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APPROVED

BSc (Hons) Creative Computing - Year 0

Awarding Body	University of the Arts London
College	UAL Institute for Creative Computing
School	University of the Arts London
Programme	Institute of Creative Computing (ICC)
Course AOS Code	CCIBSCOMF01 Yr 0
FHEQ Level	Level 6 Degree
Course Credits	360
Mode	Full Time
Duration of Course	4 years
Valid From	September 1st 2021
QAA Subject Benchmark	Art and Design
Collaboration	N/A
UAL Subject Classification	Creative computing
JACS Code	None
UCAS Code	N/A
PSRB	N/A
Work placement offered	Yes
Course Entry Requirements	The standard entry requirements for this course are as follows: One or a combination of the following accepted full level 3

qualifications:

- Grades BCC or above at A-level,

- Merit, Pass, Pass (MPP) at BTEC Extended Diploma   (preferred subjects include Computer Science and ICT, or Design and Technology, or Art and Design)

- Access to Higher Education Diploma (preferred subjects include Computer Science and ICT, or Design and Technology, or Art and Design)

- Pass at Foundation Diploma in Art & Design (Level 3 or 4) and 1 A Level at Grade C or above

- Pass at Foundation Diploma in Art & Design (Level 3 or 4) plus equivalent EU/International qualifications, such as International Baccalaureate Diploma.

And three GCSE passes at grade 4 or above (grade A*-C).

Additional Requirements

If students do not have a Science or Mathematics-based A-level, they should normally have at least Grade B/Grade 6 at GCSE Mathematics.

Entry to this course will also be determined by assessment of your personal statement and mini portfolio.

English Language Requirements

IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main [English Language requirements](#) webpage).

APEL - Accreditation of Prior (Experiential) Learning

Exceptionally applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example,

	be demonstrated by:
	• Related academic or work experience
	• The quality of the personal statement
	• A strong academic or other professional reference
	• OR a combination of these factors
	Each application will be considered on its own merit but we cannot guarantee an offer in each case.
Selection Criteria	We select applicants who can demonstrate current ability and potential to: • Engage with ideas of creative computing • Show imagination and ambition in proposals for their work; Demonstrate a range of skills and technical abilities • Show experience of experimenting with code • Demonstrate engagement and improvement in a recently learned technical skill; • Demonstrate an awareness of planning and time management skills; • Provide evidence of intellectual enquiry within their work; Demonstrate relevant research skills • Evidence your ability to critically reflect on and evaluate your achievements; Demonstrate cultural awareness and/or contextual framework of their work • Identify social and/or cultural influences on their work; Articulate and communicate intentions clearly • Discuss their work in individual and group situations;

	• Present their work appropriately and effectively;
	
	Demonstrate commitment and motivation in relation to the subject and the course
	
	    • Develop their own ideas and address both set and personal project briefs;
	    • Show willingness to collaborate;
	    • Show initiative.
	
	How we assess your application
	
	Your application form is reviewed when you apply to the University. If you have achieved or expect to achieve the standard entry requirements we will invite you to submit a mini portfolio. The mini portfolio is assessed by Academic Reviewers who will select a number of applicants to attend an interview. Not all applicants are invited to interview and within the Creative Computing Institute we will usually make offers on the strength of your statement and mini portfolio and then invite candidates holding offers to an applicant day at the Institute. After assessing your work either in person or digitally we will advise you of your outcome through UCAS Track.

Scheduled Learning and Teaching	During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.

Awards and Percentage of Scheduled Learning

Year 2

Percentage of Scheduled Learning	20
Awards	**Credits**
Certificate of Higher Education (Exit Only)	120
Certificate of Higher Education (Exit Only)	120

Year 3

Percentage of Scheduled Learning	20
Awards	**Credits**
Diploma of Higher Education (Exit Only)	240
Diploma of Higher Education (Exit Only)	240

