

## COURSE SPECIFICATION

<b>Awarding body:</b>	<b>Norwich University of the Arts</b>  The University is a recognised body with taught degree awarding powers. The University is subject to regulation by the Office for Students (OfS).
<b>Course title:</b>	L4 Short Course – Basics of Creative Coding
<b>Level of Study:</b>	The level of study is aligned to Level 4 Descriptors of the Office for Students (OfS) <a href="#">Sector Recognised Standards (SRS)</a> (May 2022)
<b>Award:</b>	Undergraduate Short Course Certificate
<b>Mode of Study:</b>	Part-time
<b>Duration of Course:</b>	Up to 1 year
<b>Language of Study:</b>	English
<b>Course Accreditation:</b>	None
<b>Relevant QAA Subject Benchmarks:</b>	<b>Computing (2022)</b> For further information see: <a href="#">QAA Subject Benchmarks</a>  <b>Art and Design (2019)</b> For further information see: <a href="#">QAA Subject Benchmarks</a>  Subject Benchmark Statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.
<b>Tuition Fees:</b>	For details of tuition fees see: <a href="#">Fees and Funding</a>
<b>Other Course Costs:</b>	It is expected that applicants to the course will have access to their own computer, a secure internet connection and an up-to-date web browser. It is not anticipated that students registered on the online only short courses will have any additional course costs. Access to required software will be provided through the University's virtual desktop.

## ADMISSION REQUIREMENTS

### Entry Requirements / Interview / Portfolio:

Information on how to apply and how we make our decisions on your application is available on our website at: [How to apply for undergraduate study | Norwich University of the Arts](#)

## AIMS AND OUTCOMES OF UNDERGRADUATE STUDY

### The Aims of Undergraduate Study are to:

- Provide students with an inclusive and stimulating curriculum for the specialist study of art, design, architecture and media.
- Maintain and nurture a commitment to intellectual and personal development as a basis for a lifetime of learning and professional practice.
- Provide students with opportunities for innovative, imaginative and intellectually rigorous opportunities for creative practice along with skills appropriate to the named award.
- To enable students to establish and develop key skills in areas of creative practice, research and professional practice as they apply to the subject.
- Provide students with the required practical and project management skills to realise ideas.
- Provide courses that prepare students for employment and professional practice and/or further study.
- Provide courses that enable graduates to make a useful contribution to the social, economic and cultural life of the region and beyond.
- Enrich curriculum content and ensure course currency through the professional practice, research and scholarship of staff.
- Emphasise the cultural, technical and vocational relevance of course provision.
- Develop effective collaborations with the creative and cultural industries, professional bodies, other HEIs and wider art, design, architecture and media communities.

## GENERIC SKILLS

### Holders of Undergraduate Awards will:

- Have developed the skills to embark on a professional career or further course of study in a related field.
- Demonstrate a professional approach and work towards achieving their full potential as a creative or technical practitioner.
- Possess the qualities and transferable skills necessary for employment and progression to other qualifications assuming personal responsibility and decision-making.
- Be digitally literate in relation to the skills essential for professional practice and its representations.
- Be able to locate their work within relevant professional, cultural and historical frameworks.
- Be able to practice professionally in an area appropriate to their subject skills and expertise.
- Have developed the capacity to critically examine the context within which their practice is based.
- Be able to analyse information and experience to formulate and present reasoned arguments.
- Have an understanding of the extent of their knowledge, and how this influences analysis and interpretation based on that knowledge in their area of practice.
- Be able to interpret and communicate their practice using spoken, written and visual language.
- Be able to work flexibly to manage change and uncertainty.
- Be able to work independently and collaboratively while having regard to the views and needs of other stakeholders.
- Have developed the ability to make effective use of processes and materials appropriate to the subject.
- Be able to work with due regard to Health and Safety, Ethics, Sustainability and Risk Assessment considerations as they apply in a range of professional contexts.

## COURSE DIAGRAM

<b>SCL4: Introductory Studies</b>
30 Credits
300 Study Hours

### COURSE OVERVIEW

#### Level 4 Short Course: Basics of Creative Coding

Level 4 Basics of Creative Coding is a new short course for anyone who is interested in developing creative computing skills, either as a way of getting a job in this area, or as a first step into higher education. The course has been co-designed with digital creative employers for learners who have either completed a Level 3 qualification, or who can show through work experience that they are ready to start the course.

You will elect to start the course at one of two possible entry points throughout the academic year. Shortly after your course begins you will be invited to a real-time introductory session. At this event, you will meet your tutor and other short course students. You will find out about how the course works and have chance to ask questions. Beyond this point you can undertake your study at your own pace, with a full year to complete the course.

You will build skills in coding and software design that are in high demand in the digital and creative industries. Many people know how to use software packages or enjoy using creative technology through gaming – but not as many know how to create using coding themselves. And the ability to combine coding with creative and design skills is in high demand in the job market – with jobs including software developer, web developer, app developer, and design engineer.

