# Programme Specification (Undergraduate)    FOR ENTRY YEAR: 2022/23

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### 1. Programme title(s) and code(s):

BSc Creative Computing (G452)

BSc Creative Computing with a Year in Industry (G452)

BSc Creative Computing with a Year Abroad (G452)

CertHE Creative Computing*

DipHE Creative Computing*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

**a) HECOS Code**

| HECOS Code | % |
|---|---|
| 100368 | 100 |

**b) UCAS Code (where required)**

G452

### 2. Awarding body or institution:

University of Leicester

### 3. a) Mode of study

Full-time

**b) Type of study**

Campus-based

### 4. Registration periods:

**BSc Creative Computing**

The normal period of registration is 3 years

The maximum period of registration 5 years

**BSc Creative Computing with a Year in Industry / Year Abroad**

The normal period of registration is 4 years

The maximum period of registration 6 years

### 5. Typical entry requirements

A-levels:  BBB

Two AS-levels considered in place of one A-level. General Studies accepted.

BTEC: DDM

No specific subjects at A-level or BTEC are required, but it is expected that students will have a mix of "arts" and "sciences" qualifications. Where there is a uniform qualifications profile (i.e. all sciences or all arts), the personal statement will be examined for evidence of sustained and credible activity in the under-represented side. This should include evidence of computing, programming or web skills, creative or artistic ability.

**6.    Accreditation of Prior Learning**

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case basis and subject to the general provisions of the University APL policy.

**7.    Programme aims**

The BSc Creative Computing programme aims to allow students to:

• understand the ways in which creativity and enterprise are shaping digital technologies;

• place creative thinking at the heart of technological developments;

• improve computer technologies to support human creativity;

• experience an intellectually challenging and stimulating curriculum that draws on the research expertise of staff in the department and associated enterprise partners;

• develop the flexibility and adaptability necessary to respond effectively in a dynamic world;

• develop an appetite and ability to be an independent entrepreneur and life-long learner;

• apply creative computing skills within different discipline areas;

• have confidence and expertise in the interconnected areas of computing, creativity and business;

• be able to solve problems by applying a rigorous yet creative approach;

• develop the foresight and prescience to anticipate new technological developments and their impact;

• acquire team working and presentation skills.

It will equip students to:

• create original software applications and projects both individually and in collaboration;

• understand the design process and its potential applications;

• flourish in the rapidly changing digital economy;

• work across disciplines and in different contexts;

• solve real-world problems in a creative way;

• develop in-depth knowledge and understanding of specialised areas of creative computing;

• be technically competent in relevant areas of the arts and humanities;

• understand the theory and concepts that underpin creativity and computing;

• embrace the wider social and cultural context for creative computing; and

• undertake research and development in both academic and professional situations.

In addition, for the "with a Year in Industry" variants:
- provide students with an experience of the application of creative computing and professional skills in an industrial environment and to reinforce knowledge through its use in different environments.

In addition, for the "Year Abroad" variants:
- enable students to gain experience of Creative Computing in an international perspective;
- develop students' working knowledge of a language other than English; and
- provide students with an environment that will encourage a thoughtful and mature approach to all aspects of study and life, creating graduates with broad experiences and horizons.

## 8. Reference points used to inform the programme specification

- QAA Benchmarking Statement – Art and Design (2016)
- QAA Benchmarking Statement – Business and Management (2015)
- QAA Benchmarking Statement – Computing (2016)
- IEEE and ACM Joint Task Force - Computer Science Curricula (2013)
- University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-2020
- University of Leicester Periodic Developmental Review Report