Year 4

Percentage of Scheduled Learning	18
Awards	**Credits**
Bachelor of Arts	360

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Develop you as versatile creative developer well placed to drive innovative practice in the digital creative industries.
Aim	Give you the technical confidence to work across coding languages and frameworks in the development of creative computing projects.
Aim	Give you the skills to develop your own bespoke computational creative tools.
Aim	Give you a working knowledge of collaborative software development.
Aim	Develop a critical ability to recognise human needs in technology development.
Aim	Give you a cultural understanding of computational practice.
Aim	Give you the skills to generate opportunity at the intersection of creative and computational practice.
Aim	Give you an understating of the creative computing research domain.
Outcome	The ability to work with various coding languages and frameworks that support the digital creative industries.
Outcome	The ability to produce innovative creative computing practice that shows innovation at the level of code.
Outcome	An awareness of the international professional community of creative computing and the community efforts that support it.
Outcome	An ability to consider the ethical context in which computational professionals operate within.
Outcome	An ability to work collaboratively in the development of creative computing projects.
Outcome	Understand how creative computing research underpins new products and services.

	Distinctive Features
1	Interdisciplinary Teaching: Offering the study of computing alongside creative practice, students are exposed to different modes of learning that help students develop a strong technical fluency with computational technologies with discovery-based learning rooted in creative practice.
2	Creating creative developers: Creative Developers are sought after in industry with their ability to both translate creative direction into code and deliver creative direction themselves. The course is distinct as it develops creative graduates with the ability to develop for the dominant frameworks that underpin much of the creative digital industries and lead creative work with technology.
3	A material understanding of computational technologies: Students develop an appreciation of what computation is in both a technical and cultural sense. This understanding enables students to challenge dominant way of deploying technology at the level of code, for example reengineering facial recognition algorithms to challenge cultural basis.
4	Research informed teaching: By design the course is significantly informed by the research agenda of the Institute within which it sits. As such the course explore domains such as machine intelligence, explores how the contemporary world is being defined through human computer interaction and social platforms.
5	UAL Institute environment: This course represents the core undergraduate provision of the new UAL Institute for Creative Computing meaning that students have access to a purpose built physical environment and technical support, a public programme that explores the creative computing subject and exposure to creative computing research.
6	Critical engagement with technology: Through critical studies and creative practice the course provides students with the opportunities to question the trajectory of technology development and understand their role in producing the future.

Course Detail

The BSc Creative Computing is an exciting mix of computing and creative practice set in the context of a world-renowned creative university. You will lean to code, build apps, craft digital experiences, explore machine intelligence and more. You will acquire a contemporary set of applied computing skills covering the dominant coding languages and workflows that support innovation in the digital technology sector and creative practice. Building on these skills, and through creative practice, you will also develop your ability to innovate. This will enable you to understand and explore the cultural agency of computational technology. Engagement with creative practice also builds your ability to self-reflect and think critically about your role in shaping the world. This integration of computational and creative practice will ensure you have the opportunity to build a successful career in creative practice, the creative industries or within the digital technology sector more broadly.

Learning and Teaching Methods

The course delivered through a series of lectures introducing core topics, providing context and explaining the purpose of tasks. In labs, students will work both individually and in groups to develop knowledge through a series of practical and creative exercises, undertaken throughout the course. Students will work in a programming environment suitable for the creation of real-time, interactive software. In creative making units' subjects will be introduced through a range of studio-based workshops and assignments supported where appropriate by lectures, seminars, critiques and visits. Independent creative practice is also required.

Assessment Methods

- Paper exams
- Multiple choice tests
- Course work
- Set tasks
- Presentations
- Creative practice

Reference Points

The following reference points were used in designing the course:

- UAL Teaching Learning and Enhancement Strategy
- UAL Digital Creative Attributes Framework
- QAA Benchmark Statements for Art & Design
- QAA Benchmark Statements for Computer Science
- NESTA Future Skills 2030 Report
- "Culture is Digital" DCMS report 2018
- Industrial Strategy, gov.uk

Course Diagram | BSc Creative Computing (Year 0+)

	UAL BLOCK ONE		UAL BLOCK TWO	
	Term One		**Term Two**	**Term Three**
Week	1 2 3 4 5 6 7 8 9 10	11 12 13 14	15 16 17 18 19 20	21 22 23 24 25 26 27 28 29 30

Year 0
- Foundational Methods for Creative Computing One (20 Credits) — S
- Introducing Creativity (20 Credits) — S
- Introducing Creative Practice (20 Credits) — S
- Foundational Methods for Creative Computing Two (20 Credits) — S
- Computational Practices: Digital Production (20 Credits) — S
- Introducing Computational Practice (20 Credits) — S

