Programme Information & PLOs		
Title of the new programme – including any year abroad/ in industry variants		
BSc Interactive Media		
Level of qualification		
Please select:		
Please indicate if the programme is offered with any year abroad / in industry variants	**Year in Industry** Please select Y/N	No
	Year Abroad Please select Y/N	No
Department(s): Where more than one department is involved, indicate the lead department		
Lead Department	TFTV	
Other contributing Departments:	NA	
Programme Leader		
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.		
Jenna Ng		
Purpose and learning outcomes of the programme		
Statement of purpose for applicants to the programme		

Interactive media has entered almost every aspect of our lives. Mobile apps, websites, games and social media have transformed the way we work, play, learn and interact with each other. But this is just the beginning. With emerging mainstream technologies such as augmented and virtual realities and the Internet of Things, we are only just beginning to understand the huge potential of interactive media to transform and enhance our lives. Our Interactive Media BSc is a unique multidisciplinary degree which will give you the skills and understanding to create the new types of interactive media content that are transforming our society and culture.

To innovate in interactive media, you need to be able to understand it from technical, creative and socio-cultural perspectives. In the words of Steve Jobs, "technology alone is not enough — it is technology married with liberal arts, married with the humanities, that yields us the result that makes our heart sing". Our unique multidisciplinary course will support you in developing your creativity, acquiring design, technical and programming skills needed in the production of interactive media, and the ability to analyse and assess the impact of interactive media upon individuals and society as a whole.

The course combines creative with technical work, user experience design with computer programming, and human-computer interaction with critical analysis of digital culture and society. With hands on engagement in the latest digital technologies, design methods and digital culture theories, you will learn how to understand and create interactive media software, content, and products for a variety of platforms and uses including mobile apps, games and virtual environments, responsive websites, virtual reality, social media, augmented reality, interactive television, digital art installations and many more.

This course is academically focused, but also gives you the freedom to develop your own practical ideas from the first year onwards, and so to create a portfolio to show your future employers. Through various courseworks and projects, you will develop skills that useful in any sectors of prefessional and social life, such as for management, communication, negotiation, research and group work. You will have access to superb technical facilities, be surrounded by students studying closely interrelated courses in performance (theatre), media technology and production (film and TV), and digital technologies (computer science), and be taught by teachers who are groundbreaking researchers in interactive media. You will benefit from our excellent links with industry as well as cultural and governmental organisations through masterclasses, internships and employment opportunities.

Upon completion, you will be a well-rounded professional, attractive to a huge range of employers, from entertainment to finance, from technology development to design, from industry to academia.

Programme Learning Outcomes

PLO	On successful completion of the programme, graduates will be able to:
1	Initiate, plan and execute interactive media projects, both individually and collaboratively, using various creative, artistic, analytic, technical, organisation and communication skills
2	Identify needs for mediated expression, communication and interaction and devise, model, evaluate and communicate meaningful interactive media concepts and artefacts that address them, through the application of user experience design methodologies
3	Create high quality interactive media assets, including graphics, pictures, video, sound and virtual environments, through the application of aesthetic principles, understanding of human perception and application of dedicated authoring tools
4	Select, devise and apply appropriate algorithmic abstractions to model behavior of interactive media artefacts and express such models in computer programming languages
5	Theorise interactions between media, technology and culture, and critique the social, political and cultural implications of such interactions employing relevant theoretical frameworks
6	Adhere to established norms of professional conduct that operate in relation to interactive media, including business, legal, regulatory and ethical aspects

7	Mediate conversations between people of various specialities involved in the process of interactive media development, including designers, art and content creators, software developers, business operators, and media analysts
8	Approach specific situations with creativity, analyse them critically and with rigour, and communicate ideas with clarity and persuasiveness

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

NA

Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

NA

Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

This programme has a strong multi-disciplinary approach to the study and development of interactive media, combining elements of science and technology, arts and humanities, social sciences and business, and theory with practice. In terms of traditional subject areas, it combines art, design, computer programming, digital media production, digital culture and scientific underpinnings of digital media. The programme stimulates students' creativity and imagination, but at the same time it develops their ability to formulate rigorous specifications as computational models. It develops their skills in media production tools, but with a strong foundation in computer programming and digital media technologies. It develops their ability to identify specific needs and opportunities and develop corresponding pragmatic solutions, but at the same time to critically engage with debates on how interactive media impacts upon human society.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The widely multi-disciplinary approach, mentioned above, makes this programme a clearly distinctive and probably unique offering. In-depth studies of traditional subjects, such as art and design, computer science, video and audio engineering, and media studies will continue to have their place, but in the context of the rapidly growing area of interactive digital media, it is their tight combination and mutual influence that is conducive to significant and responsible innovation. This programme grows "the architects" of the new interactive media artefacts and the need for such professional profiles is clearly recognised by the all the industries.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