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Recall* and *describe* key issues in creative computing. | Demonstrations.  Essay. Feedback. GIS. Laboratories. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning log. Blog post. Computer-based test. Concept map. Coursework. Demonstration. Essay. Essay plan. Exam. Field report. Instant reports (using a template). Literature review. Portfolio. Presentation. Reflective journal. Report. |
| *Define* creative problems that may be solved with appropriate knowledge of computing. | Computer-based practicals. Coursework.  Feedback. GIS. Laboratories. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Business plan. Concept maps. Coursework. Demonstrations. Essays. Essay plans. Exams. Installations. Performances. Portfolios. Presentations. Products. Project works. Reflective journals. Role play. |
| *Explain* the role that creative computing plays in the success of modern business and research projects. | Demonstrations.  Essays. Feedback. Field trips. GIS. Lectures. Presentations. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Blog posts. Business plan. Computer-based tests. Coursework. CV. Demonstrations. Essays. Essay plans. Exams. Field reports. Instant reports (using a template). Literature reviews. Portfolios. Presentations. Products. Project works. Reflective journals. Reports. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| **With-industry:** *apply* skills and knowledge from their degree within a professional context | Placement preparation and supervision. | Placement assessment and visit report. |
| **Year abroad:** *demonstrate* understanding of the core of an appropriate foreign language | Lectures, language laboratories and learning abroad. | University report. |

ii)   Understanding and application of key concepts and techniques

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Explain* and *apply* knowledge of key creative computing techniques to solve real-world problems. | Computer-based practicals. Coursework. Demonstrations. Feedback. GIS. Laboratories. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Web-based learning materials. Workshops. | Annotated learning logs. Blog posts. Business plan. Computer-based tests. Concept maps. Coursework. Demonstrations. Essays. Essay plans. Exams. Field reports. Installations. Literature reviews. Portfolios. Presentations. Products. Project works. Reflective journals. Reports. Role play. |
| *Apply* creative thinking to specify, design, implement and test creative computing applications. | Coursework.  Demonstrations. Feedback. GIS. Laboratories. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Concept maps. Coursework. Demonstrations. Installations. Instant reports (using a template). Performances. Portfolios. Presentations. Products. Project works. Reflective journals. Reports. |
| *Explain* and *apply* suitable design processes and methodologies, to determine strategies for innovation in creative computing. | As above | As above |
| *Apply* tools and techniques to efficiently *collaborate* with others to *plan* and *execute* a project | As above | As above |
| ***Year abroad:*** Demonstrate an ability to communicate some aspects of Creative Computing in a foreign language | Lectures and language laboratories | University report. |

iii)    Critical analysis of key issues

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Analyse* client/customer problems, requirements and criteria, and hence *plan* an appropriate yet innovative solution strategy. | Coursework.  Feedback. GIS. Laboratories. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Business plan. Coursework. Demonstrations. Literature reviews. Portfolios. Presentations. Project works. |
| Critically *analyse* aesthetic, commercial, sociocultural, legal and ethical issues in creative computing. | As above | Computer-based tests. Essays. Essay plans. Exams. Field reports. Literature reviews. Presentations. Project works. Reports. |
| *Evaluate* accurately creative computing systems, processes and products. | As above | As above |

iv)    Clear and concise presentation of material

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Present* information in a variety of forms, chosen to maximise reader/audience impact and understanding, such as reports, dissertations, seminars, posters, websites, games, blogs, podcasts, exhibitions, performances, videos and other current media technologies. | Coursework.  Demonstrations. Feedback. GIS. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Blog posts. Concept maps. Coursework. Creative Writing. Demonstrations. Field reports. Installations. Instant reports (using a template). Performances. Portfolios. Presentations. Products. Project works. Reports. |
| **With Industry:** *summarise* key responsibilities and achievements from their placement | Placement Preparation and supervision | Placement assessment and visit report |

v)    Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Perform practical *testing*, technical *analysis* and critical *evaluation* of design ideas in laboratory or through simulation. | Computer-based practicals. Coursework.  Demonstrations. Feedback. GIS. Laboratories. Projects. Tutorials. Workshops. | Computer-based tests. Coursework. Demonstrations. Essays. Essay plans. Exams. Instant reports (using a template). Literature reviews. Presentations. Products. Project works.  Reports. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Create* and *design* new processes or products to fulfil a specified requirement through synthesis of ideas from a wide range of sources. | As above. | As above. |
| Take account of industrial and commercial constraints when *applying* creative computing techniques. | As above. | As above. |
| **With Industry:** Critically *evaluate* their impact within a workplace environment and *articulate* achievements and skill development. | Placement preparation and supervision | Placement assessment and visit report |

vi)     Other discipline specific competencies

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Describe* the purpose and benefits of different approaches to creative computing. | Feedback. GIS. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Blog posts. Coursework. Essays. Exams. Field reports.  Literature reviews. Presentations. Project works. Reports. |
| *List* and *compare* software tools for analysing and visualising data. | Lectures, Computer laboratories, Group Project work, Independent project work, GIS, Feedback, Project supervision. | As above |