Year 1
- Coding One: Introduction to Creative Computing and Coding Practice (20 Credits) — S
- Critical Studies: A History of Computing and Computational Creativity (20 Credits) — S
- Creative Making: Design and Coding Visuals (20 Credits) — S
- Coding Two: Data, Maths and Methods (20 Credits) — S
- Computational Practices: Sound and Image Processing (20 Credits) — S
- Creative Making: Experience and Physical Computing (20 Credits) — S

Year 2
- Coding Three: Web Development Studio (20 Credits) — S
- Critical Studies: Network Thinking (20 Credits) — S
- Creative Making: Experimental Human Computer Interaction (20 Credits) — S
- Coding Four: Collaborative App Development Studio (20 Credits) — S
- Computational Practices: Visualisation and Sensing (20 Credits) — S
- Creative Making: Big Data, The Self and Social Platforms (20 Credits) — S

Optional Year in Industry / DPS

Year 3/4
- Coding Five: Approaches to Machine Intelligence (20 Credits) — S
- Critical Studies: Computational Ethics (20 Credits) — S
- Creative Making: Art and Artificial Intelligence (20 Credits) — S
- Coding Six: Computational Communities and Professional Platforms (20 Credits) — S
- Creative Making: Graduation Project (40 Credits) — S

S = Summative Assessment. Indicative summative assessment weeks are noted in the course diagram. For exact dates please refer to your timetable.

IU000101 : Introducing Creativity (Mandatory)

Unit Code	IU000101
Unit Title	Introducing Creativity
FHEQ Level	Level 4
Effective From	September 1st 2021
Duration	1
Credits	20
Programme	Institute of Creative Computing (ICC)
Unit Introduction	This unit introduces you to how creativity is understood through a cultural lens, explores dominant traditions within the visual arts and looks at the distinct vocabulary of creative practice and process. To enable you to thrive in a creative career you need to develop a strong ability to critically evaluate both your creative practice and your creative processes and this unit will enable you to understand and write about both. Through a series of academic seminars and visits to museums and galleries you will develop a piece of academic writing that explores the symbiotic relationship between creative practice and process of a particular computational practitioner. This writing will also identify and discuss related examples of arts and design practice.
Indicative Content	• How to talk about creative practice and process • How to write about creative practice and process • Key ideas in art and design • Communicating creative computational practice and process
Learning & Teaching Methods	To enable you to demonstrate achievement against the learning outcomes, the subject will be introduced through lectures and seminars.

Learning Outcomes	
LO1	Demonstrate an ability to write coherently about creative practice and process. (Enquiry)
LO2	Demonstrate an ability to use accepted vocabularies of creative practice and process. (Knowledge)
LO3	Identify and key ideas in art and design. (Enquiry)

Unit Assessment Summary
Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Essay
% of total	100
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	**Academic essay of 2000 words** exploring the creative practice and process of a particular computational practitioner. **(100%)**

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.   Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	**Essential Reading** Boradkar, P. (2010) Designing things: A critical introduction to the culture of objects. Oxford: Berg Publishers.

Boden, M., 2004. In a nutshell. The creative mind: Myths and mechanisms. London: Routledge.

Clarke, M. (2007) Verbalising the visual: Translating art and design into words. Worthing: AVA.

Masicampo, E.J. and Baumeister, R.F., 2013. Conscious thought does not guide moment-to-moment actions—it serves social and cultural functions. Frontiers in psychology, 4, p.478.

Miller, A.I., 2019. The Artist in the Machine: The World of AI-Powered Creativity. Mit Press.

Further Reading

Berger, J. (2008) Ways of seeing. London: Penguin Books & video recording DVD BBC.

Bergstrom, B. (2008) Essentials of visual communication. Laurence King.

Buchanan, R. (1995) The idea of design: A design issues reader. Cambridge: MIT.

Hall, S. (2007). This means this, this means that: a user's guide to semiotics. Laurence King Pub. Ltd

Rose, G. (2011) Visual methodologies: An introduction to the interpretation of visual materials. 3rd ed. London: Sage.

Periodicals

Interactions / MIT Technology Review / Wired.

