



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2021-22

FdA Games and Interactive Design

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1. Welcome and Introduction to FdA Games and Interactive Design.

Welcome to the Foundation Degree in Games and Interactive Design.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - o Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - o available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

1.1. Programme Management

Programme Leader - Ekow Essiful BA (Hons) Ekow studied Time Based Media at UWE. Ekow's specialist area is Multimedia Production (Digital Skills), particularly Interactive and Sound. Prior to entering teaching Ekow worked as a Freelance 3D Modeller and Animator specialising in CAD, also in Web Design and Development.

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Ekow Essiful - As above

Further information about personal tutoring at UCSD can be found by following this link to the [Student Development](#) policy.

1.3. Module Leaders & Lecturers

Ekow Essiful – as above

Lynne Andrews – BA (Hons) MA – Lynne studied Media with Art and Design at Plymouth University and Media and Communications at Goldsmiths, University of London. Lynne has experience of freelance work in Video, Print Design and Layout and a short time in Prop Making. Lynne's specialist area is in theoretical perspectives in Art, Design and Media, also Education.

Jordan Gardner BA (Hons) – Jordan studied FdA Games and Interactive Design at UCSD/Plymouth University. He then progressed to University of South Wales to complete his BA. Since graduating Jordan has worked as a Freelance Designer and Teacher. Jordan's expertise is in 3D Modelling and Environments.

Joe Cook BA(Hons) – Joe Cook studied FdA Games and Interactive Design at UCSD progressing to Plymouth University to complete his BA. Joe's area of expertise is in 3D Digital Arts

Lewis Goodall – BA Digital Art and Technology, MRes Digital Art & Technology MA. Lewis studied at UCSD progressing to University of Plymouth where he has also worked as an Associate Lecturer. Lewis has also worked on multiple projects using 3D and Virtual Reality.

Gareth Day – BSc (Hons) Multimedia Technology, MRes Digital Art & Technology – Gareth is the Head of Digital, Creative & Design and therefore oversees all of the HE

and FE programmes. Gareth continues to work as a Freelance Developer and has a keen interest in innovation and digital technologies.

Ben Young – studied FdA Creative Digital Media at UCSD and has progressed to running his own business in Torbay. Ben has a range of digital skills particularly in 2D and Film and Photography; he also has expertise in working freelance and running his own business.

Stage 4

SOUND1336 Digital Culture - TBC

SOUND1337 Digital Skills – Ekow Essiful

SOUND1338 Developing Research & Practice – TBC

SOUND1339 UX Design – Joe Cook

SOUND1340 Designing and Pitching Concepts – Ekow Essiful

SOUND1341 Games or Interactive – Jordan Gardner

Stage 5

SOUND2285 Interactive Narratives – Jordan Gardner

SOUND2286 Client Based Brief– Ekow Essiful

SOUND2287 Professional Practice - Lynne Andrews

SOUND2288 Sound Production – Ekow Essiful

SOUND2289 Negotiated Research - Lynne Andrews

SOUND2290 Advanced Digital Skills – Joe Cook

1.4. Course Contact List

| | |
|---------------------|-------------------------------------------------------------------------------------------|
| Ekow Essiful - | Email: Eessiful@southdevon.ac.uk |
| Lynne Andrews – | Email: Lynneandrews@southdevon.ac.uk |
| Jordan Gardner - | Email: Jordangardner@southdevon.ac.uk |
| Gareth Day – TBC | Email: Gday@southdevon.ac.uk |
| Lewis Goodall – TBC | Email: LewisGoodall@southdevon.ac.uk |
| Ben Young – TBC | Email: Benyoung@southdevon.ac.uk |
| Joe Cook - | Email: Joecook@southdevon.ac.uk |

Technicians & Equipment (Photography and Art): David Cartwright

Email: davidcartwright@southdevon.ac.uk

HE Support and Wellbeing Team: 01803 540547

Email: HEWellbeing@southdevon.ac.uk

Learning Technologies and Resources: Alexandra Barton– 01803 540641

Email: Alexandrabarton@southdevon.ac.uk

HE Faculty Office: 01803 540788

Email: University@southdevon.ac.uk

HE Student Support Hub: 01803 540788

Email: HEStudy@southdevon.ac.uk

1.5. Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise step up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques. For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory Reading

Recommended books/ebooks:

Miller, V. (2011) Understanding digital culture. London, SAGE Publications

Baldwin, J. & Roberts, L. (2006) Visual Communication: From Theory to Practice. Worthing: Ava Publishing (UK) Ltd.

Burns, T. & Sinfield, S (2016) Essential Study Skills: The Complete Guide to Success at University. London: Sage

Hartson, R. Waltham, (2012) The UX Book: Process and Guidelines for Ensuring a Quality User Experience. Morgan Kaufmann.

Koster, R. (2014) A theory of fun for game design. Scottsdale, Ariz, Paraglyph

Dunniway, T. (2008) Game Development Essentials: Gameplay Mechanics. San Francisco. Delmar Publishers

Handler Miller, C. (2008) Digital Storytelling: A Creators Guide to Interactive Entertainment. London, Focal Press

Chandler, H. (2013) The Game Production Handbook. Burlington, MA, Jones & Bartlett

These books are usually available in the LRC or as Ebooks. Should you wish to purchase your own copy of a book we recommend Abe books as a good source for second hand material. www.abebooks.co.uk We suggest you speak to module leaders prior to purchase.

Open access Journal articles:

Also look at the AVA and LK websites. Their “Basics” and “Fundamentals” series in Art, Design and Media are very good, student friendly course books.

It is essential that you regularly review the magazines and journals held in the LRC and on-line to measure the ‘temperature’ of the industry you hope to join, for example: Computer Arts, Web Designer, Architectural Design, Art Forum, Creative Review, Wired etc.

Other materials:

<https://ukie.org.uk/>

<https://ukiepedia.ukie.org.uk/>

1.6. COVID 19 Programme Planning

| Covid 19 programme Planning | |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General approach being undertaken | <p>We will follow government advice on social distancing and personal safety to ensure a 'Covid secure' working and learning environment.</p> <p>We know that we all may need to adapt if Covid conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required.</p> <p>We will continue to update our dedicated Covid 19 webpage if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.</p> |
| Programme Teaching and Learning changes being undertaken | <p>In the event another COVID outbreak affecting the UCSD. We will continue to deliver content via Microsoft Teams platform as per the usual timetable of modules.</p> <p>Practical elements of the course may be affected and where possible students will be supported to access software will be supported online with teaching and learning through a range of resources.</p> |
| Programme Assessment changes being undertaken | <p>In the event another COVID outbreak affecting the UCSD. There are elements of the programme assessment e.g. practical outcomes that may be required to be adapted to suit the COVID conditions. Students will be advised of any adaptations at the earliest opportunity.</p> |

2. Programme Specification

Awarding Institution: University of Plymouth

Teaching Institution: South Devon College

Accrediting Body: N/A

Language of Study: English¹

Mode of Study: Full Time/Part Time²

| | |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Final Award: | FdA |
| Intermediate Award: | Certificate of HE |
| Programme Title: | Games and Interactive Design |
| UCAS Code: | Q3V1/V1Q3 |
| JACS Code: | Click here to enter text. |
| Benchmarks: | QAA FDQB Foundation Degree Qualification Benchmark (2010) QAA Subject Benchmark: Communication, Media, Film and Cultural Studies (2008) |
| Date of Programme Approval: | 30 th April 2014 |

PS1. Brief Description of the Programme

The Games and Interactive Design degree is an innovative programme designed with a strong emphasis on employability skills within the Creative Industries Sector. Specifically it will prepare students for occupations within software creation and design. It will have a strong emphasis on employability within small to medium businesses, reflecting opportunities within the South West.

