



University of Plymouth

Academic Partnerships

CORNWALL COLLEGE

Programme Specification

**HNC and HND Games Design for
Industry**

Academic Year 2020-2021



**UNIVERSITY OF
PLYMOUTH**

If you require any part of this Handbook in larger print, or an alternative format, please contact:

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Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.



PROGRAMME SPECIFICATION

Programme Title: HNC & HND Games Design for Industry

Internal Programme Code: HNC – 4539 HND - 4540

Partner Delivering Institution: Cornwall College, Camborne

State Date: 2020-2021

First Award Date: HNC – 2020-21 HND – 2021-22

Date(s) of Revision(s) to this Document: 19th August 2019/25 Feb 2020



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PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Camborne
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full time
Final Award:	HNC/HND
Intermediate Award:	HNC Games Design for Industry
Programme Title:	HND Games Design for Industry/ HNC Games Design For Industry
UCAS Code:	0261
HECOS:	101268, 101020, 101019
Benchmarks:	Informed by QAA and relevant FHEQ subject benchmark(s) in Art and Design.
Date of Programme Approval:	May 2012

PS2. Brief Description of the Programme

The HNC/D Creative Media - Games Design for Industry will enable students to develop the breadth and range of skills required to work within the games development industry in terms of both practical, creative and theoretical understanding of a fast changing field. The games industry is one of the UK's largest exporters and our intention is to equip students with up to date skills for this market.

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>)

None

PS5. Programme Aims

This programme will deliver:

1. Provide an educational foundation for a variety of technical, creative and managerial careers in the media sector
2. Provide an educational foundation for progression to a higher level course
3. Provide flexibility in the content and structure of the qualification
4. Develop the skills, knowledge and understanding that will enable them to make an immediate contribution in employment
5. Develop the skills, knowledge and understanding in specialist pathways directly relevant to careers in moving image, journalism and computer games development and design
6. Develop skills, knowledge and understanding in a wide range of creative and technical areas to encourage multiskilling and to motivate future studies and career development
7. Develop the skills and personal qualities necessary for success in professional life.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Develop skills in a wide range of creative and technical areas
2. Effectively communicate using written and oral presentation
3. Exercise responsible scholarship
4. Determine how to locate relevant information; sort, analyse and utilise that information
5. Work in teams and appreciate the importance of peer contribution

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

- Students are encouraged to recognise themselves as working practitioners in small scale production companies.
- The flexibility within the curriculum enables students to develop a highly individualised professional identity.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 5

Target student numbers per stage =14

Maximum student numbers per stage =25

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

Your progression route are:

- BA (Hons) Games Design for Industry (Level 6) delivered at Cornwall College Camborne
- BA (Hons) Game Art and Design (Level 6 Full Time) delivered at the University of Plymouth.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language
AS/A Levels	- 48 UCAS tariff points to include at least 32 points from A2 level in appropriate subjects
BTEC National Diploma/Extended Diploma	48 UCAS tariff points – PPP grades in an appropriate subject
BTEC L3 Diploma	48 UCAS tariff points –
BTEC 90 Credit Diploma/Subsidiary Diploma	48 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	This must be applied for before the start of the programme. Please refer to University of Plymouth Academic regulations www.plymouth.ac.uk
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	Not initially. However it may be required for some work-based learning placements.
Capability statement	<p>The College is very supportive of students with disabilities, and year-on-year we are making adjustments to assist these students throughout their studies. On notification of any registered disability or need for learning support, the Admissions Officer will notify the Programme Manager and Student Services to ensure that applicants are aware of the support available. Student Services will contact students about how to apply for support and guide them through the process to ensure that support is in place at the start of the academic year. The Programme Manager should check prior to commencement of the programme and ensure that appropriate adjustments are undertaken.</p> <p>It should be noted that laboratory work, fieldwork and various off-site visits are integral to the course and applicants should be realistic about their abilities.</p> <p>The broad entry requirements enables students from a range of backgrounds and disciplines the opportunity to apply. Applicants are likely to be interviewed for this programme.</p>

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

All of this programme's modules are covered by a single EE

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

College:	Cornwall College - Camborne	Programme Title:	HND Games Design For Industry
Academic Year:	2020-2021	Mode of Attendance:	Full Time Over 2 Years
Plymouth Programme Code:	4540	Total Credits:	120 at Level 6

