Course Specification

Course Summary Information		
1	**Course Title**	BA (Hons) Entertainment Design
2	**Course Code**	US1560
3	**Awarding Institution**	Birmingham City University.
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	N/A

6	**Course Description**
	Entertainment design is expanding—crossing boundaries, merging disciplines, and shaping the way people experience stories, spaces, and each other. On this course, you'll be at the forefront of that evolution. Our **BA (Hons) Entertainment Design** course prepares you to work across the dynamic and fast-growing entertainment industry where creativity meets experience. The scope and opportunities in entertainment design are boundless. Whether it's immersive theatre, theme parks, music festivals, museum exhibitions, escape rooms, film sets, interactive installations, brand activations, a live event or digital environment, entertainment designers are the creative minds behind the scenes who design the spaces, narratives, atmospheres, and interactions that bring all these experiences and more to life. Rooted in a rich legacy of performance design at BCU, the BA (Hons) Entertainment Design course builds on the decades of experience we have gained in creative practice while preparing you for where the industry is heading next. You'll explore what entertainment can be, and how you can shape it. This is a doing course. You'll design, prototype, make, test, present, and refine. Every module offers a balance between developing academic knowledge, building technical skills, and harnessing creative autonomy, so you can develop a practice that's both grounded and ambitious. You'll work with the core principles of entertainment design—storytelling, space, figure, and audience—and learn how they interact to create impactful experiences. You'll develop your own direction through research, studio practice, collaboration, and critical reflection. Throughout the course, you'll engage with industry-informed briefs and real-world challenges using emerging tools and technologies, while also exploring sustainable design practices and the ethical use of AI to ensure your work is both innovative and responsible. Our affiliation with creative professionals ensures that you're learning is relevant—and what you create makes you industry-ready. Informed by sector leading organisations such as the Royal Shakespeare Company (RSC), Blackhurst and Co, Katapult, Scruffy Dog Creative Group, Digbeth Loc. Studios, and Boomtown Festival, you'll have the opportunity to gain invaluable exposure to the creative processes, expectations, and innovations driving the entertainment design industry. Whether you're interested in designing and making for immersive live events, large scale production design, themed environments, interactive media, or something entirely your own, our

	aim is that you'll graduate with the confidence, portfolio, and vision to shape the future of entertainment design.

7	Course Awards		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	BA (Hons) Entertainment Design	Level 6	360
7b	**Exit Awards and Credits Awarded**		
	Certificate of Higher Education Entertainment Design Diploma of Higher Education Entertainment Design Bachelor of Art Entertainment Design	Level 4 Level 5 Level 6	120 240 300

8	Variation from the University Regulations
	N/A

9	Delivery Patterns			
Mode(s) of Study		**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time		Margaret Street City Centre	3 years	US1560

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/
	EU:	
	International:	
	Access:	

11	Course Aims
	Provide an industry informed, dynamic curriculum that combines practical skills and theoretical knowledge. Promote adaptability and initiative through a strong sense of individual autonomy. Develop creative professionals with advanced knowledge and skill across storytelling, space, figure, and audience. Explore the historical, cultural, and ethical contexts shaping contemporary entertainment design practices. Foster innovation, independent thinking, and reflective practice through iterative design. Advance critical thinking and reflection to address complex, real-world challenges in response to the breadth of the entertainment industry. Develop an ethos of discovery, experimentation, and hands-on exploration to support students in articulating a personal and professional design identity. Enhance employment readiness by equipping students with critical and technical competencies required by the entertainment industries.

12	Course Learning Outcomes
	Knowledge & Understanding
1	Devise solutions informed by the four guiding principles of entertainment design.
2	Critically evaluate the historical, cultural, and ethical contexts that influence entertainment design practices.
3	Evaluate creative work through the lens of relevant theoretical and conceptual frameworks.
4	Analyse emerging trends and global developments within the entertainment industries.
5	Synthesise professional practices and processes used across a range of entertainment design sectors.
	Skills & Other Attributes
6	Design original entertainment experiences using a range of tools, techniques, and media.
7	Collaborate effectively in diverse, interdisciplinary, and real-world contexts.
8	Communicate complex design concepts clearly and professionally through visual, verbal, and written forms.
9	Reflect critically on personal practice and apply feedback to enhance creative development.
10	Develop a distinctive personal and professional design identity.

13	Level Learning Outcomes
	Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:
	Identify and explain the core principles of storytelling, space, figure, and audience within entertainment design.
	Conduct basic contextual and visual research to inform creative responses.
	Apply foundational technical skills in the creation of entertainment design outputs
	Communicate design ideas using appropriate methods and formats.
	Reflect on your emerging interests and strengths as an entertainment designer.
	Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:
	Investigate the interplay of multiple entertainment design principles in experience creation.
	Apply technical and conceptual skills to the development of individual and collaborative design projects.
	Communicate and present design work professionally across a range of media and formats.
	Evaluate the cultural and contextual dimensions of entertainment design practice.
	Demonstrate initiative and direction in identifying personal and professional development goals.
	Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:
	Produce a design project that synthesises storytelling, space, figure, and audience with critical insight.
	Utilise advanced technical, conceptual, and research skills in the development and delivery of a resolved body of work.