The degree will follow an inter-disciplinary approach in its teaching. Lecturers from different art, design and media disciplines and with different research experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches.

The Degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace new technologies. Delivery mechanisms such as social media and E-Learning will be utilised alongside lectures and workshops, thus equipping the student with skills that will benefit them in the vocational world as well as preparing them for a potential third year at Plymouth University.

The Degree will feature and highlight local, national and international industry trends and outline a broad range of career opportunities for learners. The FdA Games and Interactive Design will be relevant to the local population and growing retail infrastructure of the region, giving students the opportunity to up- skill through work related and some work based learning and move forward in a career of their choosing whilst staying local. Emphasis will be placed on the rise of the Internet as a market place for small and sole designers in the interactive media sector. Work related learning will be embedded in the form of live briefs for community groups and local businesses.

Computer coding will complement the design skills, in order to allow students to create fully realised artefacts. Students will be encouraged to showcase their work by way of exhibition and online publishing.

PS2. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS3. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

N/A

PS4. Programme Aims

The programme will deliver:

1. To produce students with an understanding of the role of technology in terms of media production and content manipulation within the interactive and gaming industry.
2. To produce students with an understanding of audio, visual and verbal conventions through which sounds, images and words make meaning.
3. To produce students who can critically evaluate their own learning and production techniques utilising their own research skills to prepare them for potential progression to the final year of an honours degree.
4. To produce students who can demonstrate competencies in digital media software with emphasis on interactive and gaming technologies.
5. To produce students who can experiment, as appropriate, with forms, conventions, languages, techniques and practices.
6. To produce students who can work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity in an employment context.

PS5. Programme Intended Learning Outcomes (ILO)

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

1. Investigate matters that may be new and emerging within the digital media industry.

2. Demonstrate the ability to communicate in styles appropriate for a variety of professional purposes and audiences, drawing upon a range of personal skills.
3. Understand a range of concepts, values, issues and debates that inform and influence digital media practice.
4. Demonstrate critical and analytical awareness of the games and interactive media industry.
5. Apply a range of media production processes and techniques to develop engaging interactive and functional digital artefacts.
6. Implement theory and skill in the production of a range of digital media outcomes.

PS6. Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:

- The Degree concentrates on the technical and artistic use of digital interactive technologies to create games and mobile applications.
- The Degree offers access to a range of software for designing and building interactive content for multiple platforms.
- Programming forms an integral part of the course providing the technical foundation for dynamic artistic design
- Opportunities for live projects are integral to the course and allow students to engage with fun and exciting productions within a real world context
- The Degree offers a broad range of study – in terms of practical skills and theory.
- The degree will follow an inter-disciplinary approach to teaching. Lecturers from different disciplines and experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches.
- The Degree will be relevant to the local population giving them opportunity to up skill through work based learning and move forward in a career of their choosing whilst staying local.

Students will benefit from:

- Well qualified, industry practicing staff.
- Flexible progression to additional higher education programmes
- Industry standard software and equipment
- Students will learn alongside other learners with different entry qualifications, from diverse backgrounds and varied experience. This diverse environment is an enrichment of the learning process for all learners.

- Students will be able to negotiate toward their own interests and develop specialisms throughout the course
- Partnership with Plymouth University provides access to a broad range of additional learning resources and academic and professional integration and validation.

PS7. Progression Route(s)

Students who successfully pass the Foundation Degree may progress to the following:

BA / BSc (Hons) Digital Media Design
BA (Hons) Game Arts and Design

All work in the first year (Stage 1) will be at level 4.

Any modules done in Stage 2 (the second year of a full time course) will be at level 5.

PS8. Admissions Criteria

| Qualification(s) Required for Entry to this Programme: | Details: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs at Level 4 or above: | Literacy & Numeracy at Level 2 GCSE Maths and English or equivalent |
| Level 3: at least one of the following: - A Levels required to meet AS/A2/UCAS Points Tariff: - Advanced Level Diploma: - BTEC National Certificate/Diploma: - HNC/D: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers: | 48 UCAS Points N/A 48 UCAS Points, Computer based pathway N/A N/A Computer based pathway 26 48 UCAS points, Computer based pathway |
| Work Experience: | Any related work experience will be beneficial |
| Other non-standard awards or experiences: | Portfolio Media course at South Devon College |
| APEL / APCL³ possibilities: | Click here to enter text. All Accreditation of Prior Credited Learning and Accreditation of Prior Experiential Learning arrangements will be dealt with on an individual basis in line with Plymouth University Regulations. |
| Interview / Portfolio requirements: | Interviews MAY be required by the admissions tutor ⁴ Click here to enter text. |
| Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required: | No Click here to enter text. ⁵ |

³ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

⁴ Enter: "interviews MAY be required by the admissions tutor" or "ALL applicants are to be interviewed"

⁵ Enter: Y or N. If Y then enter who is responsible for paying the fees?

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PS9. Programme Structure

The following structure diagram provides the current structure for this programme. It enables the stage of both full time and part time routes to be compared within the single diagram as well as any mixes for option modules to be clearly indicated.

| FHEQ Level: 4 For: Games and Interactive Design | | | | | |
|-------------------------------------------------|-------------------|-------|------------------------------------|----------------------|-------------------------------------------|
| F/T Route Year ⁶ | P/T Route Year | Sem | Core or Option Module ⁷ | Credits ⁸ | Module ⁹ |
| 1 | 1 | 1 | Core | 20 | SOUD1336 Digital Culture |
| 1 | 1 | 1 & 2 | Core | 20 | SOUD1337 Digital Skills |
| 1 | 1 | 1 & 2 | Core | 20 | SOUD1338 Developing Research & Practice |
| 1 | 1 | 2 | Core | 20 | SOUD1339 UX Design |
| 1 | 2 | 1 | Core | 20 | SOUD1340 Designing and Pitching Concepts |
| 1 | 2 | 2 | Core | 20 | SOUD1341 Games or Interactive Development |

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FHEQ Level: 5 For: Games and Interactive Design

| F/T Route Year | P/T Route Year | Semester | Core or Option Module | Credits | Module |
|----------------|----------------|--------------|-----------------------|---------|----------------------------------|
| 2 | 3 | 1 | Core | 20 | SOUD2285 Interactive Narratives |
| 2 | 3 | 1 & 2 (2) | Core | 20 | SOUD2286 Client Based Brief |
| 2 | 2 | 2 | Core | 20 | SOUD2287 Professional Practice |
| 2 | 3 | 1 & 2 (1) | Core | 20 | SOUD2288 Sound Production |
| 2 | 3 | 1 & 2 | Core | 20 | SOUD2289 Negotiated Research |
| 2 | 2 | 1 & 2 | Core | 20 | SOUD2290 Advanced Digital Skills |

PS10. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

| 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:</p> <ul style="list-style-type: none"> • An understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems (4.2) • An awareness of the way in which critical and cultural theories and concepts have developed within particular contexts(4.2) • An understanding of the processes linking production, distribution, circulation and consumption (4.3) • An understanding of key production processes and professional practices relevant to media, cultural and communicative industries, and of ways of conceptualising creativity and authorship (4.3) | <p>Primary: Lectures, Seminars, Workshop and guided independent study</p> <p>Secondary/Supplementary: Visits and guest lectures</p> | 1,2,3, | 1,2,3,4,6 | Presentations, reports, portfolios, live projects | SOUND1336 SOUND1338 SOUND1339 SOUND1340 SOUND1341 |
| <p>Cognitive and Intellectual Skills: Demonstrate the development of creative ideas and concepts based upon secure research strategies (5.4)</p> <ul style="list-style-type: none"> • Demonstrate competences in the chosen field of practice (5.4) • Manage time, personnel and resources effectively by drawing on | <p>Primary: Lectures, Seminars and guided independent study</p> | | | | SOUND1337 |

