1 modules as specified in Section 18 contribute to the final award. The weighting of each module's contribution to the overall mark shall be determined by its credit value.

Classification of Final Result

The following shall be the minimum percentages acceptable in determining the overall gradings of candidates for the exit award.

| | |
|---|---|
| Pass with Commendation | 60% |
| Pass | 40% |

15.4 Award of **Associate Bachelor's Degree in Interactive Multimedia Design (with DIS/DAS)** (Exit Award)

Year 2 modules as specified in Section 18 contribute to the final award. The weighting of each module's contribution to the overall mark shall be determined by its credit value.

Classification of Final Result

The following shall be the minimum percentages acceptable in determining the overall gradings of candidates for the exit award.

| | |
|---|---|
| Pass with Commendation | 60% |

Pass 40%

15.5 Award of Diploma in Industrial Studies OR Diploma in Area Studies OR Diploma in Professional Practice

Classification of Final Result

The threshold for progression to the final year of the associated degree programme shall be 40%. To be eligible for the award of DIS/DAS candidates must have achieved an overall mark of at least 50% in the assessment requirements for the placement year/year of study abroad and have successfully completed the associated degree. The results of candidates shall be graded by order of merit as Pass with Commendation and Pass. The following shall be the minimum percentages used in determining the overall gradings of candidates:

Pass with Commendation 70%
Pass 50%

**16 ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES**

16.1 In any year other than final year:

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment during the programme, or whose results are substantially affected by illness or other sufficient cause, permit the candidates to complete, take, or repeat the assessment in one or more modules at an approved subsequent date.

16.2 Final year (Honours Degree):

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the final stage assessment or whose results are substantially affected by illness or other sufficient cause:

(a) permit the candidate to complete, take, or repeat as candidates for the Honours degree, the assessment in one or more modules at an approved subsequent date or

(b) deem the candidate to have passed and recommend the award of an Aegrotat Honours Degree.

16.3 Before an Aegrotat award is recommended a candidate must have indicated that he or she is willing to accept the award.

**17 REVISIONS TO REGULATIONS**

These regulations may be revised during the student's period of registration in accordance with the procedures approved by Senate.

**18 TABLE**

**Honours Degree**

| Year | Semester | Level | Module Title | Code | Credit Value | Status Compulsory (c) Optional (o) | Assessment Methods % Examination | % Coursework | Contribution to the overall mark of the Final Award |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 4 | Introduction to Web Authoring | COM149 | 20 | Compulsory | | 100 | |
| 1 | 1 | 4 | Multimedia Asset Production | COM145 | 20 | Compulsory | | 100 | |
| 1 | 1 | 4 | Introduction to Communication Design | DES106 | 20 | Compulsory | | 100 | |
| 1 | 2 | 4 | Web Authoring | COM155 | 20 | Compulsory | | 100 | |
| 1 | 2 | 4 | Advances in Multimedia Authoring | COM146 | 20 | Compulsory | | 100 | |
| 1 | 2 | 4 | Imaging | DES107 | 20 | Compulsory | | 100 | |
| | | | | | | | | | |
| 2 | 1 | 5 | Dynamic Web Authoring | COM311 | 20 | Compulsory | | 100 | |
| 2 | 1 | 5 | Entrepreneurship & Professional Issues | COM312 | 20 | Compulsory | | 100 | |
| 2 | 1 | 5 | Information Design | DES311 | 20 | Compulsory | | 100 | |
| 2 | 2 | 5 | Data Driven Web Authoring | COM427 | 20 | Compulsory | | 100 | |
| 2 | 2 | 5 | Advances in Multimedia Authoring | COM314 | 20 | Compulsory | | 100 | |
| 2 | 2 | 5 | Design Application | DES310 | 20 | Compulsory | | 100 | |
| | | | | | | | | | |
| 3 | All | 5 | Industrial Placement | COM300 | 60 | Compulsory | | 100 | |
| | | | | | | | | | |
| 4 | 1 | 6 | Interactive Games Programming | COM602 | 20 | Optional | | 100 | 1/6 |
| 4 | 1 | 6 | Advanced Interactive Programming | COM533 | 20 | Optional | | 100 | 1/6 |
| 4 | 1 | 6 | Advanced Multimedia Production | COM521 | 20 | Optional | | 100 | 1/6 |
| 4 | 1 | 6 | Future & Emerging Tech for Multimedia | COM522 | 20 | Compulsory | | 100 | 1/6 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 4 | 1 | 6 | Innovation and Concept | DES511 | 20 | Compulsory | | 100 | 1/6 |
| 4 | 2 | 6 | Advanced Web Authoring | COM601 | 20 | Compulsory | 40 | 60 | 1/6 |
| 4 | 2 | 6 | Major Project | DES512 | 30 | Compulsory | | 100 | 1/4 |
| 4 | 2 | 6 | Design Presentation and Reporting | DES513 | 10 | Compulsory | | 100 | 1/12 |

