Programme Specification

1.	**Programme title**	MA Interactive Experience Design MA Interactive Experience Design with Professional Placement
2.	**Awarding institution**	Middlesex University
3a	**Teaching institution**	Middlesex University: London Middlesex University: Dubai Middlesex University: Mauritius Partner: [name of partner organisation]
3b	**Language of study**	English
4a	**Valid intake dates**	September
4b	**Mode and duration of study**	FT – 1 year FT with Professional Placement – 2 years PT – 2 years PT with Professional Placement – 3 years
4c	**Delivery method**	On-campus
5.	**Professional/Statutory/Regulatory body** (if applicable)	N/A
6.	**Apprenticeship Standard** (if applicable)	N/A
7.	**Final qualification(s) available**	MA Interactive Experience Design MA Interactive Experience Design with Professional Placement PGDip Interactive Experience Design PGDip Interactive Experience Design with Professional Placement PGCert Creative Technologies
8.	**Academic year effective from**	2026/27

9. Criteria for admission to the programme

Appropriate qualifications or experience:

- We celebrate inclusivity and diversity and welcome applicants without the normal qualifications but who have extensive and substantial work experience in appropriate fields.
- A good undergraduate degree (normally a 2:2 or better) in a subject-specific or related design subject, or a recognised, equivalent professional qualification.
- Applicants with a good undergraduate degree in an unrelated subject but with substantial professional experience within fields such as Game Design, User Experience Design or Film Production, and able to demonstrate an aptitude for working in the subject at postgraduate level.
- In all cases, admission to the programme is dependent on:

- evidence of subject-related knowledge and skills, and of critical subject engagement, demonstrated through an annotated digital portfolio of relevant academic and professional work submitted in a suitable format.
- sufficient command of the English language. Applicants for whom English is not their first language must provide evidence of attainment to an IELTS overall score of 6.5 (with 6.0 in each component), or equivalent qualification.
- at least 1 supportive academic, and/or where relevant, professional reference.

The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are untaken in compliance with the Equality Act.

We take a personalised but fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form. This includes recognition of previous learning and experience. If you have been working, or you have other learning experience that is relevant to your course, then we can count this towards your entry requirements and even certain modules once you start studying.

10. Aims of the programme

The programme aims to cultivate critically informed, industry-ready practitioners who can design and prototype game-like worlds for immersive interactive experiences for intellectual properties in the entertainment and heritage industries.

Learners will gain the practical and analytical skills needed to prototype an immersive experience that integrate storytelling, game engines, and interprets brand values to create entertaining and educational experiences for place-based installations and XR. Integrating immersive storytelling, game engines and data-driven insight to foster advanced creative, technical and entrepreneurial skills.

The programme emphasises ethical, sustainable and inclusive production, preparing graduates to lead multidisciplinary teams across games, XR, and interactive media sectors. Graduates will be able to create, critique and commercialise interactive experiences that anticipate future audience behaviours and market trends.

11. Programme learning outcomes

A. Knowledge and understanding

On completion of this programme the successful student will be able to demonstrate knowledge and understanding through:

- Critically develop systematic responses to existing discourses and methodologies, on theories of play, interaction, and game studies to inform games design.
- Evaluate and organize production pipelines and technical workflows for real-time and immersive media for place and XR.
- Formulate narrative, audio, visual and systemic elements to create coherent interactive prototypes.
- Integrate ethical, sustainable and inclusive principles into creative decision-making. Critically develop systematic responses to market data and audience analytics to shape commercially viable projects.

B. Skills

On completion of this programme the successful student will be able to:

1. Create innovative interactive artefacts that demonstrate advanced technical proficiency in game-engine environments.
2. Experiment with emerging tools (including AI, Hardware, and Software) to extend the expressive potential of interactive media.
3. Negotiate collaborative, interdisciplinary teams using agile project management and reflective practice showing independent ownership of quality goals in your discipline.
4. Use advanced communication techniques to convey complex design concepts and research findings to specialist and non-specialist audiences.
5. Reflect critically on personal practice to inform continuous professional development plans.

12. Teaching/learning methods

Students learn skills through a combination of interactive seminars, experiential activities, work in progress crits, and practical workshop activities. In term 3 project supervision and project stand ups are used as part of the teaching and learning practice.