Digital literacy is an intrinsic aspect of the programme. In fact, the programme goes far beyond developing the students' digital literacy: the Interactive Media students will develop new forms of digital interaction in which the others will need to become literate.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employablity objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

The ability to understand interactive media from a variety of perspectives, ranging from pragmatics of human-computer interfaces to theories of digital culture and society, and to create and develop various facets of it through a set of core complementary skills, ranging from computer programming to artistic design, make this programme's graduates very versatile on the job market. At the same time, interactive media is a growing component of any sector of our social and professional lives, including entertainment, health, education, finances, manufacturing, and social relationships, and the opportunities for employment are growing accordingly. The programme ensures relevance to evolving needs of the interactive media industries through its advisory board, who share industrial expertise in order to ensure the PLOs and programme structure produces graduates that have the right skills and knowledge to succeed in a variety of roles. This is further enhanced by the masterclass programme, which brings in interactive media professionals from a range of backgrounds, who share real world experiences and expose students to industrial perspectives across the programme strands. Our design-related modules are grounded in contemporary industrial contexts such as heritage, entertainment and advertising, and involve real industrial partners and site visits where appropriate, to ensure that all student work is conducted with a strong understanding of specific real-world needs. The programme is designed so that students create a range of high quality artefacts as part of their study and assessment, which are ideal for use in portfolios, and help students demonstrate skills and knowledge to potential employers. Along with the complementary support on CVs, applications and schemes from the university Careers service, students are well placed to achieve excellent roles across interactive media industries and beyond.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

We have been using the university's Writing Centre and are aware of the Maths Skills Centre, which we will recommend in the future when if and when the need arises. Computer programming is a skill for which some of our students require extra support. So far, as the numbers were manageable, such support was provided by lecturers. In the future we are planning to set up a tutoring system supported by PhD students (from TFTV and other departments, such as CS).

vii) How is teaching informed and led by research in the department/ centre/ University?

The content structure of the Interactive Media (IM) programme, as reflected by the curriculum, results from the teaching team's multi- and inter-disciplinary research. In terms of the specific content taught, in years 1 and 2 research topics find their ways into teaching particularly via courseworks and projects, as well as in the examples employed in lectures, practicals and seminars. The optional modules in year 3 are all inspired by the IM team's key research interests. The final year projects, too, are aligned with the team's research topics. Research also enters the teaching space via internships on specific research projects. An example at this end is the Digital Creativity Labs, which has already offered internships to the IM students. We are planning to extend this scheme to include other research projects within the university, such as the Centre for Chronic Diseases and Disorders (whichever its new name might be).

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:

Global statement - only needed at stage 3 if it's an integrated masters because at stage 3 of a 3 year stage it becomes the programme outcomes

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
individually initiate and produce a complete interactive media prototype (an artefact that illustrates the key features of a potential product) following experimental design and implementation methods	design and communicate, following experimental methodologies, interactive media artefacts	create good quality 2D media through dedicated tools, with knowledge of human perception and appreciation of aesthetic and narrative principles	design and implement substantial prototypes, through the use of algorithmic abstractions and programming languages for sketching digital media	engage in critical discussions on aspects of digital culture, using basic theoretical frameworks	adhere to ethical principles	employ multi-disciplinary vocabulary in describing facets of interactive media	exercise some creativity in approaching specific situations, find critical standpoints in their analysis, exercise a good degree of rigour, and communicate with clarity and persuasiveness

Stage 2

On progression from the second year (Stage 2), students will be able to:

Global statement

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

| individually and in group initiate and produce a complete interactive media prototype (an artefact that illustrates the key features of a potential product) following established design and implementation methods | identify needs, design and communicate interactive media artefacts, following established design methodologies | create good quality 2D and 3D media through dedicated tools, with knowledge of human perception and appreciation of aesthetic and narrative principles | design and implement substantial prototypes, through the use of algorithmic abstractions, programming languages for sketching digital media, and programming languages used in industry | critique, within relevant theoretical frameworks, implications of interactive media and digital technologies upon society, including cultural, political, economic and social perspectives | adhere to ethical principles and some aspects of business development (e.g. product description) | employ multi-disciplinary vocabulary in describing facets of interactive media and mediate conversations between people of various specialities in interactive media production | exercise creativity in approaching specific situations, clearly express critical standpoints in their analysis, construct rigorous models and arguments, and communicate with clarity and persuasiveness |