**Certificate**

| Year | Semester | Level | Module Title | Code | Credit Value | Status Compulsory (c) Optional (o) | Assessment Methods % Examination | % Coursework | Contribution to the overall mark of the Final Award |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 4 | Introduction to Web Authoring | COM149 | 20 | Compulsory | | 100 | 1/6 |
| 1 | 1 | 4 | Multimedia Asset Production | COM145 | 20 | Compulsory | | 100 | 1/6 |
| 1 | 1 | 4 | Introduction to Communication Design | DES106 | 20 | Compulsory | | 100 | 1/6 |
| 1 | 2 | 4 | Web Authoring | COM155 | 20 | Compulsory | | 100 | 1/6 |
| 1 | 2 | 4 | Advances in Multimedia Authoring | COM146 | 20 | Compulsory | | 100 | 1/6 |
| 1 | 2 | 4 | Imaging | DES107 | 20 | Compulsory | | 100 | 1/6 |

**Diploma**

| Year | Semester | Level | Module Title | Code | Credit Value | Status Compulsory (c) Optional (o) | Assessment Methods % Examination | % Coursework | Contribution to the overall mark of the Final Award |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 4 | Introduction to Web Authoring | COM149 | 20 | Compulsory | | 100 | |
| 1 | 1 | 4 | Multimedia Asset Production | COM145 | 20 | Compulsory | | 100 | |
| 1 | 1 | 4 | Introduction to Communication Design | DES106 | 20 | Compulsory | | 100 | |
| 1 | 2 | 4 | Web Authoring | COM155 | 20 | Compulsory | | 100 | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 4 | Advances in Multimedia Authoring | COM146 | 20 | Compulsory | | 100 | |
| 1 | 2 | 4 | Imaging | DES107 | 20 | Compulsory | | 100 | |
| | | | | | | | | | |
| 2 | 1 | 5 | Dynamic Web Authoring | COM311 | 20 | Compulsory | | 100 | 1/6 |
| 2 | 1 | 5 | Entrepreneurship & Professional Issues | COM312 | 20 | Compulsory | | 100 | 1/6 |
| 2 | 1 | 5 | Information Design | DES311 | 20 | Compulsory | | 100 | 1/6 |
| 2 | 2 | 5 | Data Driven Web Authoring | COM427 | 20 | Compulsory | | 100 | 1/6 |
| 2 | 2 | 5 | Advances in Multimedia Authoring | COM314 | 20 | Compulsory | | 100 | 1/6 |
| 2 | 2 | 5 | Design Application | DES310 | 20 | Compulsory | | 100 | 1/6 |

## PROGRAMME SPECIFIC RESOURCES

Still and video cameras may be borrowed by IMD students and staff from Stephen Lyttle in 16C32. They are available for a maximum of 48 hours at a time (or a weekend). Appropriate documentation must be completed to accompany each loan and fines will be imposed if equipment is not returned on time. Full operational details of the fine system are available on the course web site at **http://imdweb.infj.ulst.ac.uk**, which is also a valuable resource for information.

In the event that Mr Lyttle is not available, equipment can be borrowed from the other technician, Jim Bailie, in 16C32. The main computing resources for the course are located in 16E28.

Individual module co-ordinators will advise on any key texts that must be purchased for each module.

Students are expected to provide their own media for the submission of work, normally on CD-ROM, and for the digital video cameras. The digital cameras use mini**dv** video tapes at approximately £3 each (any brand), and the still cameras use Fujifilm image memory cards (Smartmedia) MG-2 or MG-4. Printing facilities are available in 16E28 and are operated by purchasing a card from the machine (also in 16E28).

### Health and Safety

Students are expected to take all reasonable precautions to protect their own health and safety at all times. In addition to the information and guidance provided in the general Faculty guide to Health and Safety, students should be aware of issues particularly associated with using the specialist multimedia equipment, such as the digital cameras. For example, you should never climb on an unstable platform to capture aerial photographs or place yourself in other precarious circumstances, such as in the middle of a road seeking footage of traffic flows, or on a slippery riverbank. If you have any health and safety concerns, please speak to the appropriate module coordinator in the first instance. Alternatively, an appointment with the Course Director should be sought immediately. You should always remember the need to assess the safety of any activities that you plan in order to collect materials, and to discuss potential hazards with staff before undertaking them.

## PRIZES

Currently there are three prizes applicable to students on the course, all of which are targeted at Year 1 students. It is hoped that further prizes will be forthcoming as the multimedia industry grows and develops within Northern Ireland.

The first two prizes available to students on the course are the Alumni and McCrea-Leebody awards and these are for students that have significantly outperformed their peers. This is determined by calculating the difference between an individual's overall year average and the average of all students studying the same course (in Year 1). Those students (across several courses) with the highest differential are awarded a monetary prize.

The last prize is the Wiley Book Prize and is awarded to the best student in Year 1 as determined by the student with the highest overall average. The prize consists of a selection of books (as determined by the student) from the Wiley publishers up to a defined value.

All prize winners will be notified by the University.