	Articulate a clear personal design identity and communicate your work effectively to professional audiences.
	Critically reflect on your practice, positioning it within wider academic, cultural, and industry contexts.
	Demonstrate readiness for employment or further study through a sustained, industry-informed creative enquiry.

14	**Course Learning, Teaching and Assessment Strategy**
	The learning, teaching, and assessment strategy has been developed in direct response to the interdisciplinary and evolving nature of the entertainment industry. Recognising the hybrid skillsets and critical thinking now required of contemporary designers, the course aims to bridge traditional craft with emerging technologies, and theory with practice. This includes embedding awareness of sustainability in design thinking and encouraging the responsible and ethical use of AI as a creative tool. The strategy is informed by the department's wider pedagogical principles, including the importance of inclusive, practice-led, and professionally engaged learning. It provides students with increasing autonomy and personalisation as they progress through the course, while reinforcing a culture of experimentation, ethical awareness, and industry readiness. The course offers a dynamic, collaborative and critically engaged learning environment. Through a combination of guided studio practice, self-directed enquiry, and real-world challenges, students are supported to develop a distinctive creative voice, technical fluency, and a deep understanding of how design operates. Learning and teaching on the course is structured around: • Project-based studio learning, where students develop ideas, test prototypes, and realise outcomes in response to conceptual, technical, or industry-aligned briefs. • Workshops and technical labs to explore traditional, digital and emergent tools, from model making and drawing to software and immersive technologies. • Seminars and lectures that frame key theoretical, ethical, and cultural perspectives on entertainment design. • Group critiques and peer-led feedback, encouraging critical reflection, active dialogue, and diverse viewpoints. • Personal tutorials and mentoring, offering one-to-one support tailored to each student's direction and development. The course emphasises reflective, participatory learning and foregrounds collaboration and critical enquiry. Each level increases in complexity and independence, enabling students to progressively take ownership of their learning and creative choices. Assessment is 100% coursework-based and offers a varied, inclusive, and practice-led approach to evidencing student learning. The assessment strategy supports creative experimentation, iterative development, critical thinking, and professional presentation. Formative assessment is embedded across the course to provide timely, developmental feedback that supports continuous learning. The number of formative assessments within each module reflects its size and duration: 20-credit modules include one formative assessment point**,** 40-credit modules include two formative assessments**,** and 60-credit modules include three formative assessments**.** These are scheduled at appropriate stages to encourage reflection, iteration, and improvement before summative submission, ensuring feedback is integral to the learning and creative process.

Assessment tasks may include:

- Creative and technical portfolios that demonstrate process and resolution
- Speculative proposals and prototyping exercises
- Verbal and visual presentations to peers, staff, and industry professionals
- Research reports, reflective statements, and contextual commentaries
- Collaborative outcomes and documentation of group processes

Each assessment is structured to promote authentic learning, allowing students to respond to real-world problems, simulate professional scenarios, or articulate their design direction. The use of visual, verbal, and written formats ensures accessibility and supports diverse learners. Innovation is encouraged through the flexibility of assessment formats and the integration of formative checkpoints that allow students to test ideas, receive early feedback, and make iterative improvements before final submission.

Feedback and feedforward are integral to the course's approach. Students receive:

- Formative feedback through tutorials, studio critiques, and peer review to guide development ahead of summative assessment.
- Summative feedback on completed work, offering detailed commentary and evaluation.
- Ongoing dialogue through individual and group tutorials, encouraging continuous reflection, self-evaluation, and planning.

All feedback supports assessment literacy and is designed to help students improve not just the current project but their overall design practice.

15 Course Requirements

15a

Level 4:
In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
DES4020	What is Entertainment Design?	20
DES4021	Tools & Techniques: Meaning	40
DES4022	The Intersection: In Practice	40
DES4023	Exploring Direction	20

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
DES5023	The Intersection: as Discovery	40
DES5024	Tools and Techniques: Communication	20
DES5025	Identifying Direction	40

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules:

Module Code	Module Name	Credit Value

DES5011	Industry Project	20
DES5010	Independent Creative Entrepreneur	20
ADM5000	Work Placement	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
DES6016	Tools and Techniques: Refined	40
DES6017	Framing Direction	20
DES6018	The Intersection: Resolved	60

15b Structure Diagram

Level 4

SEMESTER ONE	SEMESTER TWO
Core DES4020 What is Entertainment Design? (20 credits)	Core DES4022 The Intersection: In Practice (40 credits)
Core DES4021 Tools & Techniques: Meaning (40 credits)	Core DES4023 Exploring Direction (20 credits)

Level 5

Core DES5023 The Intersection: as Discovery (40 credits)	Optional DES5011 Industry Project (20 credits) DES5010 Independent Creative Entrepreneur (20 credits) ADM5000 Work Placement (20 credits)
Core DES5024 Tools & Techniques: Communication (20 credits)	Core DES5025 Identifying Direction (40 credits)

Level 6

Core DES6016 Tools and Techniques: Refined (40 credits)	Core DES6018 The Intersection: Resolved (60 credits)
DES6017 Framing Direction (20 credits)	

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

22% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	264
Directed Learning	696
Private Study	240
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%

Level 5

Workload

21% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	248
Directed Learning	712
Private Study	240
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage

Coursework	100%

Level 6

Workload

12% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	138
Directed Learning	680
Private Study	382
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%