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:	*Global statement*						
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
			Autumn Term										Spring Term										Summer Term									
10	TFT00021C	Programming for Digital Media		S									EA																			
20	TFT00020C	Introduction to Media Technologies		S									EA																			
30	TFT00019C	Digital Culture, Aesthetics and Storytelling		S									A										EA									
30	TFT00018C	Computational Thinking												S								A				EA						
30	TFT00021C	Developing Interactive Media												S															EA			

Stage 2

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
			Autumn Term										Spring Term										Summer Term									
20	TFT00018I	Media Production for Interactive Environments		S								EA																				
20	TFT00016I	Interactive Media and Society		S				A				E	A																			
30	TFT00014I	Web Application Design and Development												S				A						A		E						
30	TFT00017I	User Experience Design												S			A						A			E						
20	TFT00015I	Interactive Media Group Project																					S						EA			

Stage 3

Credits	Code	Title	Autumn Term										Spring Term										Summer Term									
			1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	TFT00031H	Project Planning		S			A					E	A																				
40	TFT00024H	Interactive Media Individual Project												S																EA			
20	TFT00023H	Business, Legal and Professional Issues												S								E	A										
10		One of Option List A		S								EA																				
10		Another one of Option List A		S								EA																				
10		One of Option List B												S								EA										
10		Another One of Option List B												S								EA										

Stage 4

Credits	Code	Title	Autumn Term										Spring Term										Summer Term									
			1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Mobile Interaction	Advanced Interaction Techniques and Technologies						
Experience Evaluation	Critical Design						
Esports Content Production	Gaming: Industry and Culture						
The Future of Story							

Management and Admissions Information	
This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate)
Diploma of Higher Education (Level 5/Intermediate)

Admissions Criteria

TYPICAL OFFERS
A levels AAB
IB Diploma Programme
35 points
BTEC Extended Diploma
DDD

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BSc Interactive Media	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	No	if No move to next Section if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	No

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No	

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	

Additional details:

Transfer applicants with credits in closely related degree programmes will be considered on a case by case basis by the Admissions Tutor for the Interactive Media BSc, in consultation with the Programme Leader, Head of Subject and Chair of Board of Studies.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	

Additional details:

Transfer applicants with credits in closely related degree programmes will be considered on a case by case basis by the Admissions Tutor for the Interactive Media BSc, in consultation with the Programme Leader, Head of Subject and Chair of Board of Studies.

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception Please detail any exceptions to University Award Regulations approved by UTC	**Date approved**

Date on which this programme information was updated:
27/07/2017

Please note:
The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Initiate, plan and execute interactive media projects, both individually and collaboratively, using various creative, artistic, analytic, technical, organisation and communication skills	Identify needs for mediated expression, communication and interaction and devise, model, evaluate and communicate meaningful interactive media concepts and artefacts that address them, through the application of user experience design methodologies	Create high quality interactive media assets, including graphics, pictures, video, sound and virtual environments, through the application of aesthetic principles, understanding of human perception and application of dedicated authoring tools	Select, devise and apply appropriate algorithmic abstractions to model behavior of interactive media artefacts and express such models in computer programming languages	Theorise interactions between media, technology and culture, and critique the social, political and cultural implications of such interactions employing relevant theoretical frameworks	Adhere to established norms of professional conduct that operate in relation to interactive media, including business, legal, regulatory and ethical aspects	Mediate conversations between people of various specialities involved in the process of interactive media development, including designers, art and content creators, software developers, business operators, and media analysts	Approach specific situations with creativity, analyse them critically and with rigour, and communicate ideas with clarity and persuasiveness

Stage 1	Programming for Digital Media	Progress towards PLO			Learn how digital media can be manipulated in a high-level programming language	Study the syntax of a programming language and basic algorithmic structures (assessed through a practical exam)			Learncomputer programming terminology and employ it in communicating programming solutions to interactive media needs	Devise and communicate rigorous algorithmic and computational models
		By working on (and if applicable, assessed through)			Work with specific libraries for aural and visual media	Work on specific programming tasks, each aimed to introduce one or a few algorithmic structures			Describe solutions to specific programming tasks	
Stage 1	Introduction to Media Technologies	Progress towards PLO			Study digital formats for sound, still image, video and graphics, their relation to human perception, tools for their creation and manipulation and elements of aesthetics (assessed through an exam)	Knowledge of digital media formats is pre-requisite for media programmin in high-level programming languages			Learn asset creation terminology and use it to describe media assets	Create Media Art