- Work in progress crits (show and tell) – showing work from the previous weeks independent study
- Weekly planning meetings (stand ups) – setting a plan for the rest of the weeks independent study

The process of work in progress crits and weekly planning meetings with individuals and groups are used to work with students to set priorities and work plans for each week that

help structure and show case students independent study in the classroom.

[1]Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT 12	PT 6
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT 38	PT 19
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate). *Where relevant, provide further details under 13c below.*	FT 15	PT 15

13. Employability

13a Development of graduate competencies

Leadership and Influence: When working on their Major Project, students are encouraged to direct a team of collaborators including fellow designers as well as animators, 3D modellers, voice actors, composers and UX designers, allowing them to gain experience assembling and leading a large and diverse team of practitioners. The shared core module on business skills provides students with the skills needed to run their own business.

Entrepreneurship: Students engage in scaffolded pitching exercises, focussed on selling their ideas to an audience, including their peers, employers and external clients. In the shared core module on business skills, they are taught to take account of market dynamics, and consider the practicalities of operating as a freelancer and forming their own business

Communication, Empathy, and Inclusion: Group presentations, pitches and crits foster empathic, inclusive, and assertive soft skills essential for effective communication and collaboration. Seminars place an emphasis on understanding the unique potentials of interactive experiences to create and communicate meaning, as well as its representative properties as they pertain to categories of identity like gender, sexuality, race and ethnicity, fostering a sense of empathy and inclusion which extends beyond their interpersonal soft skills and directly impacts their approach to their practice.

Curiosity and Learning: Modules stimulate curiosity by exposing students to a wide array of forms, genres and traditions of playful interaction and heritage engagement from around the world and throughout history. They are also asked to question the industry's received conceptions of how games and interactive experiences are made and discover how playful experiences can challenge our understanding of representation.

Collaborative Innovation: Students are encouraged to collaborate on projects across their own cohort and other disciplines. They are invited to innovate in service of producing experimental games to a set brief. In the Major Project module and the shared core modules, students are given opportunities to collaborate with those on other programmes, augmenting

[1] This information will be used as part of our submission to Discover Uni (previously Unistats).

their practice via the participation of specialised practitioners and exposing them to the working practices of separate but complimentary disciplines.

Resilience and Adaptability: Resilience and adaptability are explicitly addressed in all our specialist modules, each of which asks students to present pitches and works-in-progress in group crits, in which all students must participate in the assessment of one another's work. This emphasises the importance of constructive feedback and fostering trust in the learning environment. Students are encouraged to embrace challenges and iterate on their creative outputs, understanding that setbacks are part of the creative process.

Technological Agility: Students are supported throughout their studies to develop technological agility through a combination of practice and conceptualisation across various industry standard software tools. This equips them to navigate different tools comfortably and adapt to new ones efficiently. Students will be asked to critically assess the suitability of different software for confronting different tasks, problems and desired effects.

Problem Solving and Delivery: Right from the outset, students engage in problem-solving, learning to adapt and seek creative solutions to effectively communicate design ideas. Throughout their studies they learn and develop project management methodologies and tools to deconstruct tasks, prioritize, and schedule effectively, facilitating project delivery. Students are exposed to timekeeping and scheduling strategies used in industry, and through our robust feedback process and scheduled one-to-one tutorials with staff, they will be provided with the technological and intellectual toolkits necessary to solve practical and creative problems that arise throughout their creative projects.

13b Employability development

The students will take one of three work experience modules (either 15 or 30 credits) and will have the opportunity to be placed on active productions through the MDX Studios scheme. Modules on business skills and AI also teach the students about the realities of working in the industry. Production pipelines on the pre-production and major project modules mimic real-world industry workflows.

13c Placement and work experience opportunities (if applicable)

The students will take one of three work experience modules (either 15 or 30 credits) and will have the opportunity to be placed on active productions through the MDX Studios scheme.

13d Future careers / progression

This programme is designed to help students target jobs in the various games industry sub sectors including console, PC mobile, XR, in person, and tabletop games development. The types of roles students will be developing skills for are Game Designer, Interactive Experience Curator, Event Producer, Escape Room Designer, Content Designer, LARP Designer, Product Lead, Product Manager.