PLYMOUTH UNIVERSITY MODULE RECORD

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| <p>planning, organisation, project management and leadership skills. (5.4)</p> <ul style="list-style-type: none"> Produce work that demonstrates an understanding of media forms and structures, audiences and specific communication registers. (5.4) | <p>Secondary/Supplementary: Visits and guest lectures</p> | <p>2,4,5,6</p> | <p>2,4,5,6</p> | <p>Presentations, reports, portfolios, live projects</p> | <p>SOUD1339 SOUD1340 SOUD1341</p> |
| <p>Key Transferable Skills:</p> <ul style="list-style-type: none"> Carry out various forms of research for essays projects, creative productions or dissertations involving sustained independent enquiry. (5.3) Draw on research models enabled or underpinned by emergent technologies (5.3) Organise and manage supervised, self-directed projects (6.1) Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively (6.1) Organise and manage supervised, self-directed projects (6.1) | <p>Primary: Seminars and tutorials, and guided independent study Secondary/Supplementary: Practical teaching and demonstration</p> | <p>1,2,3,4,5,6</p> | <p>1,2,3,4,5,6</p> | <p>Presentations, reports, portfolios, live projects</p> | <p>SOUD1336 SOUD1337 SOUD1338 SOUD1340 SOUD1341</p> |
| <p>Employment Related Skills:</p> <ul style="list-style-type: none"> Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively (6.1) | <p>Primary: Live projects and practical delivery Secondary/Supplementary: Seminars trips and visits</p> | | | | <p>SOUD1336 SOUD1337</p> |

PLYMOUTH UNIVERSITY MODULE RECORD

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------|-----------|------------------------------------------------------------|----------------------------------------------|
| <ul style="list-style-type: none"> • Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity (6.1) • Organise and manage supervised, self-directed projects (6.1) • Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach (6.1) | | 3,5,6 | 2,3,4,5,6 | Presentations, reports, portfolios, live projects | SOUD1339 SOUD1340 SOUD1341 |
| <p>Practical Skills:</p> <ul style="list-style-type: none"> • Put to use a range of information communication technology (ICT) skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia, and develop, as appropriate, specific proficiencies in utilising a range of media technologies. (6.1) • Demonstrate the development of creative ideas and concepts based upon secure ^[1]_[SEP] research strategies (5.4) • Produce work that demonstrates the effective manipulation of sound, image, and / or written word. (5.4) • Produce work showing capability in operational aspects of media production technologies, systems, techniques and professional practices (5.4) • Produce work which demonstrates the effective manipulation of sound, image and/or the written word (5.4) | <p>Primary: Seminars and guided independent study, WBL</p> <p>Secondary/Supplementary:</p> | 4,5,6 | 2,5,6 | Production of digital artefacts, portfolios, live projects | SOUD1337 SOUD1339 SOUD1340 SOUD1341 |

PLYMOUTH UNIVERSITY MODULE RECORD

Visits and guest lectures

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 Core Modules |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------|----------------------------------------------------------|-------------------------------------------|
| <p>Knowledge / Understanding:</p> <ul style="list-style-type: none"> • An understanding of particular media forms and genres, and the way in which they organise understandings, meanings and affects (4.1) • An understanding of the interrelationships of technological and social change (4.2) • Formulate appropriate research questions and employ appropriate methods and resources for exploring those questions (5.3) • An understanding of the processes linking production, distribution, circulation and consumption (4.3) • An awareness of the ways in which critical and cultural theories and concepts have developed within particular contexts (4.2) | <p>Primary: Lectures, Seminars, Workshop and guided independent study</p> <p>Secondary/Supplementary: Visits and guest lectures</p> | <p>1,2,3,</p> | <p>1,2,3,4,6</p> | <p>Presentations, reports, portfolios, live projects</p> | <p>SOUD2289 SOUD2286 SOUD2287</p> |
| <p>Cognitive and Intellectual Skills:</p> <ul style="list-style-type: none"> • Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry (5.3) • Develop substantive and detailed knowledge and understanding in | <p>Primary:</p> | | | | <p>SOUD2290</p> |

PLYMOUTH UNIVERSITY MODULE RECORD

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|----------------------------------------------------------|--------------------------------------------------------|
| <p>one or more designated areas of the field (5.2)</p> <ul style="list-style-type: none"> • Engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use (5.2) • Manage time, personnel and resources effectively by drawing on planning, organisation, project management and leadership skills. (6.1) • Produce work that demonstrates an understanding of media forms and structures, audiences and specific communication registers. (5.2) • Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms (6.1) | <p>Lectures, Seminars and guided independent study</p> <p>Secondary/Supplementary: Visits and guest lectures</p> | <p>2,4,5,6</p> | <p>2,4,5,6</p> | <p>Presentations, reports, portfolios, live projects</p> | <p>SOUD2285 SOUD2288 SOUD2289</p> |
| <p>Key Transferable Skills:</p> <ul style="list-style-type: none"> • Carry out various forms of research for essays projects, creative productions or dissertations involving sustained independent enquiry. (5.3) • Draw on research models enabled or underpinned by emergent technologies (5.3) • Organise and manage supervised, self-directed projects (6.1) • Work productively in a group or team, showing abilities at different times to | <p>Primary: Seminars and tutorials, and guided independent study</p> <p>Secondary/Supplementary: Practical teaching and demonstration</p> | <p>1,2,3,4,5,6</p> | <p>1,2,3,4,5,6</p> | <p>Presentations, reports, portfolios, live projects</p> | <p>SOUD2290 SOUD2285 SOUD2288 SOUD2289</p> |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|------------------------------------------------------------|----------------------------------------------|
| listen, contribute and lead effectively (6.1) | | | | | |
| <p>Employment Related Skills: 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"> • Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively (6.1) • Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity (6.1) • Organise and manage supervised, self-directed projects (6.1) • Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach (6.1) • Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users (6.1) • Communicate effectively in interpersonal settings, in writing and in a variety of media (6.1) | <p>Primary: Live projects and practical delivery</p> <p>Secondary/Supplementary: Seminars trips and visits</p> | 3,5,6 | 2,3,4,5,6 | Presentations, reports, portfolios, live projects | SOUD2286 SOUD2287 SOUD2290 |
| <p>Practical Skills: 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 competences in the chosen field of practice (5.4) • Produce work showing capability in operational aspects of media production technologies, systems, techniques and professional practices (5.5) • Produce work which demonstrates an | <p>Primary: Seminars and guided independent study, WBL</p> | 4,5,6 | 2,5,6 | Production of digital artefacts, portfolios, live projects | SOUD2285 SOUD2286 SOUD2288 SOUD2290 |

PLYMOUTH UNIVERSITY MODULE RECORD

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| understanding of media forms and structures, audiences and specific communication registers (5.4) <ul style="list-style-type: none"> Produce work which is informed by, and contextualised within, relevant theoretical issues and debates. (5.4) | | | | |
| Secondary/Supplementary: Visits and guest lectures | | | | |

