



BIRMINGHAM CITY
University

Birmingham City University
Faculty of Computing, Engineering and the
Built Environment

Undergraduate Programme

Programme Specification

BSc (Hons) Digital Media Technology

Date of Course Approval/Review	Version Number	Version Date
20 May 2010	1.02	11 June 2010

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Definitive Documents and Version Control

This document has a version number and reference date in the footer.

The process leading to the introduction of new courses, major changes to courses, and minor changes to courses and modules follows the appropriate formal procedure as described in the Faculty's Academic Procedures and Quality Manual.

On the front sheet of this document, the date of course approval/review refers to the most recent full approval/review event. If later, the version date will be that of the most recent subsequent event at which formal consideration was given to course changes.

Further details about the course and document development may be obtained from minutes of the approval or minor changes board. A history of the document since the last full approval/review event is summarised in the table below and further information relating to past versions can be obtained from the Faculty Office.

Version	Event	Date of event	Authorised by
1.01	Approval meeting	20 May 2010	Assoc. Dean
1.02	Approval meeting - conditions	20 May 2010	Panel Chair

Programme Specification

BSc (Hons) Digital Media Technology

Date of Publication to Students: September 2010

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <https://mytid.bcu.ac.uk/>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Cert HE, DipHE, BSc, BSc (Hons)
Programme Title:	Digital Media Technology
Main fields of Study:	3D Modelling and Animation; Web & Interactive Applications; Video Production; Digital Image Processing; Media Technology.
Modes of Study:	Full time, part time, sandwich
Language of Study:	English
UCAS Code:	P310
JACS Code:	I150

Professional Status of the programme:

The programme is accredited* by the Institution of Engineering and Technology (IET) as satisfying the academic requirements IEng.

* subject to approval of changes

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- QAA Benchmark statement for Engineering

Programme philosophy and aims

The BSc Digital Media Technology programme aims to develop versatile graduates with broad cross-disciplinary awareness and a rich combination of hybrid skills enabling the design and development of multimedia applications and artefacts.

Core areas of focus on the course include:

- Web & Rich Internet Applications
- Animation & 3D Modelling
- Video Production
- Media Technology

The programme is located within the School of Computing and Digital Technology, which has delivered a wide range of successful courses in digital media areas for many years and provides a stimulating and supportive learning environment.

The School has close and well-established links with industry, ensuring that the programme remains up-to-date and relevant.

The School is located within the Faculty of Technology, Engineering and the Built Environment at Millennium Point Building part of the City Centre Campus in the heart of Birmingham. Millennium Point was built as a focus for science, technology and education within Birmingham and the wider region and provides an excellent context for exploring advanced technology.

Graduates from this programme will be equipped for careers related to multimedia in roles such as: multimedia developer, web and rich internet application developers, 3D modellers and media technologists specialist. Suitably qualified graduates should also be able to proceed to postgraduate study.

The aims of the programme are to:

1. Provide a broadly based and stimulating curriculum which combines a study of the technology, creative processes and business context relevant to a career in the multimedia and creative industry sector;
2. Offer opportunities for intellectual and creative development through the application of technical knowledge, software systems and design principles to the creation of high quality multimedia products;
3. Encourage an enjoyable and satisfying educational experience through involvement in a wide range of participative and active teaching and learning methodologies;
4. Develop a range of transferable and marketable skills and knowledge and a flexible and resourceful approach, necessary for employability in a rapidly developing industry;
5. Provide a foundation of principles and techniques which facilitate future professional development and lifelong learning;
6. Satisfy accreditation requirements of relevant professional bodies.

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Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

1. Knowledge and Understanding

On completion of the course, students should be able to demonstrate knowledge and understanding of:

1. The role of digital media technology in the process of communicating ideas and information, the key components of media technology and the principles and techniques applied to developing multimedia applications;
2. Design principles, aesthetics and Human Factors applied to the creation of multimedia products;
3. Theory and practice of audio/visual acquisition and manipulation and their applications in multimedia production;
4. Management, organisational, planning and business theories and techniques and their application to the screen based media industry;
5. The implications of competing standards and technologies on the applications they develop, together with knowledge of strategies to avoid problems;
6. Legal, ethical and legislative issues relevant to media products and projects, including health and safety, intellectual property and copyright.

2. Intellectual Skills

On completion of the course, students should be able to:

1. Assimilate, interpret and analyse information, construct effective arguments and express valid conclusions;
2. Create solutions, integrating technical knowledge and design principles, for multimedia products and the implementation of multimedia projects;
3. Evaluate multimedia products to identify good practice and effective design and apply conclusions to own work;
4. Make judgments about the merits of different viewpoints and perspectives on commercial, economic, legal, ethical and social issues relevant to the media industry.