**b)  Transferable skills**

i)     Oral communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Respond* to technical questions with accurate and concise answers. *BSc only.* | Demonstrations.  Feedback. GIS. Laboratories. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Demonstrations. Presentations. Project works. Role play. |
| *Demonstrate* fluent and sustained scientific, technical and business communication. *BA only.* | As above | As above |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| **With Industry:** *verbally promote* professional aspects of themselves in a variety of situations including application and selection processes and networking opportunities. | Placement preparation and supervision | Placement assessment and visit report |
| *Year abroad:* Demonstrate core oral communication skills in a foreign language | Lectures and language laboratories. | University report. |

ii)     Written communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Write* concise and accurate summaries of creative, computing and scientific knowledge, and solutions to problems, in a variety of different formats. *BA only.* | Essays. Feedback. Lectures. GIS. Seminars. Tutorials. Web-based learning materials. | Annotated learning logs. Blog posts. Business plan. Creative Writing. Essays. Essay plans. Exams. Field reports. Instant reports (using a template). Literature reviews. Reflective journals. Reports. |
| Produce properly structured, clear, advanced technical *reports. BSc only.* | As above | Annotated learning logs. Blog posts. Business plan. Field reports. Instant reports (using a template). Literature reviews. Reflective journals. Reports. |
| **With Industry:** *promote* professional aspects of themselves through written communication. | Placement preparation and supervision | Placement assessment and visit report |
| **Year abroad:** *Demonstrate* core written communication skills in a foreign language. | Lectures, tutorials, language laboratories | University report |

iii)     Information technology

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Compare* between a broad range of software and IT tools, and choose these appropriately. | Computer-based practicals. Coursework.  Demonstrations. Feedback. GIS. Laboratories. Lectures. Projects. Seminars. Study groups. Tutorials. Workshops. | Computer-based tests. Coursework. Demonstrations. Instant reports (using a template). Literature reviews. Portfolios. Presentations. Products. Project works. Reports. |
| *Understand and articulate* the limitations of Information Technology, especially in creative situations. *BA only* | Coursework.  Demonstrations. Feedback. Field trips. GIS. Laboratories. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Blog posts. Business plan. Coursework. Demonstrations. Exams. Field reports. Instant reports (using a template). Literature reviews. Portfolios. Presentations. Products. Project works. Reflective journals. Reports. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Explain* the rules and principles that relate to computation and data processing. *BSc only.* | Coursework. Demonstrations. Feedback. GIS. Laboratories. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Business plan. Coursework. Demonstrations. Essays. Essay plans. Exams. Instant reports (using a template). Literature reviews. Presentations. Project works. Reflective journals. Reports. |

iv)     Numeracy

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Use of a wide range of analytical and graphical methods | Computer-based practicals. Coursework. Feedback. GIS. Laboratories. Lectures. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Computer-based tests. Coursework. Exams. Instant reports (using a template). Portfolios. Presentations. Products. Project works. Reports. |
| Manipulate and present data in alternative formats to create deeper understanding or greater impact. | As above | As above |

v)     Team working

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Work effectively as part of a team, organise roles and manage time, undertake assigned tasks, and ensure completion of a team project. Identify strengths and weaknesses of team members. | Coursework. Feedback. GIS. Laboratories. Lectures. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Business plan. Coursework. CV. Demonstrations. Performances. Portfolios. Presentations. Project works. Reflective journals. Role play. |
| **With Industry:** *collaborate* with team members in a professional environment working. | Placement preparation and supervision | Placement assessment and visit report |

vi)     Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Solve* a variety of small and large problems through the integration of knowledge of creativity, computing and business. | Computer-based practicals. Coursework.  Demonstrations. Feedback. GIS. Lectures. Presentations. Projects. Seminars. Tutorials. Workshops. | Annotated learning logs. Business plan. Concept maps. Coursework. Demonstrations. Exams. Installations. Instant reports (using a template). Performances. Portfolios. Presentations. Products. Project works. Reports. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Describe* a systematic approach to analysing and solving creative problems and apply these to new problems. | As above | As above |
| **With Industry:** *Describe* the benefits of a proactive strategy to searching for career opportunities and *apply* this to finding a placement. | Placement preparation | Placement assessment and visit report |

vii) Information handling

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Demonstrate* a broad understanding of problems and issues that arise in creative computing. | Coursework. Feedback. Field trips. GIS. Laboratories. Lectures. Projects. Seminars. Study groups. Tutorials. Workshops. | Annotated learning logs. Blog posts. Coursework. Essays. Exams. Field reports. Literature reviews. Portfolios. Presentations. Project works. Reflective journals. Reports. |
| *Conduct* significant background research and literature surveys, and *summarise* content from information sources. | Coursework. Essays. Field trips. GIS. Lectures. Projects. Seminars. Study groups. Tutorials. Web-based learning materials. | Blog posts. Coursework. Demonstrations. Essays. Essay plans. Literature reviews. Project works. Reports. |
| Gather and *evaluate* information to independently gain new knowledge. | GIS, Project Supervision, Feedback | Individual and group project reports. |

viii) Skills for lifelong learning

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| *Demonstrate* knowledge and understanding of professional and ethical issues, and aspects of the law, in the context of creative computing. | Computer-based practicals. Coursework. Demonstrations. Essays. Feedback. Field trips. GIS. Lectures. Presentations. Projects. Seminars. Study groups. Tutorials. Workshops. | Coursework. Essays. Exams. Field reports. Reflective journals. Reports. Role play. |
| *Demonstrate* independence and time management skills. | Coursework. Feedback. GIS. Projects. Workshops. | Business plan. Coursework. CV. Project works. Psychometric tests. Reflective journals. Reports. Role play. |
| *Engage* in extra and co-curricular activities to develop career-relates skills. | Coursework. Feedback. Field trips. GIS. Projects. Web-based learning materials. Workshops. | Blog posts. Business plan. Coursework. Creative Writing. CV. Field reports. Portfolios. Project works. Psychometric tests. Reflective journals. Reports. Role play. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| **With Industry:** *Recognise* their existing strengths and skills and articulate their value. | Placement preparation and supervision | Placement assessment and visit report |

## 10. Progression points

This programme follows the standard scheme of award and classification set out in Senate Regulation 5 modified as follows:

### a) Course transfers

n/a

### b) Year Abroad

The Year Abroad variant of this programme is offered in accordance with the University's standard specification for year abroad programme variants.

### c) Year in Industry

The Year in Industry variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.

## 11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

## 12. Special features

While this programme provides the skills and knowledge required to work within the creative industries or research, it provides a foundational knowledge of creativity, computing and business that will allow students to graduate into a wide range of roles.

Assessment items include: coursework, such as designs, models, software, reports, interviews, presentations, websites, seminars; portfolios, including installations, websites, performances, artworks, software, games, etc.; instant reports, written quickly using a template; team essays, co-written by the group; concept maps; blog posts; reflective journals; business plans; literature reviews; role play; and products, alongside more familiar traditional types of assessment.

## 13. Indications of programme quality

- The programme will be subject to standard University of Leicester procedures for quality assessment, including Annual Developmental Review, Periodic Developmental Review, Quality Office review, liaison with College Academic Committee, and the programme will report to the departments' Learning and Teaching Committees.
- An External Examiner will be appointed according to Senate regulations 7.18-7.60.
- There will be systematic, regular evaluation by students registered with the programme, including anonymous evaluation of sessions and modules. Representatives from this programme will be appointed to the Student Staff Committee meetings within the Informatics department.
- The programme's teaching staff will engage with University procedures for peer assessment of teaching and marking.

