

## Course Specification

| Course Summary Information |   |  |
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| 1                          | <b>Course Title</b>   | MSc Applied Metaverse and Digital Leadership |
| 2                          | <b>Course Code</b>  | PT1743                                       |
| 3                          | <b>Awarding Institution</b>   | Birmingham City University                   |
| 4                          | <b>Teaching Institution(s)</b><br>(if different from point 3)                         | N/A  |
| 5                          | <b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable) | Not Applicable                               |

| 6 | <b>Course Description</b> (Marketing text for website)   |
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|   | <p>The MSc Applied Metaverse and Digital Leadership course is designed to meet the industry need to develop leadership and practical skills of those at the vanguard of digital technology and expose you to the pioneering concept of immersive technologies such as virtual, augmented and extended realities.</p> <p>The Metaverse is a virtual shared space where users can interact with each other in real time. It is a collective virtual environment that encompasses virtual and augmented reality and the internet.</p> <p>The Metaverse is being used more and more by companies to enhance co-operation, undertake virtual commerce, create immersive brand engagement, host virtual events and experiences and train staff through simulation.</p> <p>Our MSc course in Applied Metaverse and Digital Leadership has been designed to meet the industry need for the development of skilled practitioners as well as managers and leaders at the cutting edge of the technology world.</p> <p>The Metaverse is being used by more and more companies to:</p> <ul style="list-style-type: none"> <li>• Enhance cooperation</li> <li>• Undertake virtual commerce</li> <li>• Create immersive brand engagement</li> <li>• Host virtual events and experiences</li> <li>• Train staff through simulation</li> </ul> <p>As a student you will be exposed to the cutting-edge world of immersive technologies such as virtual reality, augmented reality and extended reality. You will develop the knowledge and skills to create immersive simulations and interactive virtual worlds preparing you for employment in countless industries that exist now or will be developed in the future from these technologies.</p> <p>The course additionally aims to give you the skills not only to be developers but also the leaders and managers of the future. The focus on Digital Leadership will develop your management skills and knowledge of Managing Innovation and Entrepreneurship, Strategic Management and Leadership.</p> |

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| <b>7</b>  | <b>Course Awards</b>   |              |                        |
| <b>7a</b> | <b>Name of Final Award</b>   | <b>Level</b> | <b>Credits Awarded</b> |
|           | MSc Applied Metaverse and Digital Leadership   | Level 7      | 180                    |
| <b>7b</b> | <b>Exit Awards and Credits Awarded</b>   |              |                        |
|           | Post Graduate Certificate of Higher Education Applied Metaverse and Digital Leadership | Level 7      | 60                     |
|           | Post Graduate Diploma of Higher Education Applied Metaverse and Digital Leadership     | Level 7      | 120                    |

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| <b>8</b> | <b>Variation from the University Regulations</b> |
|          | Not Applicable                                   |

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| <b>9</b> | <b>Delivery Patterns</b> |                             |                          |
|          | <b>Mode(s) of Study</b>  | <b>Location(s) of Study</b> | <b>Duration of Study</b> |
|          | Full Time                | City Centre                 | 16 months (4 Semesters)  |
|          |                          |                             | <b>Code(s)</b>           |
|          |                          |                             | PT1743                   |

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| <b>10</b> | <b>Entry Requirements</b>  |
|           | The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk/">https://www.bcu.ac.uk/</a> |

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| <b>11</b> | <b>Course Aims</b>  |
|           | <p>The overarching aim of this course is to provide students with comprehensive knowledge and skills related to the Metaverse, digital technologies and leadership in the digital age. Learners will develop technical and management knowledge and the requisite skills to work, apply and lead in the Metaverse world today, and in the future.</p> <p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Develop the applied technical proficiency of students to enable them to design and create immersive experiences using a range of technologies;</li> <li>• Foster creative thinking and problem-solving skills, enabling them to evaluate and address challenges in immersive technologies;</li> <li>• Develop the skills of influencing, leading and motivating to enhance value to an organisation;</li> <li>• Be aware of the social, ethical, sustainability issues involved in operating in the world of advanced technologies and evaluate how these issues should influence behaviour and decision making.</li> </ul> |