Graduate jobs beyond the games industry in Community Manager, User Experience Design, Project Management, Software Development, or Systems Analyst Consultant

14. Assessment methods

15. Programme structure (level of study, modules, credits and progression requirements)

15a Structure of the programme.

Full time structure

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Business Skills for Creative Practice 15 credits Compulsory **Digital Prototyping** 15 credits Compulsory	**Creative Practice and AI** 15 credits Compulsory **Place Based Interaction** 15 credits Compulsory	**Storytelling and Worldbuilding** 15 credits Compulsory **15 credits from:** **Games Design Communication** 15 credits Optional **Asset Development and Management** 15 credits Optional **Work Experience 1** 15 credits Optional **OR** **Work Experience 2** 30 credits Optional	**Designing and Developing with Emerging Technologies** 15 credits Compulsory **15 credits from:** **Level to Virtual Location** 15 credits Optional **Ideation to Playtesting** 15 credits Optional **Immersive Audio Installations** 15 credits Optional **Sound Recording for Media** 15 credits Optional **Work Experience 3** 15 credits Optional	**Major Project** 60 credits Compulsory

Full time structure with Professional Placement

Year 1

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Business Skills for Creative Practice 15 credits Compulsory **Digital Prototyping** 15 credits Compulsory	**Creative Practice and AI** 15 credits Compulsory **Place Based Interaction** 15 credits Compulsory	**Storytelling and Worldbuilding** 15 credits Compulsory **15 credits from:** **Games Design Communication** 15 credits Optional **Asset Development and Management** 15 credits Optional **Work Experience 1** 15 credits Optional **OR** **Work Experience 2** 30 credits Optional	**Designing and Developing with Emerging Technologies** 15 credits Compulsory **15 credits from:** **Level to Virtual Location** 15 credits Optional **Ideation to Playtesting** 15 credits Optional **Immersive Audio Installations** 15 credits Optional **Sound Recording for Media** 15 credits Optional **Work Experience 3** 15 credits Optional	**Preparing for the Professional Placement** 0 credits Compulsory

Year 2

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Work Experience 5 0 credits Optional **Work Experience 4** 0 credits Optional		**Work Experience 4** 0 Credits Optional		**Major Project** 60 credits Compulsory

Indicative Part time structure

Year 1

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Digital Prototyping 15 credits Compulsory	**Creative Practice and AI** 15 credits Compulsory	**Storytelling and Worldbuilding** 15 credits Compulsory	**Designing and Developing with Emerging Technologies** 15 credits Compulsory	

Year 2

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Business Skills for Creative Practice 15 credits Compulsory	**Place Based Interaction** 15 credits Compulsory	**Games Design Communication** 15 credits Optional **Asset Development and Management** 15 credits Optional	**Level to Virtual Location** 15 credits Optional **Ideation to Playtesting** 15 credits Optional **Immersive Audio Installations** 15 credits Optional **Sound Recording for Media** 15 credits Optional	**Major Project** 60 credits Compulsory

Indicative Part time structure with Professional Placement

Year 1

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Digital Prototyping 15 credits Compulsory	**Creative Practice and AI** 15 credits Compulsory	**Storytelling and Worldbuilding** 15 credits Compulsory	**Designing and Developing with Emerging Technologies** 15 credits Compulsory	

Year 2

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Business Skills for Creative Practice 15 credits Compulsory	**Place Based Interaction** 15 credits Compulsory	**Games Design Communication** 15 credits Optional **Asset Development and Management** 15 credits Optional	**Level to Virtual Location** 15 credits Optional **Ideation to Playtesting** 15 credits Optional **Immersive Audio Installations** 15 credits Optional **Sound Recording for Media** 15 credits Optional	**Preparing for the Professional Placement** 0 credits Compulsory

Year 3

Semester 1	Semester 1	Semester 2	Semester 2	Semester 3
Work Experience 5 0 credits Optional **Work Experience 4** 0 credits Optional		**Work Experience 4** 0 Credits Optional		**Major Project** 60 credits Compulsory

15b Levels and modules		
Compulsory (Core)	**Optional (Elective)***	**Progression requirements**
Business Skills for Creative Practice Ethical Creative Practice and AI Storytelling & Worldbuilding Digital Prototyping Place based interaction Designing and Developing with Emerging Technologies Major Project	Games Design Communication Ideation to Playtesting Level to Virtual Location Asset Development and Management Immersive Audio Installations Sound Recording for Media Work Experience 1 Work Experience 2 Work Experience 3	Students must pass at least 90 credits before progressing to the Major Project module. Students on the Professional Placement (2 year) version of the programme must pass at least 90 credits before progressing onto the Professional Placement module(s) (ACI4421 or ACI4422).