FHEQ level: HND Games Design for Industry For: Full Time 4540				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	Autumn	Core	20	CORC1072 Computer Game Studies & Research
1	Autumn	Core	20	CORC1073 Pre-Production Design & Computer Game Concept Art
1	Autumn	Core	20	CORC1077 Animation Principles
1	Winter/Spring	Core	20	CORC1074 2D Digital Graphics & Texturing for Games
1	Winter/Spring	Core	20	CORC1076 3D Modelling & Animation for Computer Games
1	Winter/Spring	Core	20	CORC1078 3D Computer Games Engines & Asset Creation
2	Autumn/Winter/Spring	Core	20	CORC2057 Subject Specialism Project
2	Autumn/Winter	Core	20	CORC2060 3D Cut Sequence Design & Digital Audio for Games
2	Autumn	Core	20	CORC2061 3D Character Animation & Motion Capture for Games
2	Autumn/Winter/Spring	Core	20	CORC2065 Games Design & Development Project
2	Winter/Spring	Core	20	CORC2062 Level Design & Production for Computer Games
2	Winter/Spring	Core	20	CORC2064 Professional Practice

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding: Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study.</p>	<p>Primary:</p> <ul style="list-style-type: none"> Lectures & tutorials Directed independent study Learning from work experience Skills workshops Practical work Group tutorial Electronic resources and other self-study materials Seminar Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> Case studies Problem solving exercises 	1, 4, 5, 6, 7	1,2	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC1072 CORC1078

FHEQ level: Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In Particular:</p> <ul style="list-style-type: none"> • The major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks • The wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives • The reciprocal relationship between creative output and the wider socio/cultural matrix • The responsibilities of the practitioner • A preparedness to experiment 					
<p>Cognitive and Intellectual Skills:</p> <p>Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops • Practical work • Group tutorial • Electronic resources and other self-study materials • Seminar • Visiting lectures 	1, 2	3, 4,	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC1072 CORC1074 CORC1077

FHEQ level: Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular to:</p> <ul style="list-style-type: none"> • Critique rival theories and frameworks • Analyse and synthesise • Intelligently apply appropriate principles in assessing policy or practice • Demonstrate problem solving and research skills • Take appropriate risks and be able to evaluate the outcomes of experimentation • Develop an appreciation between medium and message 	<p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem solving exercises • Site visits (Games conferences) 				
<p>Key Transferable Skills:</p> <p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops • Practical work • Group tutorial 	4, 5, 6, 7	2, 4, 5		CORC1072 CORC1077

FHEQ level: Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular to:</p> <ul style="list-style-type: none"> • Interact effectively within a team / learning group, • Manage learning using resources for the discipline • Communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT and visual communication) • Take responsibility for own learning with minimum direction • Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies 	<ul style="list-style-type: none"> • Electronic resources and other self-study materials • Seminar • Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem solving exercises 				
<p>Employment Related Skills:</p> <p>Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops 	6, 7	2, 3, 4	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions	CORC1076 CORC1078

FHEQ level: Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular to:</p> <ul style="list-style-type: none"> • Recognise strengths and areas for improvement • Present ideas confidently to a variety of audiences • Work to deadlines • Locate opportunities for practice • Work effectively in groups • Demonstrate the application of knowledge to varying contexts 	<ul style="list-style-type: none"> • Practical work • Group tutorial • Electronic resources and other self-study materials • Seminar • Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem solving exercises 			Evaluation Commercial Practice Journals/logs	
Practical Skills:	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops • Practical work 	4, 5, 6, 7	1	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation	CORC1073 CORC1074 CORC1075 CORC1076 CORC1077 CORC1078

FHEQ level: Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Demonstrate a high level of discipline specific skills • Present ideas appropriate to the context and audience • Work effectively in groups 	<ul style="list-style-type: none"> • Group tutorial • Electronic resources and other self-study materials • Seminar • Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem solving exercises 			Commercial Practice Journals/logs	

FHEQ level: Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>Knowledge/ Understanding</p> <p>Knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. They will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular:</p> <ul style="list-style-type: none"> The major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks 	<p>Primary:</p> <ul style="list-style-type: none"> Lectures & tutorials Directed independent study Learning from work experience Skills workshops Practical work Group tutorial Electronic resources and other self-study materials Seminar Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> Case studies Problem solving exercises 	1, 4, 5, 6, 7	1,2	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC2057 CORC2060 CORC2061 CORC2062 CORC2064 <u>CORC2065</u>

FHEQ level: Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<ul style="list-style-type: none"> The wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives The reciprocal relationship between creative output and the wider socio/cultural matrix The responsibilities of the practitioner A preparedness to experiment 					
<p>Cognitive and Intellectual Skills:</p> <p>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied.</p>	<p>Primary:</p> <ul style="list-style-type: none"> Lectures & tutorials Directed independent study Learning from work experience Skills workshops Practical work Group tutorial Electronic resources and other self-study materials Seminar Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> Case studies Problem solving exercises Site visits (Games conferences) 	1, 2	3, 4,	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC2057 CORC2060 CORC2061 CORC2062 CORC2064