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| <b>12</b> | <b>Course Learning Outcomes</b>  |
|           | <b>Knowledge and Understanding</b>   |
| <b>K1</b> | Demonstrate a comprehensive understanding of the fundamental principles and theories that underpin the immersive technologies and their application in business. |
| <b>K2</b> | Analyse and evaluate the technical components and systems involved in creating immersive experiences.  |

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| <b>K3</b>                          | Practically apply the underlying theories to develop a range of immersive experiences suitable for different uses.   |
| <b>K4</b>                          | Identify and critically analyse the key leadership and management issues that impact on organisations at a strategic level.  |
| <b>K5</b>                          | Apply appropriate entrepreneurial and innovation theories, concepts, models or techniques to identify, analyse and make recommendations to enhance business value.     |
| <b>Skills and Other Attributes</b> |  |
| <b>S1</b>                          | Formulate research, enquiry and analytical skills necessary to investigate and formulate solutions for management problems.  |
| <b>S2</b>                          | Effectively communicate complex ideas and arguments using oral, written and electronic media.  |
| <b>S3</b>                          | Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues and demonstrate appropriate ethical behaviours to business contexts. |
| <b>S4</b>                          | Apply advanced technical skills and expertise to design, develop and implement immersive experiences.  |
| <b>S5</b>                          | Work effectively in teams demonstrating digital leadership, cultural and entrepreneurial skills to achieve desired outcomes in a timely manner.                        |

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| <b>13</b> | <b>Level Learning Outcomes</b> |
|           | N/A                            |

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| <b>14</b> | <b>Course Learning, Teaching and Assessment Strategy</b>   |
|           | <p>The learning, teaching, and assessment strategy of the course is designed to support continuous learning, foster student engagement, and ensure the development of advanced skills and knowledge at the postgraduate level. The strategy emphasises a learning partnership between staff and students, creating an interactive and supportive learning environment. The following elements outline the key components of the strategy:</p> <ol style="list-style-type: none"> <li>1. Learning and Teaching Methods       <ol style="list-style-type: none"> <li>a. Lectures, seminars, and workshops: provide theoretical foundations, introduce concepts, and facilitate discussions and critical analysis.</li> <li>b. Practical sessions and laboratory work in STEAMHouse: Offer hands-on experience with immersive technologies, software tools, and programming languages.</li> <li>c. Group projects and collaborative activities: Foster teamwork, interdisciplinary collaboration, and the exchange of ideas and perspectives.</li> <li>d. Expert lectures and industry involvement: Facilitate engagement with professionals and industry experts, offering insights into real-world immersive technology practices and trends.</li> <li>e. Self-directed learning: Encourage independent research, reflective practice, and exploration of emerging technologies and industry developments.</li> <li>f. Face-to-face learning and online content to support delivery of modules on the programme</li> </ol> </li> <li>2. Assessment Methods       <ol style="list-style-type: none"> <li>a. Individual and group project work: Assesses practical skills, problem-solving abilities, creativity, and application of immersive technology knowledge in project-based assignments.</li> <li>b. Presentations and demonstrations: Evaluate communication skills, critical thinking, and the ability to effectively showcase immersive experiences and articulate design decisions.</li> <li>c. Written assignments and essays: Assess critical analysis, research skills, and theoretical understanding of immersive technologies, their impact, and related ethical considerations.</li> </ol> </li> </ol> |