PS11. Work Based/Related Learning

| Level: 4 | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------|------------------|-------------------------------------|------------------------|
| WBL/WRL Activity: | Logistics | Prog Aim | Prog Intended LO | Range of Assessments | Related Core Module(s) |
| <u>Concept Pitch</u> Working with an external agency or client, learners will develop concepts for a product and pitch their ideas in a professional context. | Site visits and guest speakers from local business stakeholders. Development of idea to pitch to local business | 4,6 | 2,3,5,6 | Portfolio of Work | SOUD1338 SOUD1340 |
| <u>Concept Production</u> Working with an external client or agency, learners will manage the production of Digital Artefacts for a live brief. | Site visits and guest speakers from local business stakeholders. Development of an artefact | 4,6 | 2,3,5,6 | Portfolio of work, digital artefact | SOUD1338 SOUD1341 |

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| Level: 5 | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------|------------------|----------------------------------------------------|------------------------------|
| WBL/WRL Activity: | Logistics | Prog Aim | Prog Intended LO | Range of Assessments | Related Core Module(s) |
| <p>Concept Production Working with an external client or agency, learners will manage the production of Digital Artefacts for a live brief.</p> | <p>Site visits and guest speakers from local business stakeholders. Development of an artefact</p> | 4,6 | 2,3,5,6 | <p>.10 Portfolio of work, digital artefact</p> | SOUD2286 |
| <p>Concept Pitch Working with an external agency or client, learners will develop concepts for a product and pitch their ideas in a professional context.</p> | <p>Site visits and guest speakers from local business stakeholders. Development of idea to pitch to local business</p> | 4,6 | 2,3,5,6 | Portfolio of Work | <p>SOUD2286 SOUD2287</p> |

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|---------------------------|
| MODULE CODE: SOUD1336 | | MODULE TITLE: Digital Culture | |
| CREDITS: 20 | | FHEQ LEVEL: 4 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | | CO-REQUISITES: N/A | COMPENSATABLE: Yes |
| SHORT MODULE DESCRIPTOR: This module aims to introduce students to the cultural, technological and wider contexts which inform Digital Culture, Networked Media and Cyber culture. Students will develop a greater critical awareness of the developments, shifting debates and social contexts of emergent media forms. The module will be delivered in close conjunction with students' on-going studio practice. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | PRACTICAL | |
| C1 | 100% | P1 | 100% |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: At the end of the module the learner will demonstrate: <ul style="list-style-type: none"> • An awareness of the wider social, historical, technical and professional aspects of Digital Culture, Networked Media and Cyber culture and are able to make creative links between them. • An awareness of the relationship between Digital Culture, Networked Media and Cyber culture texts and how these impact on practice and debate. | | | |
| ASSESSED LEARNING OUTCOMES: At the end of the module the learner will demonstrate: <ol style="list-style-type: none"> 1. An understanding of new and emergent media forms and their relation both to their social context and to earlier forms 2. An understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems 3. An ability to contemplate and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions. 4. An ability to carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 1 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 121 |
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| MODULE LEADER: TBC | OTHER MODULE STAFF: |
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SUMMARY OF MODULE CONTENT

This module will run throughout the Level 4 provision providing the opportunity to investigate the wider cultural and historical context informing Digital Culture, Networked Media and Cyber culture. Students are expected to investigate the language of critical thought, developing a greater critical awareness of the developments, shifting debates and social contexts of emergent media forms. Students will also investigate how design ideas and media texts are communicated and will submit written work in an area of research personal to their practice. This research will encourage strong links to their workshop and studio practice. This module will be delivered through lectures, seminars, group discussion and critical debate with time allotted for individual and guided study.

SUMMARY OF TEACHING AND LEARNING

| Activities | Hours | Comments/Additional Information |
|----------------------------------|--------------|--------------------------------------------------------------------------------------|
| Scheduled activities & Tutorials | 60 | 20 Hours each |
| Guided independent study | 140 | Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|-----------------------|----------------------------|----------------------------------------------------------|
| Coursework | C1 | Essay | 70% | LO 2,3 & 4 |
| Practical | P1 | Presentation | 30% | LO1 |

Indicative Bibliography:

MILLER, V. (2011). Understanding digital culture. London, SAGE Publications.
 BOGOST, I. (2011). How to do things with videogames. Minneapolis, University of Minnesota Press.
 GERE, C. (2009). Digital culture. London, Reaktion Books.
 FARMAN, J. (2012). Mobile interface theory: embodied space and locative media. New York, Routledge.
 BELL, D., & KENNEDY, B. M. (2007). The Cybercultures reader. Abingdon, Oxon, Routledge.
 BELL, D. (2007). Cyberculture theorists: Manuel Castells and Donna Haraway. London, Routledge.
 DARLEY, A. (2000). Visual digital culture surface play and spectacle in new media genres. London, Routledge.

PLYMOUTH UNIVERSITY MODULE RECORD

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|---------------------------------------------------|-----------------------------------------------------|
| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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SECTION A: DEFINITIVE MODULE RECORD.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------|---------------------------|
| MODULE CODE: SOUD1337 | | MODULE TITLE: Digital Skills | |
| CREDITS: 20 | | FHEQ LEVEL: 4 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | | COMPENSATABLE: Yes |
| SHORT MODULE DESCRIPTOR: This module is intended to equip learners with the technical skills necessary for developing and producing interactive artifacts. Learners will investigate a range of software that will allow them to produce a broad range of media products. They will also be expected to enhance and refine their digital work through use of efficient and relevant production processes. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: Demonstrate effective use of software and techniques to produce creative outcomes <ul style="list-style-type: none"> • To develop an understanding of the role of technology in terms of media production, content manipulation, distribution, access and use • To experiment, as appropriate, with forms, conventions, languages, techniques and practices • To work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Apply a range of techniques and processes to develop digital literacy 2. Work autonomously and analytically to produce creative outcomes | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 1 & 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 121 |
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| MODULE LEADER: Ekow Essiful | OTHER MODULE STAFF: |
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Summary of Module Content

This module is designed to give learners the fundamental skills required for producing a wide range of digital artefacts and is delivered throughout stage 1. Learners will be introduced to essential programming languages required for the development of interactive applications for both mobile, web and games based platforms.

The module will also introduce learners to core graphics / imaging principles including 2D / 3D modelling and animation techniques.

The module will link with and support other modules within the programme allowing for a more experimental approach to the development of their skills. Learners will be encouraged to produce and develop their own short projects with emphasis on development process more than the final aesthetics of the product.

SUMMARY OF TEACHING AND LEARNING

| Activities | Hours | Comments/Additional Information |
|--------------------------|--------------|--------------------------------------------------------------------------------------|
| Scheduled activities | 60 | 30 Hours each |
| Guided Independent Study | 140 | Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|-----------------------|----------------------------|--------------------------------------------------------------------|
| Coursework | C1 | Development Workbook | 40% | Documenting evaluation and analysis of techniques used (LO1) |
| | | Digital Artefacts | 60% Total: 100% | Production work using a range of techniques and applications (LO2) |

Indicative Bibliography:

Vaughan, W (2018) *The Pushing Points of Topology Workbook* Volumes 1 & 2. Creative Space Independent Publishing Platform

Lefaspi, C (2015) *Anatomy for 3D Artists*, 3D total Publishing FLANAGAN, D. (2011).

JavaScript: The Definitive Guide (Definitive Guides). Cambridge, O'Reilly Media.