Web Ref:

https://www.creativeapplications.net

https://www.e-flux.com
http://neural.it

http://www.laboriacuboniks.net/qx8bq

	https://www.tate.org.uk/art
	https://www.factmag.com/

IU000100 : Foundational Methods for Creative Computing One (Mandatory)

Unit Code	IU000100
Unit Title	Foundational Methods for Creative Computing One
FHEQ Level	Level 4
Effective From	September 1st 2020
Duration	1
Credits	20
Programme	None
Unit Introduction	This unit introduces you to ideas that are fundamental to building a conceptual understanding of computation for creative practice. Computational thinking requires more than writing code. It requires learning new ways to think about problem solving. Only by breaking complex problems down into their smallest steps and ordering those steps, is it possible to write functional programs. This unit will introduce Computational Thinking, Integrated Development Environments, Binary Numbers, Hexadecimal numbers, Functional programming, and the fundamental logical structures used in programming. To gain mastery of these concepts, you will work through a series of computational problems using accessible programming languages, such as Python. This unit is delivered through a set of mini games and problems which you will need to solve. Completing each challenge, you will need to show you have understood the new concept as well as built on any former material. By the end of the unit, you will be able to write simple programs and demonstrate the ability to deconstruct verbal problems in order to write simple software.
Indicative Content	- Working at the command line and in an IDE to write code. - Creating, writing and saving data to and from the

	computer • Writing a simple, text-based adventure using player input • Drawing simple geometric forms on screen using basic algorithms
Learning & Teaching Methods	To enable you to demonstrate achievement against the learning outcomes, the subject will attend a series of lectures and labs and complete assignments.

Learning Outcomes	
LO1	Demonstrate an awareness of computational problem solving (Knowledge)
LO2	Use a basic programming environment fluidly and debug code (Knowledge)
LO3	Analyse written programming specifications and build software according to the requirements of the problem. (Knowledge)

Unit Assessment Summary
Element – The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit. Assessment will be against the specified marking criteria.

Elemental	
Assessment Type	Course Work
% of total	50
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	**Element 1: Course work:** students will be required to show a running program which achieve assigned objectives. The assignments will be given throughout the term. **(50%)**
Elemental	

Assessment Type	Timed Examination
% of total	50
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	**Element 2: Exam:** students are required to complete a short examination. Topics on the exam will be appropriate to the material covered during the term and will include demonstrating basic problem-solving ability. **(50%)**

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	**Essential Reading** Zelle, J. (2016). Python Programming An Introduction to Computer Science 3rd Revised edition. Franklin, Beedle & Associates Inc. Guttag, J. (2016). Introduction to Computation and Programming Using Python: With Application to Understanding Data. MIT Press. Lubanovic, B. (2014). Introducing Python. O'Reilly Media, Inc. **Further Reading** Matthes, E. (2015). Python Crash Course: A Hands-On, Project-Based Introduction to Programming. Baines, P., & Haslam, A. (2005). Type and Typography. Laurence King Publishing. No Starch Press.

	Beazley, D., & Jones, B. (2013). Python cookbook. (Third edition / David Beazley, Brian K. Jones.. ed.).
	Periodicals
	Computer Arts / Interactions
	Web Ref: https://www.creativeapplications.net

IU000102 : Introducing Creative Practice (Mandatory)

Unit Code	IU000102
Unit Title	Introducing Creative Practice
FHEQ Level	Level 4
Effective From	September 1st 2020
Duration	1
Credits	20
Programme	None
Unit Introduction	This unit applies the computing skills and critical ideas developing in the parallel units and establishes how your creative work is produced, evaluated and developed. The ability to produce creative work, evaluate its quality and develop a project to a satisfactory endpoint is a key competency for any creative practitioner in any field. This unit will see you develop creative work, discuss your creative practice with peers in crits and iteratively develop creative outcomes. Through set creative briefs, associated workshops and independent practice you will produce creative work using computational approaches and reflect on their success in terms of both your creative goals and the demands of the set briefs. This work will be presented at the end of the unit for discussion.
Indicative Content	• How to understand creative briefs • How to evaluate your creative work • Developing a personal creative practice • Approaches to idea generation • Explaining your creative practice
Learning & Teaching Methods	To enable you to demonstrate achievement against the learning outcomes, the subject will be introduced through a range of studio-based workshops and assignments supported where appropriate by lectures,

	seminars, critiques and visits.