		By working on (and if applicable, assessed through)			Work on specific digital media types and facets, each aimed to introduce one or a few formats, principles, tools or aesthetic aspects	Manipulate digital media in various formats			Describe solutions to specific media asset creation tasks	
Stage 1	Digital Culture, Aesthetics and Storytelling	Progress towards PLO		Study key aspects related to story (assessed via an essay)			Study key issues in digital culture and develop ability to critically engage with specific aspects of concrete situations or examples (assessed via an essay)	Professional practice is being analysed as part of larger cultural and social phenomena	Learn cultural and media studies terminology and ways of using it in critical analyses of interactive media	Perform critical analyses of aspects of digital culture and society and communicate them in clear and persuasive arguments
		By working on (and if applicable, assessed through)		Analyse abstract narrative concepts and the way in which they materialise in interactive media, following from film, TV, and theatre			Work with main theories in the study of interactive media in various specific cultural, political and social contexts	Analyses of interactive media in various specific cultural, political and social contexts	Write essays on aspects of digital culture	Expressing complex thought and argument through debate, oral presentations and written work

					Learn how digital media can be manipulated in a high-level programming language by using pre-defined or developing new algorithms	Study algorithmic abstractions, their use in modelling specific interactive media applications, and their implementation in a specific programming language (assessed through individual projects)			Learn algorithmic and programming terminology and employ it in communicating algorithmic and computational solutions	Devise and communicate rigorous algorithmic and computational models
Stage 1	Computational Thinking	Progress towards PLO								
		By working on (and if applicable, assessed through)			Work with specific libraries for aural and visual media	Work on specific types of interactive media problems/applications, each aimed to introduce one or a few algorithmic structures and software design solutions			Describe algorithmic and programming solutions to specific interactive media needs	
Stage 1	Developing Interactive Media	Progress towards PLO	Complete entire process of interactve media development, from concept creation to evaluation	Study and apply design methodologies and iterative processes of prototype development	Create media assets	Design and implement interactive media prototypes	Contextualise and critically evaluate own ideas and prototypes	Create presentations aimed at a professional audience	Use various terminologies and notations, in design, media, and programming, to describe an interactive media concept, its design and development	Approach problem spaces with creativity and communicate ideas, designs and solutions with clarity and rigour

		By working on (and if applicable, assessed through)	Work on an individual interctive media project, which is entirely driven by the students, from defintion of concept to prototype implementation, evaluation and presentation (documented and assessed through the design logbook and report)	Work on individual project to identify needs, devise and build solution (assessed through individual project and documented in design logbook)	Apply knowledge, skills and tools learnt in "Introduction to Media Technologies" to the creation of appropriate media assets for the individual project	Apply the abstract modelling and computer programming knoweldeg and skills acquired in "Programming for Digital Media" and "Computational Thinking" to the development of a specific project	Work on an individual project to present a relevant contexts and a critical evaluation using skills acquired from "Digital Culture, Aesthetics and Storytelling"	Work on an individual project to present a mature idea, with professional understanding of project context (assessed through presentation)	Writing the documentation for the individual project	By working on individual project in specific context of student's choice, and communicating ideas through design and documentation (assessed through report and presentation)
Stage 2	Media Production for Interactive Environments	Progress towards PLO	Initiate and complete own projects		Design, develop and evaluate interactive 3D virtual environments with appreciation of aesthetic criteria and skills in industry-standard development tools	Apply programming techniques learnt in year 1 to programming interactive media behaviour in industry-standard languages that accompany the development tools			State and discuss requirements for and solutions to interactive media aplications with regards to virtual environments art and behaviour	Adopt artistic approach to virtual environment creation and perform rigorous descriptions of its behaviour as response to user interactivity
		By working on (and if applicable, assessed through)	Work on individual projects responding to generic requirements		Work on individual projects responding to generic requirements	Work on individual projects responding to generic requirements			Work on individual projects responding to generic requirements	