Brinkmann R, (2008) *The Art and Science of Digital Compositing* Morgan Kaufmann

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|---------------------------------------------------|-----------------------------------------------------|
| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------|---------------------------|
| MODULE CODE: SOUD1338 | | MODULE TITLE: Developing Research & Practice | |
| CREDITS: 20 | | FHEQ LEVEL: 4 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | | COMPENSATABLE: Yes |
| SHORT MODULE DESCRIPTOR: This module is designed to enable students to demonstrate that they have all the qualities and transferable skill necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: | | | |
| <ul style="list-style-type: none"> • To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice. • To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives. • To support students development as autonomous learners at HE level. | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) | | | |
| At the end of the module the learner will be expected to be able to: | | | |
| <ol style="list-style-type: none"> 1. Indicate how relevant theoretical perspectives have informed and enhanced practice. 2. Select examples from their practice to illustrate their understanding of the well-established principles of the area(s) of study in the programme. 3. Demonstrate the acquisition of research related skills in the area(s) of study 4. Evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP). | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 1 & 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 135 |
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| MODULE LEADER: TBC | OTHER MODULE STAFF: |
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Summary of Module Content

Through a series of tutorials, and specialist referral if necessary, learners will be introduced to:

- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.

SUMMARY OF TEACHING AND LEARNING

| Activities | Hours | Comments/Additional Information |
|--------------------------|--------------|--------------------------------------------------------------------------------------|
| Scheduled Activities | 60 | 20 Hours Lectures & 40 Hours Seminar |
| Guided Independent Study | 140 | Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments include links to learning objectives |
|-----------------|----------------|--------------------------------|----------------------------|------------------------------------------------------|
| Coursework | C | Initial Self Reflection | 20 % | LO4 |
| | | Personal Development Portfolio | 80 % | LO1,2,3 |
| | | Total: 100% | | |

Indicative Bibliography:

Baldwin, J. & Roberts, L. (2006) *Visual Communication: From Theory to Practice*. Worthing: Ava Publishing (UK) Ltd.

Burns, T. & Sinfield, S., (2003). *Essential Study Skills: The Complete Guide to Success at University*. London: Sage.

Cottrell, S., (2003). *Skills for Success: The Personal Development Planning Handbook* Basingstoke: Palgrave/ Macmillan.

Northedge, A. (1990). *The Good Study Guide* London: OU Press.

Pears, P. & Shields, G. (2010) *Cite Them Right, The Essential Referencing Guide*. Basingstoke: Palgrave/Macmillan.

Northridge, A. (1990). *The Good Study Guide* London OU Press

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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| MODULE CODE: SOUD1339 | | MODULE TITLE: UX Design | |
| CREDITS: 20 | | FHEQ LEVEL: 4 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: YES | |
| SHORT MODULE DESCRIPTOR: This module will investigate the relationship between the viewer and the screen. Learners will investigate relevant theories between human-computer interactions and produce informed UX designs in response to a given scenario. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: <ul style="list-style-type: none"> • To develop an awareness of how media products might be understood within broader concepts of culture. • To develop an understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning • To produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Investigate the relationship between the user and the screen 2. Design & Produce an informed user interface for a specific scenario | | | |

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| DATE OF APPROVAL: 30/04/2014 | FACULTY/OFFICE: AP |
| DATE OF IMPLEMENTATION: 22/09/2014 | SCHOOL/PARTNER: South Devon College |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | Semester: 2 |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 121 |
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| MODULE LEADER: Joe Cook | OTHER MODULE STAFF: |
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Summary of Module Content

The module will develop the learners understanding of human / computer interfaces through the investigation of relevant interface design theories and the analysis of existing examples. Learners will investigate elements such as visual layout, information architecture, usability and Human-Computer interaction. Learners will also be required to produce their own UX designs in response to a given brief.

Delivery will consist of lectures, seminars and practical sessions.

SUMMARY OF TEACHING AND LEARNING

| Activities | Hours | Comments/Additional Information |
|--------------------------|--------------|----------------------------------------------------------------------------------------|
| Scheduled activities | 60 | 40 Hours Lectures and 20 Hours Seminar |
| Guided Independent Study | 140 | Directed workshop / studio practice, subject specific research, assessment development |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|-----------------------|----------------------------|----------------------------------------------------------|
| Coursework | C1 | Digital Artefacts | 40% | Design & Production of a user interface (LO2) |
| | | Illustrated report | 60% Total: 100% | Illustrated report discussing UX theories (LO1) |

Indicative Bibliography:

Tufte, E R. (2001) *The Visual Display of Quantitative Information*. Cheshire Graphics Press
 ALLEN, J & CHUDLEY, J. (2012) *Smashing UX Design: Foundations for Designing Online User Experiences (Smashing Magazine Book Series)*. Chichester, John Wiley & Sons
 GOTHELF, J & SEIDEN, J. (2013). *Lean UX: Applying Lean Principles to Improve User Experience*. Cambridge, O'Reilly Media.
 CADDICK, R & CABLE, S. (2011). *Communicating the User Experience: A Practical Guide for Creating Useful UX Documentation*. Chichester, John Wiley & Sons
 HARTSON, R. (2012). *The UX Book: Process and Guidelines for Ensuring a Quality User Experience*. Waltham, Morgan Kaufmann.

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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| MODULE CODE: SOUD1340 | | MODULE TITLE: Designing and Pitching Concepts | |
| CREDITS: 20 | | FHEQ LEVEL: 4 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: Yes | |
| SHORT MODULE DESCRIPTOR: This module will introduce students to a variety of methods and practices for generating ideas and developing concepts for games and interactive design. An exploration of the opportunities and limitations of the industry will be studied, whilst developing student's critical thinking and evaluative skills. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | PRACTICAL | |
| C1 | 100% | P1 | 100% |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: <ul style="list-style-type: none"> • To understand the game and interactive industries. • To investigate interactive and game design concepts and encourage creativity. • To apply a range of ideas and techniques. • To encourage communication and entrepreneurial skills when dealing with audiences. | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Demonstrate critical and analytical awareness of the games and interactive industry. 2. Utilise and refine a range of practical skills and processes in developing effective design concepts. 3. Develop an initial idea into a design concept, documentation and "pitch" to potential financial backers and clients. | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 1 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 |
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| MODULE LEADER: Ekow Essiful | OTHER MODULE STAFF: Joe Cook |
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Summary of Module Content
 Students will conceive, develop and refine original concepts and professional design documentation through a range of practical skills and techniques acquired. They will also critique their game or interactive design methods and processes and develop their entrepreneurial skills through a professional pitch.

| SUMMARY OF TEACHING AND LEARNING | | |
|-----------------------------------------|--------------|--------------------------------------------------------------------------------------|
| Activities | Hours | Comments/Additional Information |
| Schedule activities | 60 | 40 Hours Lectures and 20 Hours Seminar |
| Guided Independent Study | 140 | Directed Workshop/studio practice, subject specific research. Assessment development |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coursework | C1 | Portfolio of research and concepts | 70% | Research and critical analysis of the interactive and games industry, evidence of ideas generation/refinement, practical skills, processes and development of concepts. (LO1, LO2) |
| Practical | P1 | Professional Pitch | 30% | Pitch and supporting documentation. (LO3) |

Indicative Bibliography:
 Koster, R. (2005). *A theory of fun for game design*. Scottsdale, Ariz, Paraglyph
 Cartman J. (2008). *Strategic Mobile Design: Creating Engaging Experiences*. Detroit, M. New Riders
 Fling, B. (2009). *Mobile Design and Development*. Seattle, O'Reilly Media, Inc.
 Helier. S. (2012), *Stop, Think, Go, Do: How Typography and Graphic Design Influence Behavior*, Mirko Ilic, Rockport Publishers.
 Mckay, E. (2013). *UI is Communication*. (2013). Burlington. Kaufmann Publications
 Scott, R. (2010). *Level up! : The guide to great video game design*. Chichester. Wiley Publications.
 Salen, K, Zimmerman E. (2004). *Rules of play: Game Design Fundamentals*. London. Cambridge Mass.
 David, M. (2003). *The indie game development survival guide*. Oklahoma. Charles River Media, 2003.