3. Practical Skills

On completion of the course, students should be able to:

1. Select and use appropriate hardware/software to create, capture, process, store and distribute a broad range of assets used in digital media;
2. Design and produce digital media artifacts using a variety of software tools;
3. Systematically collect information and conduct research into aspects of industry, media law and technology, using a variety of web-based and traditional sources, and compile findings;
4. Apply management and organizational techniques to planning and implementing multimedia projects;
5. Demonstrate skills in the use of sophisticated authoring systems in the implementation of multimedia projects;
6. Work effectively as a member of a development team, and undertake management and planning activities, recognising the different roles within a team.

4. Transferable/Key Skills

On completion of the course, students should be able to:

1. Manage learning and self-development, including time management, prioritising workload and meeting deadlines;
2. In co-operation with others, plan and undertake tasks and contribute to achieving team goals;
3. Make effective use of information and communications technologies, including word, image and data processing packages, the internet, email and electronic information retrieval systems;
4. Communicate effectively in writing and presentations to specialist and non-specialist audiences;
5. Use numerical data, applying appropriate techniques;
6. Plan for personal and career development, recognising career opportunities and the fundamentals of freelance working.

Learning, teaching and assessment methods used

Knowledge and understanding are acquired through formal lectures, tutor-led seminars and practical activities, and a range of independent learning activities. Emphasis is placed on guided, self directed and student-centred learning with a progressively increasing independence of approach, thought and process. This independent learning includes an element of peer review in order to evaluate the effectiveness of the learning.

Lectures are used to introduce themes, theories and concepts, which are further explored in tutorials. Technology enhanced learning is used, where appropriate,

through the provision of online resources, discussion forums and other activities. Textbooks are used, together with professional material and journal articles, in order to ensure that students develop a critical understanding of work of their discipline. The module guides direct students to a full range of resources, including books and journals, as well as specialised course-based material.

Analytical and problem solving skills are further developed using a range of appropriate 'real' and 'theoretical' case studies and problem-based learning scenarios.

Practical, including lab-based, sessions are used throughout the programme to develop practical skills and to place theory in a work-related context. Where appropriate, students use commercial development environments.

Learners develop the key skills of research, academic writing and time management required for study at degree level throughout years 1 and 2. These skills are further developed and placed into context through a major individual project during the final year.

Transferable/key skills are pervasive and incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group activities. Learners are encouraged to plan their own work schedules and are required to meet deadlines. Reflection and self awareness are fostered throughout.

A range of assessment methods are employed, assessment criteria being published in each assignment brief. Knowledge and skills are assessed, formatively and summatively, by a number of methods, coursework, examinations (seen and unseen, open and closed-book), presentations, practical assignments, vivas, online forums, and project work.

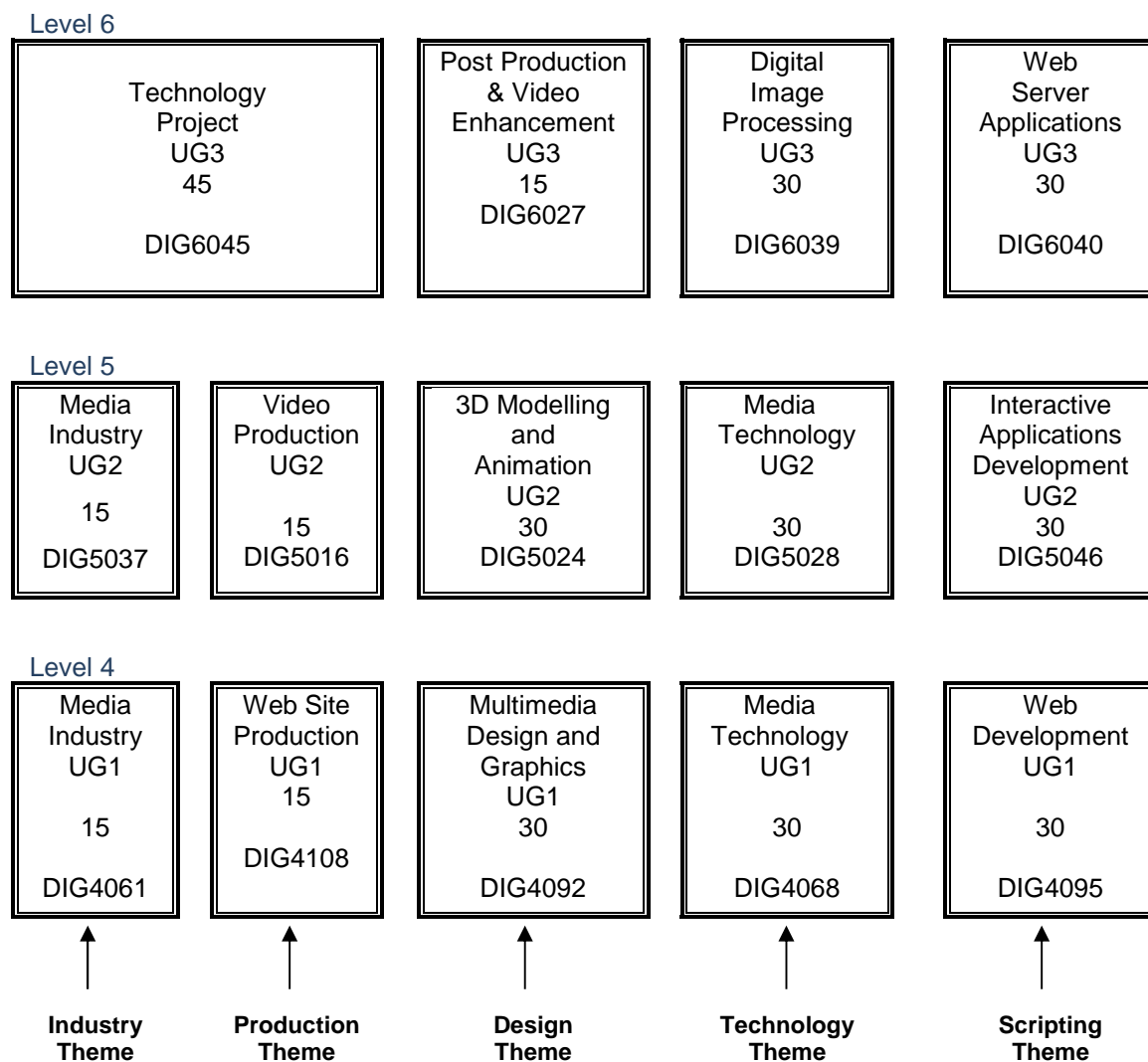
Programme structure and requirements, levels, modules, credits and awards

The BSc programme is normally studied over three years full-time.

The course is divided into taught modules of 15 and 30 credits and a final year project of 30 credits.

Students are made an award based on the credits achieved when they complete or exit the programme . Students complete 120 credits at level 4 (full-time year 1) for **Certificate of Higher Education in Digital Media Technology**, 120 credits at level 5 (full-time year 2) for **Diploma of Higher Education in Digital Media Technology**, 60 credits at level 6 (full-time year 3) for **Bachelor of Science in Digital Media Technology** and 120 credits at level 6 (full-time year 3) for **Bachelor of Science with Honours in Digital Media Technology**.

BSc (Hons) Digital Media Technology



Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- an induction programme dealing with orientation and the dissemination of essential information, including an introduction to PDP;
- a dedicated Learning Centre with open access learning materials, resources and full-time staff specialising in a variety of support areas;
- a Student Handbook, containing information relating to the University, Faculty, School, course and modules;
- access to administrative staff and to academic staff, including the tutors and Course Director;
- support staff to advise on pastoral and academic issues;
- access to Faculty resources, including a range of IT equipment and the services of, and guidance from, IT support staff;
- access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy;
- provision of resources for Professional Development Planning (PDP) to enable reflection on learning, performance and achievement and to plan personal, educational and career development. The university offers a range of on-line courses (www.moodle.bcu.ac.uk) to support PDP topics including: Reflection, Career & Employability, Action Planning, Self Awareness and Self Employment.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The following Faculty committees are involved in evaluation and enhancement of quality, standards and student experience:

- Student Feedback Forums,
- Student Academic Boards,
- Faculty Academic Board, and the
- University's Academic Board.

These are supported by the

- Student Experience, Learning and Teaching Committee
- Student Voice Committee
- Technology Enhanced Learning and Teaching Committee
- Student Complaints, Appeals and Discipline Committee
- Academic Standards and Quality Enhancement Committee, including sub-Boards and Panels

The complete structure can be seen below.

Review and evaluation processes in which students are involved include annual course and module reviews, course review and re-approval events, professional body accreditation visits and external examiner visits.

Mechanisms for student input include meetings with course tutors, feedback questionnaires, faculty and university student satisfaction surveys and representation on the faculty committees referred to above.

External examiners are members of examination boards and their remit includes meeting students and monitoring and reporting on academic standards.