*Please refer to your programme page on the website re availability of option modules

15c Non-compensatory modules	
Module level	**Module code**

16. Programme-specific support for learning

- Induction/orientation programmes for facilities
- Academic advising
- Direct communication with tutors and technicians via e-mail
- Access to virtual learning environment & learning support platform (My Learning) to support tutor/learner interaction
- Technical staff
- Programmes of visiting external speakers from industry
- MDX Studios initiative providing access to industry professionals and real-world productions

In addition to the academic and technical staff aligned to the programme, students are supported in their learning by staff in Library Resources as follows:

- Library Resources, e.g., specialist books, journals, videos, DVDs, slides, special collections (including electronic versions)
- Online reading lists for each module accessible via My Learning
- Subject-dedicated librarian
- Special induction sessions provided by the Library Resources

17. HECos code(s)	100736 human-computer interaction 40% 100757 intelligent systems 40% 101268 computer games design 20%

18. Relevant QAA subject benchmark(s)	**QAA HE Benchmark for Computing** https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf **QAA HE Benchmark for Art & Design** https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf

19. University Regulations

This programme will run in line with general University Regulations: Regulations for Taught programmes

20. Reference points

QAAHE Benchmark for Computing

https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf

QAA HE Benchmark for Art & Design

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf

The programme is also informed by the following internal sources:

- The Middlesex University regulations;
- Middlesex University policies on academic quality; concerns and complaints; data protections; employability; environment; equal opportunity; ethics; freedom of speech; health and safety; modern slavery statement; student conduct and discipline rules; and widening access to higher education;
- Strategy documents, on learning, teaching and assessment produced or curated by CAPE, especially on technology enhanced learning (TEL) and inclusivity in the curriculum;
- Guidelines developed by the Faculty of Arts and Creative Industries Learning and Teaching Committee.

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

22. Curriculum map for MA Interactive Experience Design

22a Programme learning outcomes

Knowledge and understanding	
A1	Critically develop systematic responses to existing discourses and methodologies, on theories of play, interaction, and game studies to inform games design.
A2	Evaluate and organize production pipelines and technical workflows for real-time and immersive media for place and XR.
A3	Formulate narrative, audio, visual and systemic elements to create coherent interactive prototypes.
A4	Integrate ethical, sustainable and inclusive principles into creative decision-making.
A5	Critically develop systematic responses to market data and audience analytics to shape commercially viable projects.
Skills	
B1	Create innovative interactive artefacts that demonstrate advanced technical proficiency in game-engine environments.
B2	Experiment with emerging tools (including AI, Hardware, and Software) to extend the expressive potential of interactive media.
B3	Negotiate collaborative, interdisciplinary teams using agile project management and reflective practice showing independent ownership of quality goals in your discipline.
B4	Use advanced communication techniques to convey complex design concepts and research findings to specialist and non-specialist audiences.
B5	Reflect critically on personal practice to inform continuous professional development plans.

Programme learning outcomes									
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
Highest level achieved by all graduates									
7	7	7	7	7	7	7	7	7	7

22b Mapping by level of study and module

Module Title	Module Code by Level of study	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5
Business Skills for Creative Practice	ACI4403					X			X		
Digital Prototyping	GAM4002	X					X				X
Creative Practice and AI	ACI4402				X				X		X
Place Based Interaction	GAM4004			X	X		X				X
Storytelling & Worldbuilding	ACI4401	X		X						X	
Designing and Developing with Emerging Technologies	GAM4003	X	X				X	X			
Major Project	GAM4050	X	X	X	X	X	X	X	X	X	X
Optional Modules:											
Games Design Communication	GAM4000	X		X		X				X	X
Work Experience 1	ACI4410	X	X			X					X
Work Experience 2	ACI4411	X	X			X					X
Work Experience 3	ACI4412	X	X			X					X