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|  | <p>d. Reflective journals and portfolios: Encourage self-reflection, showcase personal and professional growth, and demonstrate an understanding of learning outcomes and their application.</p> <p>3. Feedback and Feed Forward</p> <p>a. Formative feedback: Provided throughout the course to support students' learning and development, enabling them to enhance their understanding, skills, and project work before final assessments.</p> <p>b. Timely feedback: To be given on assignments, projects, and presentations, highlighting strengths and areas for improvement, with constructive suggestions for future development.</p> <p>c. Individual tutorials and guidance: Offered to address specific concerns, clarify concepts, and provide personalised feedback on progress and performance.</p> <p>d. Feed forward: Guidance and recommendations provided to support students in setting goals, planning future learning, and identifying areas for further exploration and skill development.</p> <p>This learning, teaching, and assessment strategy fosters continuous learning by promoting active engagement, critical thinking, and practical application of knowledge. It expects students to take responsibility for their learning, actively participate in discussions and activities, and engage in independent research to deepen their understanding of immersive technologies within the business environment. At level 7, students are expected to demonstrate advanced analytical skills, a critical approach to decision making, and the ability to engage in interdisciplinary collaboration inherent in the STEAM approach this programme embodies. Students are encouraged to be proactive, reflective learners who actively seek feedback, and explore emerging trends.</p> <p>The learning partnership between staff and students (as co-creators) at level 7 emphasises a collaborative approach, with academics providing guidance, support, and expertise, while students bring their enthusiasm, creativity, and dedication to the learning process. Together, staff and students create an environment conducive to the development of advanced skills, critical thinking, and a deep understanding of the role of the Metaverse in business. This serves as platform for future roles as entrepreneurs and leaders.</p> |
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| <b>15</b>  | <b>Course Requirements</b>  |   |                     |
| <b>15a</b> | <b><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 180 credits):</i></b> |   |                     |
|            | <b>Module Code</b>  | <b>Module Name</b>                              | <b>Credit Value</b> |
|            | BUS7105   | Metaverse Fundamentals                          | 20                  |
|            | BUS7107   | STEAM Engine: Metaverse Design and Case Studies | 20                  |
|            | BUS7103   | Metaverse Ecosystem and Economies               | 20                  |
|            | BUS7104   | Metaverse Environments and Interactions         | 20                  |
|            | BUS7101   | Digital Leadership                              | 20                  |
|            | BUS7102   | Innovation and Change                           | 20                  |
|            | BUS7106   | STEAM Capstone Project                          | 60                  |

**15b Structure Diagram**

| <b>Course Structure – MSc Metaverse and Digital Leadership</b> |  |  |   |
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| <b>PG Cert Stage S1<br/>(60 Credits)</b>                       | BUS7105<br>Metaverse<br>Fundamentals<br><br>(20 Credits)                     | BUS7107<br>STEAM Engine:<br>Metaverse Design and<br>Case Studies<br><br>(20 Credits) | BUS7103<br>Metaverse Ecosystem<br>and Economies<br><br>(20 Credits) |
| <b>PG Diploma Stage S2<br/>(120 Credits)</b>                   | BUS7104<br>Metaverse<br>Environments and<br>Interactions<br><br>(20 Credits) | BUS7101<br>Digital Leadership<br><br>(20 Credits)                                    | BUS7102<br>Innovation and Change<br><br>(20 Credits)                |
| <b>Master Stage<br/>(180 Credits) S3 and 4</b>                 | BUS7106<br>STEAM Capstone Project<br><br>(60 Credits)                        |  |   |

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| <b>16</b> | <b>Overall Student Workload and Balance of Assessment</b> |
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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. The following information gives an indication of how much time students will need to allocate to different activities at each stage 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 of assessments.

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.

### Workload

#### **15.7% time spent in timetabled teaching and learning activity.**

| <b>Activity</b>    | <b>Number of Hours</b> |
|--------------------|------------------------|
| Scheduled Learning | 256                    |
| Directed Learning  | 560                    |
| Private Study      | 984                    |
| <b>Total Hours</b> | <b>1800</b>            |

### Balance of Assessment

| <b>Assessment Mode</b> | <b>Percentage</b> |
|------------------------|-------------------|
| Coursework             | <b>87.2%</b>      |
| Exam                   |                   |
| In-Person              | <b>12.8%</b>      |