Stage 2	Interactive Media and Society	Progress towards PLO	Choose own specific topics for analysis and formulate corresponding arguments				Critique specific aspects of digital society, founded in key theoretical frameworks	Identify and critique aspects of professional practice as part of larger cultural and social phenomena	Formulate and present critical viewpoints related to interactive media applications and artefacts	Perform rigorous analyses of aspects of digital culture and society and communicate them in clear and persuasive arguments
		By working on (and if applicable, assessed through)	Work on specific analyses and write them in essays				Work with main theories in the study of interactive media in various specific cultural, political and social contexts	Analyses of interactive media in various specific cultural, political and social contexts	Write essays on aspects of interactive media and society	Expressing complex thought and argument through debate, oral presentations and written work
Stage 2	Web Application Design and Development	Progress towards PLO	Generate idea and follow through, up to implemented prototype	Specify, design and evaluate prototypes implemented in the chosen programming language	Create media assets necessary in the study of the algorithmic resources of the language	Study underlying algorithmic foundations and syntax of an industry-based programming language and design and implement prototypes illustrating various capabilities of the language			Use algorithmic abstractions to describe concepts and implementation ideas to software developers	Apply and design algorithms to specific problems
		By working on (and if applicable, assessed through)	Work on individual implementation projects	Work on the implementation of specific illustrative examples	Work on the implementation of specific illustrative examples	Work with key programming language APIs applied to the implementation of specific illustrative examples			Work on the implementation of specific illustrative examples	

Stage 2	User Experience Design	Progress towards PLO	Identify needs, generate ideas, design and evaluate solutions	Learn user experience design methodologies and apply them to identifying needs and devising, designing, and evaluating corresponding interactive media concepts and artefacts	Generate and document ideas, sketches, designs and increasingly high fidelity prototypes through media content	Capture and develop ideas through implemented prototypes	Be aware of and respond to cultural, political, economic and social implications of the designed artefacts and their contexts of use	Recognise and respond to norms of professional practice in particular applications of interactive media with particular emphasis on ethical approaches to data gathering and user evaluation	Communicate interactive media concepts and designs using various techniques of user experience design	Approach specific situations with creativity, perform methodical analyses, and communicate ideas with clarity and persuasiveness
		By working on (and if applicable, assessed through)	Work on specific "real-world" problems	Work on specific "real-world" problems	Work on specific "real-world" problems	Work on specific "real-world" problems	Analyse the cultural contexts surrounding specific "real-world" problems	Analyse the professional contexts in which specific "real-world" problems reside	Work on specific "real-world" problems	
Stage 2	Interactive Media Group Project	Progress towards PLO	Collaboratively complete entire process of interactve media development, from concept creation to evaluation, using apporpriate creative, artistic, analytical and technical techniques and technologies	Devise, design, and evaluate interactive media concepts and artefacts that respond to specific needs, by applying appropriate user experience design methods	Create high quality media assets necessary in the design and prototyping of solutions to a specific real-world problem	Implement sketched applications using appropriate programming languages and technologies which are necessary in the design and development of solutions to complex problem spaces	Be aware of and consider the cultural, political, economic and social implications of the designed interactive media artefacts and their contexts of use	Recognise, respond and apply norms of professional practice in particular applications of interactive media through adoption of group working team roles	Mediate conversations between stakeholders, including students and researchers, involved in the process of interactive media development in various roles, including designers, project management, art and content creators, and software developers	Document and present the development of an interactive media system through a variety of forms including demonstration, written word, and visual evidence, communicating ideas with clarity and persuasiveness, critically reflecting on the creative process

		By working on (and if applicable, assessed through)	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	Work to a broad brief to collaboratively identify a problem, develop an appropriate approach to breaking it down and tackling it, to assign and complete tasks to collaboratively design and implement an complete working solution	
Stage 3	Advanced Interaction Techniques and Technologies	Progress towards PLO		Design and evaluate prototypes of user experiences that leverage advanced interaction techniques and technologies	Develop media assets necessary in interactive media applications that employ advanced interaction techniques and technologies	Study key avdanced interaction technologies and their scientific underpinnings and work on prototyping interactive media that employ such technologies			Describe key characteristics of advanced interaction techniques and technologies	
		By working on (and if applicable, assessed through)		Work on specific projects that require prototyping interactive media using advanced interaction technologies	Work on specific projects that require prototyping interactive media using advanced interaction technologies	Work on specific projects that require prototyping interactive media using advanced interaction technologies			Work on specific projects that require prototyping interactive media using advanced interaction technologies	