The course carries 30 credits and is expected to take around 240 study hours. How you complete your study is up to you, as you can fit flexibly around your life. All you need is access to a computer, as you can access the software you need through the Norwich University of the Arts virtual desktop. You will have access to the course resources for a full year, so will have plenty of time to complete the course.

At the beginning of the course you will learn how to read and write code, starting with the introductory online session, supported by tutors standing by to help you find solutions to anything you find difficult. You will use your new skills to tackle live mini-projects set by our digital creative industry partners. Course tutors will stay in touch with you throughout, to keep you on track, and connect you to other learners. Our course staff are experienced industry professionals, grounding you in the technical skills you need whilst supporting your creative and technical development.

Your work will be assessed at the end of the course through the project work you have built up, a research folder and a career planning folder.

Throughout the course you will track your own development using the University's Profile system, which will help you capture your progress and the evidence you build of your skills. Profile is also home to our Employability resources and the University's job page to help you find work when you complete your qualification. Whilst you are studying, you will enjoy the benefits of being part of the Norwich University of the Arts community – access to our library, our Virtual Learning Environment (VLE), the support of our employability and business start-up team.

Developing creative coding skills will help to create opportunities to unlock a wide range of high-quality jobs or could be a great step into further study, including a full undergraduate degree.

**Level 4 Short Course Unit: SLC4**

<b>Unit Title:</b>	Introductory Studies
<b>Reference:</b>	SLC4
<b>Level:</b>	4
<b>Credit Points:</b>	30
<b>Study Time:</b>	300 Hours

**Description**

This is a stand-alone unit for students wishing to embark on level 4 study in an area they are not yet familiar with.

You will be introduced to the basics of the subject and gain experience in practicing it through one or more specific projects. You will look at methods for gathering information and data and investigate the ways in which that information can be interpreted.

The unit is designed to align to relevant industry and the employment opportunities that exist now and in the future.

The unit will help you to develop skills towards becoming an independent learner, i.e. someone with the ability to use initiative to advance their skills, knowledge and understanding and take responsibility for their own education.

**Topics covered in this unit:**

- Skills with technology and processes
- Understanding creative practice
- Problem Solving
- Planning and Organisation
- Gathering and interpreting research and data
- Communication Skills
- Industry Awareness

**In this unit we aim to support you in:**

- Developing creative, scientific and practical skills in the discipline
- Learning the importance of research and how to gather and interpret information and data
- Gaining an understanding of the wider influences and challenges related to the discipline

## Learning Outcomes

Upon successful completion of this unit, you will be able to:

Research	Use RESEARCH skills to find out about the contexts for your subject
Professional Practice	Show that you have developed an understanding of key CAREER and EMPLOYABILITY SKILLS
Knowledge and Skills	Show that you have DEVELOPED SKILLS and KNOWLEDGE in the subject
Communication	Present work in an organised way which COMMUNICATES your ideas and development

## Assessment Requirements

You are required to submit all the following for assessment:

- Portfolio of Project Work
- Research Folder
- Career Planning Folder

*Further details on the specific requirements of each submission element can be found in the Unit Handbook for your course.*

### Learning and Teaching

Learning and teaching at Norwich is underpinned by the University's [Creative Learning Strategy](#). We use a project-centred approach in which practice and theory are integrated within increasingly open-ended briefs; allowing you to develop your individual interests and approach to independent learning within and beyond the discipline you are studying. We emphasise learning and discovery through practice, critical reflection and experimentation with ideas, processes and materials.

At Norwich, we value collaboration and working across disciplines and there are many opportunities to engage with colleagues, and with ideas and concepts from other areas. Collaborative engagement is embedded within the design of our courses and opportunities are also made available through activities such as external speakers, cross-university projects and times when you are able to join projects and workshops from beyond your course area.

### Course Delivery

Except where explicitly indicated in a Course Specification, no optional units will be available within each year of delivery.

Short courses at undergraduate level are delivered online, and are mainly asynchronous, offering flexibility and enabling you to manage competing demands on your time.

At postgraduate level, courses are campus-based, except where specified as delivered predominantly or fully online. Delivery of campus-based courses includes some live-streamed and pre-recorded digital sessions which you can use on-demand. Delivery of predominantly or fully online courses can provide flexibility for you and help you to manage competing demands on your time. All courses include regular access to tutors through live sessions and/or forums and messaging facilities.

Teaching is delivered by staff who are often experienced practitioners as well as educators. Many engage with teaching alongside their practice, offering relevant expertise and currency across associated professions and industries. Teaching on courses is led by a Course Leader (or equivalent) supported by a core group of lecturers and expert technical staff, as well as a range of guest and visiting experts.

### Assessment

At the start of each unit the tutors will explain what you will learn and how we will test your learning through assessment. This information will also be provided on the Virtual Learning Environment (VLE). As the unit progresses, you will be given formal and informal opportunities to receive feedback on your progress. These opportunities may include:

- Group reviews or critiques (crits)
- Self-evaluation and peer evaluation
- Group and individual tutorials

At the end of the unit you will submit work for assessment and receive written feedback and a grade to help you understand what you've done well and what areas to work on for the next assignment. Assessment may include portfolios, essays, reports, and evaluations. Sometimes you may be assessed on group or individual presentations, and/or performances, depending on your course.

