COURSE SPECIFICATION

Awarding body:	**Norwich University of the Arts**
	The University is a recognised body with taught degree awarding powers. The University is subject to regulation by the Office for Students (OfS).
Course title:	MA Games
Level of Study:	Level 7 of the Framework for Higher Education Qualifications in England (FHEQ).
	For further information see: https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14
Award:	Master of Arts
Mode of Study:	Full-time or Part-time
Duration of Course:	1 year full-time
	2 years part-time
Language of Study:	English
Course Accreditation:	None
Relevant QAA Subject Benchmarks:	**Master's Degree Characteristics Statement (2020)** For further information see: Characteristics Statement: Master's Degree (qaa.ac.uk)
Tuition Fees:	For details of tuition fees see: Fees and Funding	Norwich University of the Arts
Other Course Costs:	The cost of materials for producing course work is not included in the tuition fee. Due to the choice and diversity it is not possible to generalise about the costs that you might incur.
	The course may also offer an opportunity to attend one or more study visits. These visits are not compulsory and costs vary depending on the location and duration of the study visit.

ADMISSION REQUIREMENTS

Entry Requirements / Interview/ Portfolio:

When you apply to MA Games, we will ask you to prepare your portfolio and a written submission. We might also ask you to prepare for an interview. These methods are used to assess your suitability to the course. All three elements should clearly demonstrate your passion for the subject and your individual creativity.

Detailed information regarding entry requirements and portfolio guidance can be found here:

MA Games Degree Course | Norwich University of the Arts

AIMS AND OUTCOMES OF POSTGRADUATE STUDY

The Aims of Taught Postgraduate Study are to:

- Provide an inclusive and stimulating learning environment for postgraduate study in the specialist subjects of art, design and media;
- Maintain and nurture a commitment to intellectual, personal and professional achievement as a basis for a lifetime of learning and career development;
- Provide students with postgraduate level opportunities for innovative, challenging and intellectually rigorous creative practice;
- Enable students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience;
- Prepare students for employment, professional practice and/or further and higher level study, including postgraduate research;
- Enable postgraduate students to make a valuable contribution to the social, economic, professional and cultural life of the City, the region and beyond;
- Provide an academic infrastructure that supports postgraduate students in the development of appropriate entrepreneurial, business and professional skills;
- Enable students to develop knowledge of a new discipline or field of study in combination with a relevant subject area in which they have prior knowledge or experience;
- Provide opportunities to develop and apply advanced technical skills suited to a chosen specialism;
- Enable students to research, plan, organise and produce a substantive body of creative work to a standard that reflects professional expectations of the subject area;
- Provide opportunities for students to develop the skills to communicate practice-related issues effectively to specialist and non-specialist audiences using appropriate media.

GENERIC SKILLS

Holders of MA Awards will:

- Have developed the knowledge and skills to embark on a professional career as an independent practitioner in a related subject discipline;
- Have developed the skills and knowledge to be able to progress to the next level of study including, where appropriate, a postgraduate research degree programme;
- Be able to locate their work within relevant professional, cultural, historical and educational frameworks;
- Demonstrate a highly self-motivated, professional approach and work towards achieving their full potential as a career creative practitioner;
- Work professionally in an area appropriate to the chosen sphere of practice;
- Have developed the capacity to critically and rigorously examine contemporary culture, ethics and creative production;
- Be able to analyse information and experience to formulate and present reasoned, accessible arguments to a range of audiences;
- Have a clear understanding of the extent of their knowledge, and how this informs analysis and interpretation based on their expertise in their chosen area of practice;
- Be able to present, locate and interpret their subject practice using visual range of communication skills;
- Possess the qualities and transferable skills necessary for employment, self-employment and portfolio assuming full responsibility for decision-making;
- Be able to work flexibly to anticipate and respond creatively to change and uncertainty;
- Be able to work independently and collaboratively while having due regard to the views and inputs of others;
- Have developed the ability to make effective and innovative use of process and materials appropriate to the subject;
- Demonstrate some originality in the application of specialist knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the subject;
- Demonstrate the capacity for independent learning required for continuing professional development;
- Be able to work with due regards to Health and Safety procedures as appropriate to the chosen area of specialism.

COURSE DIAGRAM

MA Course Diagram Full-time Mode (one year)

Teaching Block 1 Weeks 1-15		Teaching Block 2 Weeks 16-30		Teaching Block 3 Weeks 31-45	
PGT60a: Core Practice & Context 60 Credits 30 Weeks (540 Study Hours)			**PG Diploma**	**PGT60b: Major Project** 60 Credits 15 Weeks (540 Study Hours)	**Masters Degree**
PGT30a: Collaborative Challenge 30 Credits 15 Weeks (260 Study Hours)	**PG Certificate**	**PGT30b: Project Design and Development** 30 Credits 15 Weeks (260 Study Hours)			

MA Course Diagram Part-time Mode (two years)

	Teaching Block 1 Weeks 1-15	Teaching Block 2 Weeks 16-30		Teaching Block 3 Weeks 31-45
Year 1	**PGT60a: Core Practice & Context** 60 Credits 30 Weeks (540 Study Hours)		**PGT Certificate**	**PGT30a: Collaborative Challenge** 30 Credits 15 Weeks (260 Study Hours)

	Teaching Block 1 Weeks 1-15		Teaching Block 2 Weeks 16-30	Teaching Block 3 Weeks 31-45	
Year 2	**PGT30b: Project Design and Development** 30 Credits 15 Weeks (260 Study Hours)	**PGT Diploma**	**PGT60b: Major Project** 60 Credits 30 Weeks (540 Study Hours)		**Masters Degree**

MA Games Course Overview

The MA Games course at Norwich University of the Arts seeks to nurture your aspirations of working in the games and wider creative industries by supporting and developing your existing creative skillset. The course positions you with like-minded peers to address the complex and shifting range of challenges, issues and debates in contemporary games design and production. Creativity remains at the forefront of everything we do and is supported by the use of cutting-edge technology and industry-leading software. The teaching philosophy is centred around peer learning within a supportive environment in which you are encouraged to learn from one another and to understand yourselves as a 'community of practice', that reflects the kinds of environments you will likely find in independent game development or studios that have embraced lean and agile work models. Projects will seek to reflect important aspects of lean production such as game pitching and regular progress reports in the form of 'stand ups', playtesting sessions, and project post-mortems.

Game design is a dynamic and iterative process that and you will be encouraged to adopt an attitude of curiosity and experimentation with ideas and processes. The vibrant creative community at this long-established institution will provide a stimulating environment, enabling you to understand games as a cross disciplinary and creative endeavour, rather than just a commodity or industry. Tuition will challenge and empower you to take creative risks, to develop your own unique aesthetic voice, to challenge existing perspectives through your work and ultimately to conceptually push what game design is and could be. Consequently, theoretical, cultural and historical research is expected to inform all aspects of your work and you are encouraged to find an issue or topic that you can thoroughly explore, thinking of your work as a kind of practice-based research. In each project you will be required to document your creative choices and research, thoroughly exploring your topic using a range of industry and academic sources coupled with your own thoughtful analysis.

There is an emphasis on independent and self-directed study, supported by a range of individual and group tutorials, workshops, presentations, lectures and seminars. There will also be ample opportunities to engage in academic-led studio sessions, access asynchronous materials and be inspired by the department's programme of visiting lecturers. A series of workshops in the 'Core Practice and Context' unit will run throughout the year and have been designed to introduce you to the central historical and theoretical contexts of the medium, as well as the place of games within the wider media ecology. These interactive and provocative sessions will address such issues as player psychology, design ethics, immersion, environmental storytelling, worldbuilding, ludology, community, sustainability, and human centred design. You will also be introduced to a variety of methodologies and rigorous approaches to the study of games as both media products and cultural objects that both respond to and help reflect on larger social issues.

Over a series of projects culminating in your final Major Project, you will be free to set your own briefs which can run the whole gamut of game production disciplines including (but not limited to): 3D modelling and texturing; creation of small scale playable prototypes; narrative design and interactive fiction; user interface (UI) and User Experience (UX) design, or with a focus on more technical aspects such as animation and lighting. If you wish you may also collaborate with one another or with students from other disciplines to produce more complex or hybrid pieces. Whatever your specialism, you will be encouraged to work within, and familiarise yourself with, industry standards, workflows, and pipelines, and are expected to be self-directed in learning the necessary skills to develop your work.

Game production is, of course, also a craft, and the course aims to hone and refine current experience in relation to the demands and rigors of your chosen career path, aiding you in creating a solid portfolio. To this end the course utilises its strong industry links (TIGA, UKIE, Women in Games, PlayStation.First) and provides opportunities to meet with industry professionals and network at a range of events. You will be informed throughout of opportunities to network or further develop your skills in line with your creative and career aspirations. The UK and global games industries are highly competitive, but the course has a successful track record with students going on to be employed at prestigious studios such as Rockstar, Free Radical Design, Maze Theory, Atomhawk, Electric Square, Boss Alien, Sprung Studios and Cloud Imperium, to name a few. Other students have been involved in mentorships and incubators such as Limit Break, and Access Rocksteady.

Unit Outline

PGT60a: Core Practice and Context

FHEQ Level 7

Full Time and Part Time:
60 credits / 30 weeks
540 study hours

Description

This unit launches the Masters' study experience for all new students. You will be introduced to colleagues and staff within your discipline and the teaching will be centred around subject specific practices and contexts. There will also be opportunities to meet with Masters' students in other disciplines, giving you a chance to meet the wider postgraduate taught community and form bonds that could be mutually supportive and lead to potential collaborations as your studies progress.

Over the course of this unit, you will be supported to experiment and take creative risks; finding new ways of working and starting to develop your practice through iteration and exploration of the theories and contexts associated with your work. You will explore social and environmental sustainability and gain familiarity with the United Nations' 17 goals for sustainable development. We will discuss the industries, audiences and stakeholders that your discipline engages with and consider how your own practice is informed by and responds to those groups.

We will examine a variety of research-led approaches to practice and discuss how historical, political, social, cultural and technical research influences creative practice. You will gain an awareness of a range of approaches to research, and a clear understanding of how to select and apply appropriate methods for your discipline and interests. Effective research strategies are essential to the progression of all work within the broad parameters of creative practice.

As the unit progresses you will move from an experimental phase towards a more focused investigation of concepts, techniques and theoretical perspectives. Rigorous analysis of technical, creative and critical approaches will be required as you progress your individual projects. Throughout this period, you will be encouraged to reflect on the development of your practice and individual creative approach.

You will develop and submit a body of creative work together with a Reflective Research Report that documents and reflects upon your practice, research and learning in this unit. This will be supported by related documentation which demonstrates an understanding of selection and application of appropriate techniques, materials, research methods and contexts used to develop your concepts and practice throughout the unit.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Techniques, materials and processes	Contemporary and historical contexts for your discipline	Research Methods
Experimentation and iteration	Cultural and social theories and contexts	Evidence, analysis and evaluation
Presenting work	Industry, innovation and futures	Communicating with a variety of stakeholders
Sustainable, ethical and safe working practices		Designing a research project

In this unit we aim to support you in:

- Familiarising yourself with the University and the expectations of taught postgraduate study
- Advancing creative skills, subject knowledge and understanding of the theories and histories of your subject
- Engaging with global contexts and challenges
- Developing and delivering a research project

Learning Outcomes

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

Knowledge and Skills	Demonstrate that you have advanced your SPECIALIST KNOWLEDGE and SKILLS in areas relevant to your practice
Research	Understand and EVALUATE the current PROBLEMS, INSIGHTS and RESEARCH TECHNIQUES used in your field of study
Experimentation and Iteration	Use a SYSTEMATIC and CREATIVE approach to dealing with COMPLEX ISSUES in your practice
Organisation and Planning	PLAN a project, using INITIATIVE to organise resources and manage time effectively
Communication	COMMUNICATE effectively with relevant stakeholders and audiences
Social and Environmental Sustainability	Show CRITICAL AWARENESS of the challenges to your practice for SOCIAL and ENVIRONMENTAL SUSTAINABILITY

Assessment Requirements

You are required to submit all the following for assessment:

- **Body of creative work**
- **Reflective Research Report**
- **Supporting documentation**

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

Unit Outline

PGT30a: Collaborative Challenge

FHEQ Level 7

Full Time and Part Time:
30 credits / 15 weeks
260 study hours

Description

This unit challenges you to work with colleagues to tackle prevalent global issues from a creative and cross-disciplinary perspective. You will be introduced to a range of global challenges and methods for approaching creative solutions and given one or more specific issues to tackle as a group.

You may work with external agencies on a real project, use defined briefs or competitions or engage with a simulated brief based on known global challenges aligned to the UN Sustainable Development Goals.

Collaboration and teamwork are key in this unit and you will need to consider the skills, experience and knowledge of each member of your team in order to devise realised and viable creative solutions. We will expect investigation into contemporary research around the subject together with relevant material and technical experimentation.

Submission will normally be made as a group and will take a form appropriate to the challenge undertaken. Your team will agree and submit a project evaluation which includes a summary of the roles and contribution of each team member. You will also submit an individual reflective learning summary.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Creative practice in a global context	Local issues and global challenges	Teamwork
Sustainable and ethical practices	Social and cultural approaches	Addressing set briefs
Collaborative and cross-disciplinary practices	Scientific and social sciences perspectives	Working with internal and external stakeholders and audiences

In this unit we aim to support you in:

- Collaborating and working successfully as part of a team
- Gaining awareness of global issues and approaches to tackling them
- Using a research-informed approach to generating, testing and reflecting on creative solutions

Learning Outcomes

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

Experimentation and Iteration	Creatively tackle COMPLEX ISSUES and make SOUND JUDGEMENTS in generating and testing ideas
Reflection and Resolution	Use a reflective approach and demonstrate ORIGINALITY in your proposed outcomes
Social and Environmental Sustainability	Demonstrate CRITICAL AWARENESS and interpret COMPLEX ISSUES regarding current global issues and challenges
Professional Practice	Use INITIATIVE and take PERSONAL RESPONSIBILITY while working collaboratively as part of a team

Assessment Requirements

You are required to submit all the following for assessment:

- **Body of collaborative creative work**
- **Team Project Evaluation**
- **Individual Reflective Learning Summary**
- **Supporting documentation**

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

Unit Outline

PGT30b: Project Design and Development

FHEQ Level 7

Full Time and Part Time:
30 credits / 15 weeks
260 study hours

Description

This unit will help you develop skills in designing and developing a creative and/or research project. The unit is designed to provide a wide range of tools and approaches to designing a research project which will prepare you for undertaking your major project and for many other investigations, such as doctoral or industry research.

You will be introduced to a range of research methods used in the arts, humanities and social sciences and learn how to utilise and adapt them within your own projects. We will look at project planning and consider tools that may be useful to help plan and organise a major project. Understanding how to analyse and evaluate existing research forms an important element of unit, as does forming an argument based on theoretical research. We will explore terms such as research-informed practice, practice-based research and practice-led research and consider how to locate your own work within that terminology. We will also spend time exploring ethics and data security; considering the ethical implications of the research methods we choose and projects we undertake.

Submission will take the form of a contextual review, together with a project plan that includes a timeline and resource requirements and an ethics review that outlines any ethical implications and provides a risk assessment. You will use this opportunity to begin planning and development of a sustained project.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Research-informed practice	Theoretical approaches	Research methods
Practice-led research	Effective use of evidence	Project planning
Self-initiated briefs	People-based approaches	Ethical implications and risk assessment

In this unit we aim to support you in:

- Developing an understanding of a range of research methods and how to utilise them
- Interpreting and evaluating data
- Understanding the ethical implications of research and practice
- Planning and organising a research project

Learning Outcomes

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

Knowledge and Skills	Demonstrate knowledge of a range of METHODOLOGIES and their suitability for different applications
Research	Employ relevant TECHNIQUES to INTERPRET your research and demonstrate understanding of the ETHICAL IMPLICATIONS of your project
Organisation and Planning	Show awareness of a variety of approaches to project PLANNING and IMPLEMENTATION
Communication	COMMUNICATE using appropriate professional and academic conventions for your project and discipline

Assessment Requirements

You are required to submit the following for assessment:

- **Contextual Review with citations and bibliography**
- **Project Plan**

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

Unit Outline

PGT60b: Major Project

FHEQ Level 7

Full Time:
60 credits / 15 weeks
540 study hours

Part Time:
60 Credits / 30 Weeks
540 Study Hours

Description

This unit forms the culmination of your Masters' study in which you will design, develop and execute an individual or collaborative major project. You will have discipline specialists supervising your project and join in sessions with other students to enhance your understanding of global contexts and challenges, creative and technological futures for practice and industry; research and communication skills and career planning.

Over the course of this unit, you will identify a research question and design a viable project to test your hypotheses and work towards innovative and original solutions. You will deepen your knowledge and understanding of the historical, theoretical, cultural, technical and economic contexts that surround your chosen topic. You will examine the challenges of your project in relation to social and environmental sustainability. You will identify the industries, audiences and stakeholders that your project seeks to impact and is informed by.

We will discuss navigating a major project through appropriate planning and organisation of activities, time and resources. You will be supported to develop your concepts and experimentation in challenging ways and embrace the unfamiliar and uncertain in your decision-making. We will expect you to situate your work in regional, national and global contexts.

You may elect to collaborate on your major project with one or more final year Masters' students. In agreement with your supervisor(s) you will identify and define your roles and how each of you will be assessed.

In consultation with your supervisor, you will define the outcomes of your project and choose an appropriate format by which to submit your final work. This could be through portfolio, moving image, audio, performance, artefact, or a combination of those formats. All submissions are required to include a project reflection and evaluation, a career development plan and an appropriate bibliography, together with relevant supporting documentation.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Uncertainty and unpredictability	Global contexts	Advancing technical knowledge and skills in your field
Sustainable and ethical practice	Creative and technological futures	Identifying and communicating with key stakeholders and audiences
Curating and presenting work	Contemporary and historical practice and theory	Developing and executing a major project
Professional practice and career planning		

In this unit we aim to support you in:

- Identifying a research question and designing a major project
- Gaining advanced knowledge and understanding of the current and future practices and technologies relevant to your project
- Understanding global contexts and challenges and situating your project appropriately
- Planning, organising and delivering a major project

Learning Outcomes

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

Knowledge and Skills	Show SPECIALIST KNOWLEDGE and SYSTEMATIC UNDERSTANDING of the techniques, processes, materials and contexts of your field of study
Experimentation and Iteration	Demonstrate an ITERATIVE approach to experimentation and problem solving
Reflection and Resolution	Make COMPLEX DECISIONS and show ORIGINALITY in finding resolutions
Organisation and Planning	Demonstrate AUTONOMY and ability to deal with UNPREDICATABLE SITUATIONS in your project-planning and implementation
Communication	COMMUNICATE your findings with relevant stakeholders and audiences using appropriate media and formats
Professional Practice	LEARN INDEPENDENTLY and show commitment to CONTINUING PROFESSIONAL DEVELOPMENT

Assessment Requirements

You are required to submit all the following for assessment:

- **Major Project Outcome(s) as agreed with your supervisor**
- **Reflective Project Evaluation**
- **Supporting documentation, including bibliography**

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 a blend of on-campus practical sessions in our studios, workshops and labs, live-streamed digital sessions, and pre-recorded digital materials you can use on-demand. Norwich University of the Arts emphasises learning and discovery through studio and workshop practice, critical reflection and experimentation with ideas, processes and materials.

Our approach reflects the mix of in-person and digital interaction that has become the way that creative industries work—helping to prepare students for their future careers.

- **On-campus taught sessions**
  Teaching and learning sessions that are delivered on campus such as group teaching sessions, technical and academic workshops and project activities. They appear on your timetable as scheduled sessions and enable you to meet the requirements and expectations of your course of study.

- **On-campus booked time**
  You can book time on campus to access a workshop, computer or studio space via the University's Virtual Learning Environment (VLE). The course can also book a studio space or computer lab for group work in addition to taught sessions to allow you to use the space to continue your work on campus, if you choose to do so. This will appear on your timetable as 'flexible study time'.

- **Live-streamed digital sessions**
  These may be lectures, including visiting lecturer sessions, group teaching, seminars or tutorials and these live sessions enable us to deliver material that does not require you to be present on campus. These will appear on your timetable as scheduled sessions.

- **Pre-recorded, on-demand materials**
  These additional materials supplement live streamed teaching and on-campus learning and are available through the course VLE.

Your progress will be assessed in a number of ways. All courses provide clear information about the work required for assessment, and the criteria which are used in assessment. Courses often make use of group reviews where students present their work to their colleagues for discussion. Self-evaluation and peer evaluation are used to help students engage with their learning and understand their progress on the course. You will have access to a wide range of staff, all of them committed to supporting learning. As well as academic staff, these include staff in technical workshops, the Library, Employability Service, and Student Support.

To fully benefit from the course, students are expected to attend all of 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 students progress through the course. As an approximation, an undergraduate student can expect to attend taught sessions for 35% of their time; in Year 0, 30% in Year 1, 26% in Year 2 and 24% in Year 3. Postgraduate taught students can expect to attend taught sessions for approximately 20% of their study time.

Independent Learning

Independent learning complements the teaching you receive on your course and allows time for skills and knowledge to be developed. Key aspects of learning develop through the acquisition of research skills, the generation and development of ideas, and independent study.

At undergraduate level, an increasing emphasis is placed on independent learning as students progress through their course. This enables them to make the best use of the University's resources in support of individual creative development. Independent learning may be based on projects or assignments set by staff, or it may be self-initiated. There are significant opportunities for self-initiated study at both undergraduate and postgraduate levels.

Collaboration

One of the most exciting aspects of study at Norwich is the opportunity for students to concentrate on their creative discipline. However, there are also valuable opportunities to learn from the experience of working collaboratively or as part of a team with students on other courses, or with external organisations. Collaborative projects may form part of the approved content of a course unit, with the outcomes of the collaboration being formally assessed, or they can be negotiated as part of a learning agreement. The chief benefit of collaborating in this way is that it reflects the realities of professional practice in the creative industries, and thus it enhances students' understanding of the professional context for their work.

Work-Related Learning

All Norwich University of the Arts courses offer students opportunities whenever possible to undertake work-related learning in order to reinforce their professional development and awareness. This includes: guest lectures or workshops led by visiting artists, performers and designers; 'live' projects or commissions for external clients; mentoring by practising performers, artists and designers; work placements and projects which simulate professional practice in the creative sectors. In addition, students are encouraged to participate in regional and national competitions for artists and designers such as the Starpack Packaging Awards and Design & Art Direction Awards, often achieving significant success.

Students also undertake voluntary projects, for example in schools, hospitals and the wider community. This experience is particularly valuable for those who want to pursue a career in teaching or community work. The University regularly takes advice from the creative and cultural industries in order to maintain the currency of its courses and to ensure that the learning experience is relevant to future employment, freelance work and progression to postgraduate study.

Creative Learning Strategy

All of these features of learning, teaching and assessment are underpinned by Norwich's Creative Learning Strategy which sets out the principles and aims for enhancing learning and teaching at Norwich. It is a supporting strategy which forms the vehicle for our community to debate, define, enhance, embed and celebrate Norwich's creative pedagogy. The Creative Learning Strategy draws from the University Strategy and works alongside the Research and Knowledge Exchange Strategy. The strategy is a guide for our academic community, who will be closely engaged with all aspects of it. It is also a reference point for our whole community, who are integral to the debate and enhancement of learning and teaching at Norwich.

Staff are able to apply for small grants for the development of new approaches to learning and teaching, and for funding to promote the application of their research and creative practice to inform and update their teaching. The University is committed to providing a future-focussed learning environment in which digital and physical learning and teaching sit side by side; supported and enhanced by the digital resources available through Workshops and the Library.

ASSESSMENT

Assessment is the process of evaluating or assessing your learning. Sometimes it will involve consideration of work in progress, while at others it concentrates on work which you have completed and submitted as assessment requirements for each unit of study.

The University assesses you through the coursework that you produce as you complete each unit.

There are two types of assessment that you will receive while on your course:

- Formative assessment is the process whereby your work and progress are assessed at regular intervals with accompanying feedback from staff in order to help to improve your performance. Staff will provide you with feedback on the progress of your work before you reach the assessment point at the end of the unit. This may take place one-to-one with a tutor (e.g. in a tutorial) or in group sessions.
- Summative assessment is the process whereby your work is evaluated and given a mark at the end of course unit. Summative assessment formally records your achievement of the unit's learning outcomes.

You will be assessed against the approved unit learning outcomes and assessment requirements as outlined in Unit Handbooks. 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 so successfully achieve the unit learning outcomes.

Many courses also employ self and peer evaluation or assessment within their overall assessment processes. Self-evaluation and self-assessment require you to reflect upon your learning and performance and to submit this to tutors. Peer evaluation and peer assessment are used when students have been working in teams and require each team member to reflect upon their peers' performance and to submit this to tutors.

Feedback Following Assessment

Formative assessment is itself a process of feedback on your progress. You are also given feedback on your performance following each summative assessment. This is delivered in accordance with your unit handbook. Feedback on assessment performance will be given to you in a written report with opportunities to meet your tutor for further discussion.

REQUIREMENTS FOR PROGRESSION ON THE COURSE

When you complete and hand in assessment requirements for a unit, we assess how well you have done against each of the **Learning Outcomes** for that unit. If you don't meet the standard needed for each Learning Outcome, you won't pass the unit.

Academic credit is gained when a unit is passed. If you fail a unit, you don't gain academic credit for that unit.

See the University's Student Regulations and Procedures [Student Regulations and Procedures 2023-24 (norwichuni.ac.uk)](norwichuni.ac.uk)

REQUIREMENTS FOR THE AWARD OF A QUALIFICATION

To be awarded a Norwich University of the Arts Master's degree (an MA), you must have achieved at least 180 credits at FHEQ Level 7 (which is the level of all units on a taught postgraduate course at Norwich University of the Arts).

If you do not complete your course for any reason, you may qualify for an exit award as follows:
- Norwich University of the Arts Postgraduate Certificate of Higher Education (a PGCert) (60 credits at Level 7 (FHEQ))
- Norwich University of the Arts Postgraduate Diploma of Higher Education (a PGDip) (120 credits at Level 7 (FHEQ))

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. Read the latest review.

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.

Date of Course Specification: November 2023