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|---------------------------------------------------|-----------------------------------------------------|
| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------|--|
| MODULE CODE: SOUD1341 | | MODULE TITLE: Games or Interactive Development | |
| CREDITS: 20 | | FHEQ LEVEL: 4 | |
| | | JACS CODE: 3W0B | |
| PRE-REQUISITES: N/A | | CO-REQUISITES: N/A | |
| | | COMPENSATABLE: Yes | |
| SHORT MODULE DESCRIPTOR: This module will build on student's knowledge and experience in design and development. They will take their skills in design into a modern game engine or application development software, utilising various scripting languages to build an original game or application. The module will also cover various advanced features and techniques enabling students to implement custom assets. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: <ul style="list-style-type: none"> • To allow students the opportunity to experiment and make sound design and development decisions. • To apply theory, planning and skill derived from specific modules to a practical project • To encourage effective workflows to manage a project • To consider and evaluate own work. | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Select appropriate design and implementation strategies for interactive design & development. 2. Implement theory and skill to a functional digital artefact 3. Critically evaluate outcomes, methods and processes of project. | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 |
| MODULE LEADER: Jordan Gardner | OTHER MODULE STAFF: Ekow Essiful |
| Summary of Module Content | |
| This module aims to allow students to bring their designs and concepts and develop them into functional products. They will experiment, test and apply a range of programming methods and processes, whilst developing an awareness of industry practices. In addition the module will cover the following: Production and development Skills, Project management methodologies, Production and collaborative work principles, Marketing and Promotion, Testing and the role of a tester, | |
| SUMMARY OF TEACHING AND LEARNING | |
| Activities | Hours Comments/Additional Information |
| Scheduled activities | 60 40 Hours Lectures & 20 Hours Seminar |
| Guided Independent Study | 140 Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Coursework | C1 | Portfolio including final artefact | 80% | Evidence of experimentation and workflow techniques, project management documentation and a functional final artefact. (LO1,LO2) |
| | | Written Evaluation | 20% | Critical evaluation of methods, processes and techniques of achieving final outcome. (LO3) |
| | | | Total:100% | |

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| Indicative Bibliography: | |
| Fullerton, T et al. (2008). <i>A playcentric approach to creating innovative games</i> . San Francisco. Elsevier Morgan Kaufmann | |
| Purdum, J. (2013). <i>Beginning Object-Oriented Programming with C#</i> , Indianapolis. John Wiley and Sons. | |
| Kochan, S. (2013). <i>Programming in Objective-C, Sixth Edition</i> . United States. Person Education | |
| Millington, I. (2009). <i>Artificial Intelligence for Games, 2nd Edition</i> . Burlington MA. Morgan Kaufmann Publishers. | |
| Dunniway, T. (2008). <i>Game Development Essentials: Gameplay Mechanics</i> . San Francisco. Delmar Publishers | |
| Noble, J. <i>Programming Interactivity, 2nd Edition</i> . New York. O'Reilly Media | |
| Carl Brown et al. (2014). <i>App Accomplished: Strategies for App Development Success</i> . Philadelphia. Addison-Wesley Educational Publishers | |
| Justin, D. (2013). <i>iOS Game Programming with Xcode and Cocos 2d</i> . Burlington, MA. Focal Press. | |
| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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| MODULE CODE: SOUD2285 | | MODULE TITLE: Interactive Narratives | |
| CREDITS: 20 | | FHEQ LEVEL: 5 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: Yes | |
| SHORT MODULE DESCRIPTOR: This module is intended to equip students with the technical skills necessary for developing and producing interactive narrative sequences for both gaming and mobile applications. Students will investigate narrative theories and the way that users interact with them. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |

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| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media |
| Professional body minimum pass mark requirement: N/A |
| MODULE AIMS: <ul style="list-style-type: none"> • To develop an awareness of the ways in which critical and cultural theories and concepts have developed within particular contexts. • To demonstrate the development of creative ideas and concepts based upon secure research strategies • To produce work which is informed by, and contextualised within, relevant narrative theories |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Demonstrate effective use of software to produce creative outcomes 2. Demonstrate an understanding of narrative structure 3. Be able to produce interactive artefacts that follow a narrative structure |

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| DATE OF APPROVAL: 30/04/2014 | FACULTY/OFFICE: AP |
| DATE OF IMPLEMENTATION: 22/09/2014 | SCHOOL/PARTNER: South Devon College |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | Semester 1 |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 |
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| MODULE LEADER: Jordan Gardner | OTHER MODULE STAFF: |
|--------------------------------------|----------------------------|

Summary of Module Content

This module will give students an understanding of how narrative can influence a user's experience of a media product. Students will investigate narrative theories through comparative research and produce an interactive outcome that demonstrates implementation of narrative theory.

Learners will be expected to demonstrate their understanding of narrative theories through written and practical outcomes.

SUMMARY OF TEACHING AND LEARNING

| Activities | Hours | Comments/Additional Information |
|--------------------------|--------------|--------------------------------------------------------------------------------------|
| Scheduled Activities | 45 | 45 Hours Lectures, Seminars & supervised study |
| Guided Independent Study | 155 | Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|-----------------------|----------------------------|-------------------------------------------------------------------------------|
| Coursework | C1 | Production Log | 40% | Online blog, detailing production process and narrative theory analysis (LO2) |
| | | Digital Artefacts | 60% | Production work using a range of techniques and applications (LO1, LO3) |
| | | | Total: 100% | |

Indicative Bibliography:

PORTER ABBOT, H. (2008). *The Cambridge Introduction to Narrative*. Cambridge, Cambridge University Press
 COBLEY, P. (2013). *Narrative (The New Critical Idiom)*. Abingdon, Routledge
 HANDLER MILLER, C. (2008) *Digital Storytelling: A Creators Guide to Interactive Entertainment*. London, Focal Press
 COSTELLO, V & YOUNGBLOOD, S (2012). *Multimedia Foundations: Core Concepts for Digital Design*. London, Focal Press

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------|------------------------|
| MODULE CODE: SOUD2286 | | MODULE TITLE: Client Based Brief | |
| CREDITS: 20 | | FHEQ LEVEL: 5 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: Yes | |
| SHORT MODULE DESCRIPTOR: This module is designed to provide learners the opportunity to produce work for a specific purpose and to work to a given brief. Learners will be expected to project manage and negotiate with clients. A practical outcome should be produced and delivered to the client within a given period. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | PRACTICAL | |
| C1 | 80% | P1 | 20% |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: | | | |
| <ul style="list-style-type: none"> • Develop an understanding of the processes linking production, distribution and consumption • Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users • Manage time, and resources effectively by drawing on planning, organisational, project management and production skills • Produce work which demonstrates the effective manipulation of sound, image and/or the written word | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: | | | |
| <ol style="list-style-type: none"> 1. Work professionally with clients or external agencies 2. Interpret a client brief into a creative outcome 3. Produce and manage a project to a professional standard | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 | |
| MODULE LEADER: Ekow Essiful | OTHER MODULE STAFF: | |
| Summary of Module Content | | |
| Learners will be expected to manage and produce an interactive artefact based upon the needs of a client. | | |
| Delivery will be through combination of formal lectures, seminars and client briefings. Learners will be expected to manage all aspects of the production, demonstrating and recording their ability to do so. | | |
| The final digital artefact must be delivered to the client using appropriate and relevant methods. A response from the client should be included and discussed as part of a summative report within the production log. | | |
| SUMMARY OF TEACHING AND LEARNING | | |
| Activities | Hours | Comments/Additional Information |
| Scheduled Activities | 45 | 45 Hours Lectures, Seminars & supervised study |
| Guided Independent Study | 155 | Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|-----------------------|----------------------------|-------------------------------------------------------------------------------------------------------|
| Coursework | C1 | Project output | 100% | Project output Including exploratory and developmental work through sketchbooks and blogs (LO1) (LO3) |
| Practical | P1 | Client Pitch | 100% | Presentation of proposal to panel including client (LO2) |

Indicative Bibliography:
 CHANDLER, H. (2013) *The Game Production Handbook*. Burlington, MA, Jones & Bartlett
 BOYDLEE, P & WARD, T. (2013). *Appcelerator Titanium: Patterns & Best Practices*. Birmingham, Packt Publishing.
 DE LA VEGA ALVAREZ, G. (2014). *Instant PhoneGap*. Birmingham, Packt Publishing
 ALLEN, J & CHUDLEY, J. (2012) *Smashing UX Design: Foundations for Designing Online User Experiences (Smashing Magazine Book Series)*. Chichester, John Wiley & Sons

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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| MODULE CODE: SOUD2287 | | MODULE TITLE: Professional Practice | |
| CREDITS: 20 | | FHEQ LEVEL: 5 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: YES | |
| SHORT MODULE DESCRIPTOR: This module will investigate the relationship between audiences, the practitioners and professional practice. The module will equip students to function effectively within business and interactive media industries. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: | | | |
| <ul style="list-style-type: none"> • To equip students with the necessary skills to function effectively within the business community. • To encourage students to operate within commercial constraints. • To develop an understanding of the relationship between the audience, practitioner and business community. • To develop an awareness of marketing and presentation as tools for success. | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) | | | |
| At the end of the module the learner will be expected to be able to: | | | |
| <ol style="list-style-type: none"> 1. Understand the positions and roles of media practitioners in society today. 2. Have an awareness and understanding of own aims and intentions 3. Have an understanding of the requirements of commercial and professional practice within their chosen field. 4. Apply skills to create a range of marketing materials. | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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|-------------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 |
| MODULE LEADER: Lynne Andrews | OTHER MODULE STAFF: |

Summary of Module Content
 This module aims to allow students to understand and develop the necessary skills to function within the business community. They will learn traditional as well as contemporary skills and techniques in the ever-changing competitive market. Students will complete an appropriate portfolio of work suitable for practice with a broad range of media professions.

| SUMMARY OF TEACHING AND LEARNING | | |
|-----------------------------------------|--------------|----------------------------------------------------------------------------------------|
| Activities | Hours | Comments/Additional Information |
| Scheduled Activities | 45 | 45 Hours Lectures, Seminars & supervised study |
| Guided Independent Study | 155 | Directed workshop / studio practice, subject specific research, assessment development |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coursework | C1 | Research Folder | 75% | Research folder encompassing self-reflection, intentions for business, substantial research into the business community and audiences. (LO1, LO2, LO3) Marketing strategies and a portfolio of promotional materials. (LO4) |
| | | Promotional Portfolio. | 25% | |
| | | Total:100% | | |

Indicative Bibliography:
 STEINBERG, S. (2012). *The Crowdfunding Bible: How to Raise Money for Any Startup, Video Game or Project*. Arizona. READ.ME.
 WOLLDRIDGE, D. (2011) *The Business of iPhone and iPad App Development: Making and Marketing Apps that Succeed*. United States. APRESS.
 PEIRCE, T. (2013). *Appreneur: Secrets to Success in the App Store*. United States. APRESS
 COLLINS, J (2001). *Good to Great: Why Some Companies Make the Leap...And Others Don't*. New York. HarperBusiness.
 STANLEY, A. (2006). *Next Generation Leader: 5 Essentials for Those Who Will Shape the Future*. New York. Multnomah Books.
 STEVES, C. (2011). *Appillionaires: Secrets from Developers Who Struck It Rich on the App Store*. Chichester, UK. John Wiley & Son.
 SCHMIDT, E. (2012). *The Startup Game: Inside the Partnership between Venture Capitalists and Entrepreneurs*. New York. Palgrave Macmillan.
 RIES, E. (2011). *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses*. Dublin. Portfolio Penguin.

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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| MODULE CODE: SOUD2288 | | MODULE TITLE: Sound Production |
| CREDITS: 20 | FHEQ LEVEL: 5 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: Yes |
| SHORT MODULE DESCRIPTOR: This module aims to develop students understanding of sound by analysing the production, technical and aesthetic use of sound in a range of media forms. They will apply knowledge and skills to their interactive and game work through a range of practical tasks and reflect on their production decisions. | | |
| ELEMENTS OF ASSESSMENT | | |
| COURSEWORK | | |
| C1 | 100% | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | |
| Professional body minimum pass mark requirement: N/A | | |
| MODULE AIMS: <ul style="list-style-type: none"> • To investigate the uses of audio in a range of media forms. • To understand the opportunities and challenges of generating audio assets. • To identify and select the formal techniques used in audio production for interactive work. • To critically reflect upon on own practice. | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Critically assess and evaluate the use of audio from a production, aesthetic and technical outlook. 2. Apply methods of collecting and categorizing audio assets. 3. Select and apply appropriate audio and production techniques for an interactive project following industry practice. 4. Reflect upon audio decisions in the development of own work | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 1 |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 |
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| MODULE LEADER: Ekow Essiful | OTHER MODULE STAFF: |
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Summary of Module Content

This module will introduce and develop students understanding and skills in generating audio for interactive and game design. They will appreciate the advantages and challenges the sound medium brings whilst employing effective post-production strategies. The module will also cover the following:

Sound concepts, Sound psychology, Audio history and development, Audio and gameplay, Audio documentation, Triggers, Sound objects, Managing audio assets, Sound Scripting

SUMMARY OF TEACHING AND LEARNING

| Activities | Hours | Comments/Additional Information |
|--------------------------|--------------|--------------------------------------------------------------------------------------|
| Scheduled activities | 45 | 45 Hours Lectures, Seminars & supervised study |
| Guided Independent Study | 155 | Directed Workshop/studio practice, subject specific research. Assessment development |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coursework | C1 | Essay | 20% | Essay on the aesthetics, production and technical aspects of sound. (LO1) Evidence of sound planning documentation, sound assets and processes including critical reflection of audio decisions in own work. (LO2, LO3), (LO4) |
| | | Portfolio including final artefact | 80% | |
| | | | Total:100% | |

Indicative Bibliography:

COLLINS, K (2013), *Playing with Sound: A Theory of Interacting with Sound and Music in Video Games*. Massachusetts. MIT Press.

MARKS, A. (2008). *The Complete Guide to Game Audio: For Composers, Musicians, Sound Designers, Game Developers*. St. Louis, USA. Focal Press.

SONNENSCHIEN, D. (2001). *Sound Design*. Michigan. Michael Wiese Productions

MCCORMICK, T et al. (2012). *Sound and Recording, 5th Edition*. Oxford. Focal Press

STEVENS, R et al. (2011). *The Game Audio Tutorial: A Practical Guide to Sound and Music for Interactive Games*. Canada. Focal Press.

COLLINS, R (2008). *Game Sound: An Introduction to the History, Theory, and Practice of Video Game Music and Sound Design*. Michigan. The MIT Press

BARTHES, R. (1993). *Image, Music and Text*. London. Fontana Press.

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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| MODULE CODE: SOUD2289 | | MODULE TITLE: Negotiated Research | |
| CREDITS: 20 | | FHEQ LEVEL: 5 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | COMPENSATABLE: YES | |
| SHORT MODULE DESCRIPTOR: The module will discuss the cultural context of creative practice and will examine issues which may impact on current and future interactive media practice. The content will support the development and production of an individually researched and produced extended essay and wherever possible inform practical assignments. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | PRACTICAL | |
| C1 | 100% | P1 | 100% |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: | | | |
| <ul style="list-style-type: none"> • To allow students to engage critically and analytically with issues that affect current practice and design possibilities • To enable students to inform their practice using research • To encourage the integration of theory and practice | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) | | | |
| At the end of the module the learner will be expected to be able to: | | | |
| 1. Understand a range of concepts, values, issues and debates that inform and influence creative practice | | | |
| 2. Synthesise, interpret and evaluate information from a number of sources | | | |
| 3. Demonstrate a coherent understanding of the relationship of theory and practice that informs their own and others work. | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester: 1 & 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 145 |
| MODULE LEADER: Lynne Andrews | OTHER MODULE STAFF: |

Summary of Module Content
 A series of seminars and workshops will introduce and examine issues such as; Visual Culture; Gender; Ethnicity and Globalisation; Technological History; Ecology; Pluralism and Post Modernism; The Post Digital Age. These will help inform the students chosen areas of research for the extended essay. The cultural context of creative practice and its forms will focus on an individually researched and produced document. The subject of the students writing will be negotiated to underpin their practical work.

| SUMMARY OF TEACHING AND LEARNING | | |
|-----------------------------------------|--------------|----------------------------------------------------------------------------------|
| Activities | Hours | Comments/Additional Information |
| Scheduled activities / enhanced visits | 45 | 45 Hours Lectures, Seminars & supervised study |
| Guided independent study | 155 | Directed weekly reading, Moodle based tasks, and assessment development/revision |
| Total | 200 | |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|-----------------|----------------|-----------------------|----------------------------|----------------------------------------------------------|
| Coursework | C1 | Essay | 60% | LO 2 & 3 |
| Practical | P1 | Presentation | 40% | LO 1 |

Indicative Bibliography:
 Darley, A. (2000) Visual Digital Culture. London: Routledge
 Lister, M. et al. (2003) New Media: A Critical Introduction USA & Canada Routledge
 Manovich, L. (2001). The Language of New Media Mass. MIT Press
 Mirzoeff, N. (2002) The Visual Culture Reader, London, Routledge
 Rieser, M. & Zapp, A. 2002 New Screen Media, Cinema/Art/Narrative London: BFI
 Tomlinson, (2004) Globalisation and Culture, Cambridge, Polity Press
 Wardrip-Fruin, N. & Montfort, N. ed. (2003) The New Media Reader. Mass. MIT
 Banks, J. (2013) Co-Creating Video Games. London, Bloomsbury
 Kapell, M. & Elliott, A. (2013) Playing with the Past: Digital Games and the Simulation of History. London, Bloomsbury.
 Ng, J. (2013) Understanding Machinima. London, Bloomsbury.
 Voorhees, G. et.al. (2012) Dungeons, Dragons, and Digital Denizens: The Digital Role Playing Game. London, Bloomsbury.
 Voorhees, G. et.al. (2012) Guns, Grenades and Grunts: First Person Shooter Games. London, Bloomsbury.
 Wood, D. (2014) An Introduction to Visual Communication in UI Design. London, Fairchild.

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------|---------------------------|
| MODULE CODE: SOUD2290 | | MODULE TITLE: Advanced Digital Skills | |
| CREDITS: 20 | | FHEQ LEVEL: 5 | JACS CODE: 3W0B |
| PRE-REQUISITES: N/A | CO-REQUISITES: N/A | | COMPENSATABLE: Yes |
| SHORT MODULE DESCRIPTOR: This module is designed to build upon the fundamental technical skills acquired throughout Stage 1. Learners will be expected to identify areas of their own existing skills and practice that they would like to develop to a higher level. | | | |
| ELEMENTS OF ASSESSMENT | | | |
| COURSEWORK | | | |
| C1 | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: Creative Media | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: <ul style="list-style-type: none"> • To identify and develop areas of technical skill • Recognise and experiment with new and emerging ideas or methodologies • Improve upon areas of existing knowledge | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Evaluate own work in a reflexive manner, with reference to existing skill base. 2. Investigate matters that may be new and emerging, drawing upon a variety of personal skills. 3. Demonstrate competences in the chosen field of practice. | | | |
| DATE OF APPROVAL: 30/04/2014 | | FACULTY/OFFICE: AP | |
| DATE OF IMPLEMENTATION: 22/09/2014 | | SCHOOL/PARTNER: South Devon College | |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | | Semester 1 & 2 | |

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 121 |
| MODULE LEADER: Joe Cook | OTHER MODULE STAFF: |
| Summary of Module Content | |
| Learners should reflect upon the technical skills learned throughout stage 1 to produce a self-reflective report. Skills should be identified with tutors and specific objectives should be negotiated. Some of these skills may include: Digital Graphics Skills, Programming Skills, 3D Modelling Skills, 2D / 3D Animation Skills. The module will link with and support other modules within the programme allowing for a more experimental approach to the development of their skills. Learners will be encouraged to produce and develop their own short projects to aid their development. | |
| SUMMARY OF TEACHING AND LEARNING | |
| Activities | Hours Comments/Additional Information |
| Scheduled activities | 45 45 Hours Lectures, Seminars & supervised study |
| Guided Independent Study | 155 Directed weekly reading, Moodle based tasks and assessment development and revision. |
| Total | 200 |

| Category | Element | Component Name | Component weighting | Comments <i>Include links to learning objectives</i> |
|-----------------|----------------|-----------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Coursework | C1 | Project Output | 60% | Production work using a range of techniques and applications (LO3) |
| | C2 | Critical Evaluation | 40% | To include written report evaluating learners existing skills & documenting evaluation and analysis of techniques used (LO1) (LO2) |
| | | | Total:100% | |

Indicative Bibliography:
 Parent,R. (2012). Computer Animation, Algorithms and Techniques. Waltham,MA. Morgan Kaufmann
 Nahavandipoor, V. (2011). Graphics and Animation on iOS. London. O'Reilly Media, Inc
 Webster. (2005). The Mechanics of Motion. Oxford. Focal Press.
 Giamb Bruno, M. (2004). 3D Graphics and Animation. Detroit,M. New Riders
 Roberts.S (2007). Character Animation: 2D Skills for Better 3D, 2nd Edition. Oxford. Focal Press.
 Williams H. (2002). The Animator's Survival Kit: A Manual of Methods, Principles, and Formulas. London. Faber & Faber
 Weishar, P. (2004). Moving Pixels: Blockbuster Animation, Digital Art and 3D Modelling Today.London. Thames & Hudson

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| Updated by: Ekow Essiful Date: 08/07/21 | Approved by: Lynne Andrews Date: 08/07/21 |
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PLYMOUTH UNIVERSITY MODULE RECORD