Stage 3	Critical Design	Progress towards PLO		Understand and respond to complex situations and global societal challenges through the lens of interactive media by employing critical design theories and methodologies			Understanding the theoretical and conceptual positioning of Critical Design as it relates to technological, political, economic and social contexts			Develop reflective, critical, digitally mediated artefacts that challenge assumptions, preconceptions and givens about contemporary life
		By working on (and if applicable, assessed through)		Analyse and design for specific interactive media contexts			Analyse specific interactive media contexts			
Stage 3	Gaming Industry and Culture	Progress towards PLO					Introduce key video game theory concepts and debates and explore the relationship between theory and practice in the context of game development	Acquire knowledge of industry structures, codes and conventions		Evaluate key elements, codes and conventions in digital representations
		By working on (and if applicable, assessed through)					Analise specific contexts in which video games are a key component	Explore specific aspects of the game industry		

Stage 3	Mobile Interaction	Progress towards PLO		Develop design thinking in the context of interactive media for mobile and locative computing platforms		Understand technologies that enable and support mobile computing and apply technical skills in designing and developing for mobile devices		Critically analyse ethical, privacy and security issues related to mobile computing applications		
		By working on (and if applicable, assessed through)		Work on specific projects that require prototyping mobile and locative media applications		Work on specific projects that require prototyping mobile and locative media applications		Work on specific projects that require prototyping mobile and locative media applications		
Stage 3	Experience Evaluation	Progress towards PLO		Develop experimental design skills in evaluating and comparing user experiences with interactive media systems				Develop an appreciation and understanding of the ethical processes involved in performing experiments with human participants	Describe the motivation, design, implementation, analysis and conclusions for an experiment	Choose appropriate empirical research method for analysis of a research question
		By working on (and if applicable, assessed through)		Evaluate interactive media user experiences in specific contexts				Evaluate interactive media user experiences in specific contexts	Evaluate interactive media user experiences in specific contexts	
Stage 3	The Digital Self	Progress towards PLO				Understand how digital technology changes and defines us as individuals, as social beings and as humans			Express theoretical learning in creative practice	Analyse theoretical texts and apply theory to other media texts

		By working on (and if applicable, assessed through)					Analyse specific aspects of interactive media which challenges the notions of "individual", "social being" and "Human"		Analyse a specific aspect of interactive media which challenges the notions of "individual", "social being" and "Human"	
Stage 3	Business, Legal and Professional Issues	Progress towards PLO						Learn established norms of professional conduct that operate in relation to interactive media, including business, legal, regulatory and ethical aspects, and apply them in analyses of professional contexts	Mediate conversations between students involved in the process of interactive media development in various roles, including designers, art and content creators, software developers	
		By working on (and if applicable, assessed through)						Develop a business plan, including financial, legal, ethical aspects and marketing	Develop a business plan working in a team consisting of students assuming various roles involved in interactive media development	
Stage 3	Project Planning	Progress towards PLO	Initiate meaningful interctive media projects	Identify needs and propose generic (undetailed) solutions			Respond to cultural, political, economic and social implications of interctive media	Learn project development methods and carry out studies of related work in specific application areas	Learn project development methods and describe contexts (related work) of specific interactive media applications	Identify problems and suggest solutions

		By working on (and if applicable, assessed through)	Work on specific "real-world" problems	Work on specific "real-world" problems			Work on specific "real-world" problems	Work on specific "real-world" problems	Work on specific "real-world" problems	Work on specific "real-world" problems
Stage 3	Interactive Media Individual Project	Progress towards PLO	Individually complete entire process of interactve media development, from concept creation to evaluation, using apporpriate creative, artistic, analytical and technical techniques and technologies, or carry out in depth one aspect of interactive media development and analysis: art, design, implementation, or critical analysis	If it is within the scope of the chosen project topic, devise, design, and evaluate interactive media concepts and artefacts that respond to specific needs, by applying appropriate user experience design methods	If it is within the scope of the chosen project topic, create high quality media art and assets necessary in the realisation of an interactive media application	If it is within the scope of the chosen project topic, implement prototype applications necessary in the realisation of an interactive media application, using appropriate programming languages and technologies	If it is within the scope of the project, critique, within relevant theoretical frameworks, implications of interactive media and digital technologies upon society, including cultural, political, economic or social	Recognise and respond to norms of professional practice in particular applications of interactive media	Present and discuss with clarity and fluency aspects of interactive media	Approach specific situations with creativity, perform methodical analyses, and communicate ideas with clarity and persuasiveness
		By working on (and if applicable, assessed through)	Work on a specific "real-world" problem	Work on a specific "real-world" problem	Work on a specific "real-world" problem	Work on a specific "real-world" problem	Work on a specific "real-world" problem	Work on a specific "real-world" problem	Work on a specific "real-world" problem	