### a. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exam-papers](exam-papers) [log-in required]

## Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students.  On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Creative Computing

**Level 4/Year 1          2022/23**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|--------|-----------|------------|------------|
| Core | n/a | 60 credits | 45 credits |
| Optional | n/a | n/a | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|------|-------|---------|
| Sem 1 | CO1101 | Computing Fundamentals | 15 credits |
| Sem 1 | CO1102 | Programming Fundamentals | 15 credits |
| Sem 1 | CO1110 | Digital Arts Lab | 15 credits |
| Sem 1 | CO1111 | Creativity and Computing | 15 credits |
| Sem 2 | CO1109 | Business and Financial Computing | 15 credits |
| Sem 2 | CO1112 | Games and Gamification | 15 credits |
| Sem 2 | CO1113 | Ideation and Design | 15 credits |

**Notes**

N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | MN1024 | Managing Digital Technologies | 15 credits |
| Semester 2 | CO1105 | Introduction to Object-Oriented Programming | 15 credits |

**Notes**

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**Level 5/Year 2        2023/24**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 45 credits | 45 credits |
| Optional | n/a | 15 credits | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | CO2102 | Databases and Domain Modelling | 15 credits |
| Sem 1 | CO2109 | SciArt & Big Data Visualisation | 15 credits |
| Sem 1 | CO2111 | Developmental Computing | 15 credits |
| Sem 2 | CO2108 | Concurrent Design | 15 credits |
| Sem 2 | CO2113 | Entertainment Tech & Design | 15 credits |
| Sem 2 | CO2114 | Foundations of Artificial Intelligence | 15 credits |

**Notes**
N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | EN2070 | Using Stories | 15 credits |
| Semester 1 | MS2018 | Digital Storytelling | 15 credits |
| Semester 1 | PS2113 | Introduction to Sensation, Perception and Cognition for Creative Computing | 15 credits |
| Semester 2 | CO2104 | User Interface Design and Evaluation | 15 credits |
| Semester 2 | MN2133 | Equality, Diversity and Inclusion in Organisations | 15 credits |
| Semester 2 | MS2005 | Working in the Creative Industries | 15 credits |

**Notes**
Choose one option from each semester.

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**Level 6/Year 3          2024/25**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | 45 credits | 30 credits | 15 credits |
| Optional | n/a | 15 credits | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Year long | CO3202 | Entrepreneurial Project | 45 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | CO3101 | Computers, Society and Professionalism | 15 credits |
| Sem 1 | CO3104 | Computational Creativity | 15 credits |
| Sem 2 | CO3107 | Emerging Technologies | 15 credits |

**Notes**
N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | CO3102 | Mobile and Web Applications | 15 credits |
| Semester 1 | NT3100 | Sustainability Enterprise Project | 15 credits |
| Semester 2 | CO3103 | Technology Management | 15 credits |
| Semester 2 | CO3110 | Independent Study | 15 credits |

**Notes**

NT3100 can only be chosen through Online Module Selection. Students cannot choose it after OLMS has closed.

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**BSc CREATIVE COMPUTING WITH A YEAR ABROAD**

**First and Second Year Modules**

As for the first- and second-year of the BSc degree in Creative Computing.

**Third Year Modules**

The third year will be spent abroad taking approved courses either in an institution associated with the School of Computing and Mathematical Sciences via an ERASMUS bilateral agreement or in a university that has a Study Abroad exchange partnership agreement with the University of Leicester. Students will normally be required to complete the year and to reach a pass level of

attainment in 60 credits of Computer Science modules.  Failure to do so will result in the student reverting to the three year BSc Creative Computing degree.  The marks awarded during the year abroad do not contribute to the final degree classification.

Note:  Transfer will be confirmed only after successful completion of the first year.

**Fourth Year Modules**

As for the third-year of the BSc degree in Creative Computing.

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**BSc CREATIVE COMPUTING WITH A YEAR IN INDUSTRY**

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**First and Second Year Modules**

As for the first- and second-year of the BSc degree in Creative Computing.

**Third Year Modules**

1. Students will work within a sponsoring company for one year between 1 July of the second year of the course and the start of the following year.
2. During their one-year placement students will undertake a programme of training and work experience which will be agreed by the sponsoring company and the University.
3. Students will be expected to keep a logbook recording their training and experience that is to be presented for approval to the sponsoring company and the University.
4. Students will be issued with a *Certificate of Industrial Studies* indicating successful completion of their placement.
   Students who do not satisfactorily complete their industrial placement will be transferred to the B.Sc. Creative Computing degree.

   The Year in Industry does not contribute to the final degree classification.

**Fourth Year Modules**
As for the third-year of the BSc degree in Creative Computing.

# Appendix 2: Module specifications

See undergraduate module specification database (Note - modules are organized by year of delivery).

# Appendix 3: Skills matrix