FHEQ level: Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular:</p> <ul style="list-style-type: none"> • Critique rival theories and frameworks • Analyse and synthesise • Intelligently apply appropriate principles in assessing policy or practice • Demonstrate problem solving and research skills • Take appropriate risks and be able to evaluate the outcomes of experimentation • Develop an appreciation between medium and message 					
<p>Key Transferable Skills:</p> <p>Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops • Practical work • Group tutorial • Electronic resources and other self-study materials • Seminar • Visiting lectures <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem solving exercises 	4, 5, 6, 7	2, 4, 5	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC2057 CORC2062 CORC2064

FHEQ level: Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular:</p> <ul style="list-style-type: none"> • Interact effectively within a team / learning group, • Manage learning using resources for the discipline • Communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT and visual communication) • Take responsibility for own learning with minimum direction • Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies 					
<p>Employment Related Skills:</p> <p>Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops • Practical work • Group tutorial • Electronic resources and other self-study materials • Seminar • Visiting lectures <p>Secondary/Supplementary:</p>	6, 7	1, 2, 3, 4	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC2057 CORC2060 CORC2062 CORC2064 <u>CORC2065</u>

FHEQ level: Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>In particular:</p> <ul style="list-style-type: none"> • Recognise strengths and areas for improvement • Present ideas confidently to a variety of audiences • Work to deadlines • Locate opportunities for practice • Work effectively in groups • Demonstrate the application of knowledge to varying contexts 	<ul style="list-style-type: none"> • Case studies • Problem solving exercises 				
<p>Practical Skills:</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures & tutorials • Directed independent study • Learning from work experience • Skills workshops • Practical work • Group tutorial • Electronic resources and other self-study materials • Seminar • Visiting lectures <p>Secondary/Supplementary:</p>	4, 5, 6, 7	1	Portfolio Prototypes and journals Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice Journals/logs	CORC2060 CORC2061 CORC2062 CORC2064 <u>CORC2065</u>

FHEQ level: Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Demonstrate a high level of discipline specific skills • Present ideas appropriate to the context and audience • Work effectively in groups 	<ul style="list-style-type: none"> • Case studies • Problem solving exercises 				

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: Level 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Creation of 3D animation for a client (SkullDuggery Laser Tag)	As part of CORC1076 3D Modelling and Animation for Games.	1,3,4,5	1,2,3,4,5	Portfolio Journals/Scrapbooks Research and reports Proposals and pitches Individual and team contributions	CORC1076 3D Modelling and Animation for Games.
Creation of animations for festivals	As part of CORC1077 Animation Principles	1,3,4,5	1,2,3,4,5	Evaluation Commercial Practice	CORC1077 Animation Principles
Trips to games conferences/festivals etc.	Students will visit games and animation festivals etc. to gain inspiration from producers and designers. They will attend developer sessions, test games and speak to other industry professionals which will help inform their practice.	3,4,5	1,2	N/A	CORC 1074, CORC1076, CORC1078,
Production of prototypes.	As part of CORC1078 3D Computer Games Engines & Asset Creation teams will develop prototypes based on individual and team portfolio research	3,4,5	1,2,3,4	Portfolio Journals/Scrapbooks Research and reports Proposals and pitches Evaluation	CORC1078 3D Computer Games Engines & Asset Creation
<p>An explanation of this map: This map highlights which modules may involve client work, the production of prototypes and visits to conferences.</p>					

FHEQ level: Level 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Portfolio research into chosen specialist area of study within games design	As part of CORC2057 Subject Specialism Project students will focus on a particular area of study that they see as their possible career choice.	1,2,3,4,5	1,2,3,4	Portfolio Journals/Scrapbooks Research and reports Proposals and pitches Evaluation Commercial Practice	CORC2057 Subject Specialism Project
Creation of animations/games for festivals/clients.	As part of CORC2057, 2060, 2061, 2062, 2064 and 2065 students will possibly produce animations or games for clients, festivals or competitions.	1,2,3,4,5	1,2,3,4	Portfolio Journals/Scrapbooks Research and reports Proposals and pitches Evaluation Commercial Practice	CORC2057, 2060, 2061, 2062, 2064 and 2065
Trips to games conferences/festivals etc.	Students will visit games and animation festivals etc to gain inspiration from producers and designers. They will attend developer sessions, test games and speak to other industry professionals which will help inform their practice.	3,4,5	1,2	N/A	CORC2057, 2062, 2064, 2065
Production of prototypes.	As part of CORC2057, 2062, 2064 and 2065 students will create prototype game levels.	1,2,3,4,5	1,2,3,4	Portfolio Journals/Scrapbooks Research and reports Proposals and pitches Individual and team contributions Evaluation Commercial Practice	CORC2057, 2062, 2064 and 2065
An explanation of this map: This map highlights which modules may involve client work, the production of prototypes and visits to conferences.					