Learning Outcomes	
LO1	Demonstrate an ability to produce creative work (Process)
LO2	Demonstrate an ability to evaluate your creative work (Enquiry)
LO3	Demonstrate an ability to present your creative work (Communication)

Unit Assessment Summary
Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	**Portfolio of work:** documenting the outcomes for the set creative briefs. This will also include a research weblog and/or sketchbook documenting your iterative creative development process specifically. **(100% Holistic)**

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	**Essential Reading**

	Dorst, K. (2017). Notes on Design: How Creative Practice Works. BIS Publishers.
	Reas, C. (2010). Form and Code. Princeton Archit. Press.
	Steinbach, K. (2018). Creative Practices for Visual Artists: Time, Space, Process. Taylor & Francis.
	Further Reading
	Hann, M. (2014). Structure and Form in Design: Critical Ideas for Creative Practice. A&C Black.
	Somerson, R. and Hermano, M. (2013). The Art of Critical Making: Rhode Island School of Design on Creative Practice. John Wiley & Sons.
	Periodicals
	Computer Arts / Creative Review / Net
	Web Ref: https://www.artsy.net
	http://www.metamute.org
	http://we-make-money-not-art.com

IU000103 : Foundational Methods for Creative Computing Two

(Mandatory)

Unit Code	IU000103
Unit Title	Foundational Methods for Creative Computing Two
FHEQ Level	Level 4
Effective From	September 1st 2020
Duration	1
Credits	20
Programme	None
Unit Introduction	This unit introduces foundational mathematical methods and concepts in an easily accessible and visually applied way. You will develop code in Processing that explores geometry and you will be introduced to generative visualisation techniques. You will also be introduced to the vocabulary of programming with mathematical concepts useful to creative computing practitioners.
Indicative Content	- Introduction to maths for computing - How to draw shapes using maths - Introduction to geometry for creative computing - Maths and code
Learning & Teaching Methods	The unit is delivered through a series of lectures and practical workshops. Core learning is delivered in short lectures with practical examples. This learning is then reinforced through weekly workshops. All material is delivered in both abstract and contextualised forms, reinforcing both the value of mathematical principles, and their usefulness in real terms. Each session, you will work in teams to solve challenges using material presented to them in class. You will undertake practical tasks exploring specific computational and mathematical problems that can be solved through programming.

Learning Outcomes	
LO1	Demonstrate an awareness of foundational mathematical concepts for programming. (Knowledge)
LO2	Be able to produce visual programmes that use basic geometry. (Process)
LO3	Use a foundational mathematical vocabulary as relevant to creative code. (Communication)

Unit Assessment Summary
Element – The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit. Assessment will be against the specified marking criteria.

Elemental	
Assessment Type	Test
% of total	50
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	• **Element 1: Multiple Choice test:** Students will be presented with a series of questions relating explicitly to course content. They must choose between up to 4 potential correct answers per question. **(50%)**
Elemental	
Assessment Type	Timed Examination
% of total	50
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief

Feedback	Refer to Assignment Brief
Assessment Description	• **Element 2: Practical Exam:** Students will be individually asked to write a basic program to solve a simple mathematical problem. They must use only basic operators and simple functions learned in class. **(50%)**

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	**Essential Reading** Ryan, M. (2016). Geometry For Dummies. John Wiley & Sons. Shiffman, D. (2015). Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction. Newnes. **Further Reading** Lehman, E., Leighton, F.T. and Meyer, A.R. (2017) Mathematics for Computer Science. Samurai Media Limited. Wang, W. (2011). Beginning Programming For Dummies. John Wiley & Sons. **Periodicals** Computer Arts / Interactions **Web Ref:** https://www.creativeapplications.net

IU000104 : Computational Practices: Digital Production (Mandatory)

Unit Code	IU000104
Unit Title	Computational Practices: Digital Production
FHEQ Level	Level 4
Effective From	September 1st 2021
Duration	1
Credits	20
Programme	Institute of Creative Computing (ICC)
Unit Introduction	This unit introduces you to image editing tools, time-based tools for video content, moving image and sound production and common 3D modelling and animation tools. The unit also introduces to common approaches to media compression and common filetypes. Digital media production in the creative industries takes in a broad range of practices supported by common software tools and having an understanding of common digital tools and workflows is important to develop a versatile computational practice. Through workshops and set tasks, you will produce a series of course work tasks that use specific media software. This work will be submitted at the end of the unit for assessment.
Indicative Content	• How to capture and edit audio and video content • How to composite visual elements with time-based content • How to edit sound files and composite sound elements • Exploring commons file types and approaches to compression • How to produce and animate 3D assets
Learning & Teaching Methods	To enable you to demonstrate achievement against the learning outcomes, the subject will attend a series of

	lectures and labs and complete assignments.