You will be assessed against the approved unit learning outcomes and assessment requirements, as outlined in the Unit Handbooks for your course. Unit handbooks guide you through the specific areas of work in which you will be engaged in order to produce the work required for assessment and successfully achieve the unit learning outcomes.

### Engagement

To fully benefit from the course, you are expected to attend all the taught sessions that are included on the timetable. Timetables are made available at the start of term. For undergraduate students, the balance between taught study and independent learning changes as you progress through the course. In the Integrated Foundation Year (Year 0) you may expect to spend around one third of your time in taught study. As you progress time undertaken in independent study will increase and by the final year of undergraduate study you can expect to spend around a quarter of your time in taught study. Postgraduate taught students studying mainly on campus can expect to attend taught sessions for approximately a fifth of their study time.

### Independent learning

Each unit has an indicative number of 'study hours' which refers to both your timetabled teaching (such as lectures, seminars, tutorials, workshops etc), and your independent learning. By independent learning we mean activities that help you to learn outside of taught sessions, such as reading, research, practice and preparation of work for assessment. It also includes other activities such as collaborative work and skills development sessions that may run through the assessment period.

### Support

You will have access to a wide range of staff, all of them committed to supporting learning. As well as your course tutors, these include staff in technical workshops, the Library and the Business and Employability Service.

The University has a Student Support service. As a student on an online short course, some of our support options may be limited or not available to you. You can get in contact with Student Support to discuss your support needs and what support we can offer in respect of your situation.

### Work-related learning

All our courses include opportunities to develop your understanding, knowledge and experience of business, industry and professional practice. This includes guest lectures and/or workshops led by visiting professionals; live and simulated projects for external clients; mentoring by professional practitioners; and regular workshops provided by the Business and Employability team to help you get to grips with entrepreneurship, freelancing and enterprise. You will also be introduced to [Profile](#), our unique tool for recording skills and experience and tracking your progress so that when you are applying for jobs you will have a record of your development and understand your key strengths and areas for development.

Diploma Years, for students who select the Diploma in Creative Professional Development as part of their course, will include periods of work-based learning.

## REQUIREMENTS FOR PROGRESSION ON THE COURSE

On completion of the course the credits awarded may enable you to apply for advanced entry to further HE study at this or another University, through accreditation of prior learning. Please note that each HE institution will have its own policy on accreditation of prior learning.

You will work your way through a series of online asynchronous modules, which must each be successfully completed before passing the next in order to successfully complete the Unit.

If you do not pass the Unit at the first attempt you will normally be offered at least one further attempt to pass the unit through resubmission if you have completed the unit on time. If you do not pass the unit after a resubmission attempt you will not be awarded the 30 credits. Please see the University's [Student Regulations and Procedures](#) for further information.

If you fail your resubmission attempt the assessment board may offer a further attempt through repeating the whole unit, depending on your circumstances. In which case you would normally be required to pay a further fee.

## REQUIREMENTS FOR THE AWARD OF A QUALIFICATION

On successful completion of the Unit you will be awarded 30 credits at Level 4 Higher Education in Basics of Creative Coding.

## CIRCUMSTANCES THAT MAY RESULT IN COURSE TERMINATION

There are a number of circumstances which may lead us to review your place at the University, including the following:

- because you haven't registered for your course when we asked you to;
- because your engagement with the University is not satisfactory;
- for academic reasons – in other words, because you haven't successfully completed and passed one or more units on your course;
- for disciplinary reasons, including where we have received information which may have led us to make a different decision about your place at the University, or because you have been convicted of a criminal offence involving a court hearing;
- because we believe your health or behaviour is presenting an exceptional level of concern to us, or is disrupting the day-to-day work of the University community;
- because you have taken a formal break from your studies, which we call intermission, but you don't meet the conditions we have set for your return or you don't reply to us when we ask you if you want to return; or
- because you haven't paid your tuition fees or rent for a place in our accommodation.

## **QUALITY ASSURANCE**

The University was established as an independent higher education institution under Section 121 of the Education Reform Act 1988 and is a recognised body with taught degree awarding powers. The University is regulated by the Office for Students (OfS). Information about the University's status can be found on the [OfS Register](#) and on the [list of recognised bodies](#) published on the UK Government (GOV.UK) website. The OfS regulatory framework came fully into force from 1 August 2019. As part of its registration with the OfS the University is required to satisfy a number of conditions that relate to quality and standards. Prior to 2016, the University was quality assured by the QAA.

Quality in the University is assured by a number of systems and procedures. Many of these notably those which contribute to annual monitoring work to an annual cycle. Others, such as the Periodic Review of courses, operate over longer timescales. The objectives of the QME systems and procedures are:

1. To enhance the quality of courses and university professional services;
2. To attract a high-quality student application and intake;
3. To ensure that the University is a reflective community committed to continuous enhancement;  
and
4. To retain the confidence of key stakeholders, including external accreditors and funding bodies.