Learning Outcomes	
LO1	Demonstrate an ability to use common digital media software (Knowledge)
LO2	Demonstrate an ability to edit sound and moving image content (Knowledge)
LO3	Demonstrate an ability to produce 3D assets and animated content. (Knowledge)

Unit Assessment Summary
Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Course Work
% of total	100
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	**Coursework:** documenting the outcomes for the set tasks. **(100%)**

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	**Essential Reading** Brindle, M. (2014). The Digital Filmmaking Handbook. Hachette UK.

Crook, I. and Beare, P. (2017) Motion Graphics: Principles and Practices from the Ground Up. Bloomsbury Publishing.

Jackson, W. (2015). Digital Audio Editing Fundamentals. Apress.

Thilakanathan, D. (2016). 3D Modeling for Beginners: Learn Everything You Need to Know about 3D Modeling! CreateSpace Independent Publishing Platform.

Further Reading

Collins, N., Collins, N., Schedel, M. and Wilson, S. (2013). Electronic Music. Cambridge University Press.

Mamgain, P. (2018). Exploring 3D Modeling with CINEMA 4D R19 - A Beginner's Guide. PADEXI Academy.

Smith, J. and Smith, C. (2017). Adobe Creative Cloud All-in-One For Dummies. John Wiley & Sons.

Periodicals

Computer Arts / Creative Review / Net

Web Ref:
https://www.lynda.com

IU000105 : Introducing Computational Practice (Mandatory)

Unit Code	IU000105
Unit Title	Introducing Computational Practice
FHEQ Level	Level 4
Effective From	September 1st 2020
Duration	1
Credits	20
Programme	None
Unit Introduction	This unit explores creative practice using computers including looking at creative practice from the birth of computer technology right up to the current day. We explore how artists and designers have always been fascinated by the potential of technology and the specific ways in which computers have allowed new avenues for creative expression. Through a series of workshops and seminars you will be asked to respond to creative briefs to investigate topics with computational means and will be asked to present this experimental creative work to your peers. In addition, documenting the creative process is an important skill in itself as it helps enable self-reflection and ideas development. This unit will pay special attention to how you document their creative work and develop your ability to reflect upon it.
Indicative Content	• Creative practice and computers • Art and technology • Creative documentation • Self-reflection and creative practice • Creative computing
Learning & Teaching Methods	To enable you to demonstrate achievement against the learning outcomes, the subject will be introduced through a range of studio-based workshops and

	assignments supported where appropriate by lectures, seminars, critiques and visits.

Learning Outcomes	
LO1	Demonstrate an ability to produce computational practice (Knowledge)
LO2	Demonstrate an ability to evaluate their computational practice (Enquiry)
LO3	Demonstrate an ability to situate their computational practice amongst the work of others (Communication)

Unit Assessment Summary
Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Assignment Brief
Briefing	Refer to Assignment Brief
Feedback	Refer to Assignment Brief
Assessment Description	**Portfolio of work:** documenting the outcomes for the set creative briefs. This will also include a research weblog and/or sketchbook documenting iterative creative development process specifically. (100% Holistic)

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	**Essential Reading**
	Perrella, L. (2004). Artists Journals Sketchbooks. Quarry Books.
	Reas, C. (2010). Form and Code. Princeton Archit. Press.
	Leach, N. and Yuan, P.F. (2018). Computational Design. Tongji University Press.
	Further Reading
	Bentkowska-Kafel, A., Cashen, T. and Gardiner, H. (2005). Digital Art History: A Subject in Transition. Intellect Books
	Hall, S. (2012). This Means This, This Means That: A User's Guide to Semiotics. Laurence King Publishing.
	Maeda, J. (2001). Design by Numbers. MIT Press.
	Periodicals
	Creative Review / Eye / Design Week.
	Web Ref:
	http://www.aiga.org

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable