PROGRAMME QUALITY HANDBOOK 2023-24

FdA Games and Interactive Design

Contents

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

1.1   Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here https://www.ucsd.ac.uk/student-life/student-handbook. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The Game and Interactive Design Foundation Degree has been designed to bring together a range of disciplines that incorporate digital interactive media. The rapidly developing and converging technology and industry requires a range of skills and our teaching will deliver the common techniques and theoretical underpinning.

With advances in technology we endeavour to develop the basic technical skills and, where possible, industry experience to ensure students gain a deeper understanding of creative practice and in turn advance their own skills and aptitude within the subject.

The department has nurtured links with industry professionals; in recent years we have invited practitioners to work with students creating, for example interactive apps for events; digital learning tools for healthcare and digital displays of artefacts of a local museum.

Our programme is designed to reflect professional practice; opportunities to create media products through collaboration with external partners and live projects are frequently sought as an essential part of developing competencies to work in the digital media industries.

Theoretical aspects of Game and Interactive design form an essential part of your programme of study and your academic skills will also be developed providing you with a greater understanding of visual communication to enhance your practice and self-reflection.

Your voice and feedback are important, and we pride ourselves on our ability to listen

and learn, thus enabling you to influence your higher education experience.

We look forward to welcoming you to the FdA Game and Interactive programme and ultimately celebrating your graduation and progression into employment and/or further study.

1.2   Programme Management

Role	Person	Email address
Personal Tutor	Ekow Essiful	eessiful@southdevon.ac.uk
HE Lead	Lynne Andrews	Lynneandrews@southdevon.ac.uk
Programme Coordinator	Alex Small	Alexsmall@southdevon.ac.uk
Higher Education Coordinator	TBC	
Curriculum Head	Simon Thorpe	Simonthorpe@southdevon.ac.uk
Assistant Principal	Steve Caunter	SteveCaunter@southdevon.ac.uk

1.3   Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

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.

1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

1.5   Course Contact List

Details of your modules leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Ekow Essiful	SOUD1340 Designing and Pitching Concepts SOUD2286 Client Based Brief SOUD2288 Sound Production	ekowessiful@southdevon.ac.uk	Full Time
Lynne Andrews	SOUD1336 Digital Culture SOUD1338 Developing Research and Practice SOUD2287 Professional Practice SOUD2289 Negotiated Research	lynneandrews@southdevon.ac.uk	Part Time – days to be confirmed
Joseph Cook	SOUD1339 UX Design	josephcook@southdevon.ac.uk	Full Time
Jordan Gardner	SOUD1341 Game or Interactive Design SOUD2285 Interactive Narratives	jordangardner@southdevon.ac.uk	Full Time
Lewis Goodall	SOUD1338 Developing Research and Practice	lewisgoodall@southdevon.ac.uk	Full Time
Steve Levenson	SOUD1339 UX Design	stevelevenson@southdevon.ac.uk	Full Time

*Subject to change

1.6   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 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 activities and reading

We recommend you take the opportunity to do observational sketching – this can be of anything. Also takes photographs of environments and objects to build up your own library of reference material.

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

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

Please note you do not need to buy or read all of these prior to commencing your course but we recommend you try and do some reading prior to starting your degree.

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 although it is important to check the edition www.abebooks.co.uk We suggest you speak to module leaders prior to any purchase.

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.

https://ukie.org.uk/

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

Your tutors will also direct you to a range of resources to support your study. These can be found on Moodle.

Other materials:

You are advised to purchase a portable hard drive to back up your work; your personal tutor will be able to advise you on this.

Should you wish to purchase your own equipment you are advised to seek guidance from relevant tutors.

Students are encouraged to use a sketch book to document observations; also to take photographs to build up their own library of inspiration and reference for digital designs; also to explore professionals and their practice and develop a critical analytical approach to Interactive and Game design.

We recommend students familiarise themselves with the module guides in this document.

It is recommended that you engage in any HE Study programmes offered prior to the course. Please note that academic writing is an essential part of your degree.

1.7   Curriculum design principles

The Games and Interactive Design degree is 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, particularly Game 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 formative and summative 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.

Work related learning will be embedded in the form of live briefs sourced from community groups and local businesses.

Context

The Degree features and highlights local, national and international industry trends and outlines 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.

The college has strong links with the local community including NHS Digital, Torbay Museum and local tourism where opportunities are offered to take part in projects.

The teaching team are constantly exploring and updating on current practice and future trends in the digital industry and work with colleagues locally and nationally to ensure best practice.

Content

The course is designed to develop knowledge and skills in underpinning principles of game and interactive design; developing both your skill, creativity and ability to manage projects and work to deadlines. We also encourage interaction with others both your peers and other internal and external agencies with develops your communication and confidence.

Year one will introduce you to a range of skills, concepts and principles that underpin design. Year two is designed to extend these and further develop your autonomy.

We encourage and innovative approach to teaching and learning in pursuing real life projects in the community that give students valuable experience with external agencies.

1.8   Teaching and Learning Strategy

The programme is delivered through a range of lectures, seminars, workshops and collaborative work. Students are encouraged to develop autonomous learning skills outside of taught sessions and develop their curiosity by engaging in creative practice beyond the classroom. Assessments are designed to enable the student to demonstrate skills and knowledge acquired across the programme.

Assessment is balanced to ensure students demonstrate their creative practice in response to learning outcomes; develop their presentation skills and ability to analyse and reflect on their own practice. There is also an emphasis on both learning and applying underpinning theoretical concepts so that students are able to develop their understanding of visual communication.

1.9   Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Staff are committed to improving their own practice and are doing this through networking with professional practitioners in the industry; engaging with potential employers locally and working with local and national academic and Games industry networks.

1.10   Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to reading lists are available in the Module records. You have access to a broad range of digital and tools and resources that can be used to explore and extend your practice. We encourage students to develop and extend their skills through the resources available in the Hi Tech centre. Students will be introduced to digital resources, video studios and digital workshop areas as the course progresses. Staff will share resources through Moodle and Teams that are designed to support your engagement with specific modules and subject areas.

Students are encouraged to independently engage with HE Study who are there to support with a range of academic skills.

1.11 Knowledge, skills and behaviours developed on the programme

N/A

1.12 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

A range of formative assessment activities are included; workshops, peer reviews and tutorials will enable learners to reflect on their practice and review their work alongside the learning outcomes designed to support their development. Learners will undertake a range of summative tasks including: presentations, essays, project output and portfolio building through practical problem solving, research and developmental practice to finished product.

Within first and second year students will be encouraged to collaborate with others; this is intended to develop personal and employability skills developing confidence and understanding in a working environment as creative professionals. A diverse mix of assessment methods will ensure students are not disadvantaged; this will also be guided by specific needs identified by HE Support and Wellbeing.

Students will be provided with clear feed in identifying i.e. assessment criteria, marking schemes, required standards and, where possible, examples of assignments using different assessment methods. Mark allocations will be provided as appropriate within the assessment brief, module guide and course handbook. Feed forward will be scheduled into the module scheme of work and tutorials in order to highlight problems e.g. poor performance or plagiarism in advance of submission. Students will have the opportunity for draft summative work to be reviewed as per the assessment brief. Opportunities for early assessment will be included where appropriate.

Submissions are digital where possible; alternative digital portfolio submissions may be required due to subject requirements and large file sizes for digital artefacts.

The annual programme of monitoring alongside regular scheduled module reviews allow staff to monitor the progress and success of the assessment type alongside learning outcomes. Student involvement in programme and assessment reviews helps to monitor inclusive practice. Assessment audits enable the team to share best practice.

The overall aim of the assessment strategy is to ensure students have an opportunity to demonstrate they have met the learning outcomes for the programme. The learning outcomes for each module and level have been designed to ensure they test the relevant knowledge skills and personal attributes required to successfully graduate from the FdA Game and Interactive Design.

Students will be provided with clear guidelines for assessment tasks with mark allocations as appropriate within the assessment brief and module guide.

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Provide swipe card access to rooms	Where possible relevant study and work rooms have been added to HE student cards to give them independent access. Autumn 2021
Improve VDI internet access	IT have increased bandwidth for Hi Tech Sept 2022
Upgrade PCS in HTS04	Alienware installed in HTS04 Sept 22

1.14 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-

[regulations-and-procedures-and-policies/](https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/) By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the

application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.15   Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Modules at both Level 4 & 5 progressively develop your academic writing and research skills through the study of underpinning concepts linked to creative practice; you are encouraged to keep a journal to both show and support your understanding and knowledge of creative practice as it evolves.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral

support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Modules at Level 4 & 5 encourage team work and the development of leadership and presentation skills. At level 4 you will develop your skills in developing and presenting ideas to others; at level 5 both in Client Based Brief and Professional Practice involve development of planning for the future, leadership skills and incorporate all of the aforementioned attributes.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

More specifically Modules at Level 4 & 5 through Designing and Pitching, Client Based brief and Professional Practice development of work ready skills is promoted.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.16 Preparation for employment and further academic study

Learners will be encouraged to simulate working practice throughout the programme. In year two the Client Based Brief module will require that students engage in an external project; this is supported by the module leader. The College has strong links with external organisations locally and nationally to facilitate professional development. Students will be supported in developing a professional portfolio and, through links with local and national employers and creatives, will be supported as appropriate in developing skills for business through visiting speakers, workshops and individual support.

The programme is designed to equip graduates with the knowledge and transferable skills to gain employment and pursue further study and research.

Personal development will be encouraged and supported through a range of course specific activities including peer review, presentations and group work. Students will be actively encouraged to engage in college life through Course representation and other student activities such as the annual Research Showcase, Student Union and other recreational activities that are arranged. Within the Hi Tech & Digital Centre a more integrated approach to learning is encouraged reflecting work environments in the creative digital sector rather than students working in isolation and subject specific silos.

Students will be offered a range of support throughout their programme of study in careers advice and guidance. A robust HE Support and Wellbeing team within the college will be available to support specific identified needs and ongoing needs of students as they encounter a range of challenges throughout the course.

Scheduled tutorials will provide an opportunity for one to one support that will enable students to discuss academic and pastoral needs; students can then be supported or signposted to internal or external support as appropriate.

Students will have full access to IT support staff and dedicated library staff; a programme of study support will also be available. Access to wider Student Services including financial advice, medical and disability services, nursery, counselling and chaplaincy can also be accessed. All aspects noted above will be introduced to students at induction, identified in the course handbook and on the College VLE; this will be revisited throughout the programme.

By the end of the programme it is intended that graduates will possess the following key employability skills and professional attributes: self-management; team working; industry, business and client awareness; problem solving; communication; application of numeracy, literacy and information technology. These skills are embedded throughout the programme however students can also gain support in developing these through accessing support available within the college.

As set out by the FHEQ at Level 5, on graduation from the FdA Game and Interactive Design, holders will have demonstrated a knowledge and critical understanding of their area of study and will have the ability to apply concepts and principles in an employment context.

Students will also be made aware of developing technologies and will be encouraged to maintain currency of knowledge in order develop and maintain skills for roles that are yet to developed.

1.17   UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
ob-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	A5 ILO2 A1 ILO1 & 3	SOUD1340 SOUD2286	SOUD1340 (Professional Pitch) SOUD2286 (Client Based Brief)	Visiting external agencies	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	A3 ILO4	SOUD1338	SOUD 1338 Personal Development Portfolio		HE Study Skills support
Digital skills	Students demonstrate the essential digital knowledge,	A4 ILO2 &,3 6	SOUD1337	SOUD 1337 Digital artefacts		HE Study Skills support

	behaviours, and skills needed by employers.				
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	A1 ILO1 & 3	SOUD2286	SOUD2286 (Client Based Brief)	Working with external client	HE Study Skills support
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	A6 ILO2 &5	SOUD2287	SOUD2287 Professional Portfolio & research folder		SDC & UCSD Career Events
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	A1 ILO1 & 3	SOUD2286	SOUD2286 (Client Based Brief)	Working with external client	UCSD Employability Support and Personal Tutor Support
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to	A3 ILO4 A6 ILO2 &5	SOUD1338 SOUD2287	SOUD 1338 Personal Development Portfolio		HE Study

	make informed choices about future employment.			SOUD2287 Professional Portfolio & research folder		
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	A6 ILO1	SOUD2286	SOUD2286 (Client Based Brief)	Visiting external agencies	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	A1 ILO1	SOUD2286	SOUD2286 (Client Based Brief)	Visiting external agencies	
Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.					Extra employability-related activity will be recorded on the Employability Activity Form.

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information
https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for both UCSD and UoP can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	Policy for both UCSD and UoP can be found here	Depending on the awarding body
Extenuating Circumstances Policy	UCSD	
Academic Appeals	Regulations for both UCSD and UoP can be found here	Depending on the awarding body
Assessment Policy	UCSD	
Other – please stipulate		

2.   Programme Specification

Programme Details

Awarding Institution:	*University of Plymouth*
Partner Institution and delivery site (s):	*South Devon College*
Accrediting Body:	*N/A*
Language of Study:	*English[1]*
Mode of Study:	*Full Time / Part Time*
Final Award:	*BA (Hons)*
Intermediate Award:	*N/A*
Programme Title:	*Game and Interactive Design*
UCAS Code:	Q3V1/V1Q3
JACS Code:	
Benchmarks:	QAA FDQB Foundation Degree Qualification Benchmark (2010) QAA Subject Benchmark: Communication, Media, Film and Cultural Studies (2008)
Date of Programme Approval:	30th April 2014

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[1] Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

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.

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

N/A

Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available on the extranet:

https://www.plymouth.ac.uk/student-life/academic-regulations)

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.

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.

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.

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.

Student Numbers

TBC

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.

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

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:** PS1. **BTEC National Certificate/Diploma:** - **HNC/D:** PS2. **VDA: AGNVQ, AVCE, AVS:** PS3. **Access to HE or Year 0 provision:** - **International Baccalaureate:**	48 UCAS Points N/A 48 UCAS Points, Computer based pathway N/A N/A Computer based pathway 26
Irish / Scottish Highers / Advanced Highers:	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 / APCL[2] 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[3] Click here to enter text.

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[2] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

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

Academic Standards and Quality Enhancement

The Programme Manager and their Programme Committee will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards. This process may be refined over time, yet is constant in its focus on the production, maintenance and use of a programme level Action Plan, which is an auditable document for Plymouth University's standards and quality assurance responsibilities.

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

Subject External Examiner(s): All modules are parented by this programme and therefore covered by this programme's external examiner.

Additional stakeholders specific to this programme: Students, graduates, Plymouth University

Programme Structure

The following structure diagram(s) provides the current structure for this programme:

FHEQ Level: 4 For: Games and Interactive Design					
F/T Route Year[4]	P/T Route Year	Sem	Core or Option Module[5]	Credits[6]	Module[7]
1	1	1	Core	20	SOUD1336 Digital Culture
1	1	1	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

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*	2	Core	20	SOUD2286 Client Based Brief
2	*2*	2	Core	20	SOUD2287 Professional Practice
2	*3*	1	Core	20	SOUD2288 Sound Production
2	*3*	1 & 2	Core	20	SOUD2289 Negotiated Research
2	*2*	1	Core	20	SOUD2290 Advanced Digital Skills

Academic Year: 2023/2024

	FdA Game and Interactive Design				
Module Code	**Module Title**	**Credits**	**Year of Delivery***	**Semester/Term of Delivery**	**Core/Optional**
SOUD1336	*Digital Culture*	*20*	*2023/24*	*1*	*Core*
SOUD1337	*Digital Skills*	*20*	*2023/24*	*1*	*Core*
SOUD1338	*Developing Research and Practice*	*20*	*2023/24*	*1&2*	*Core*
SOUD1339	*UX Design*	*20*	*2023/24*	*2*	*Core*
SOUD1340	*Designing and Pitching Concepts*	*20*	*2023/24*	*1*	*Core*
SOUD1341	*Games or Interactive Development*	*20*	*2023/24*	*2*	*Core*

Academic Year: *2023/24*

FdA Game and Interactive Design					
Module Code	*Module Title*	*Credits*	*Year of Delivery**	*Semester/Term of Delivery*	*Core/Optional*
SOUD2285	Interactive Narratives	*20*	*2023/24*	*1*	*Core*
SOUD2286	Client Based Brief	*20*	*2023/24*	*2*	*Core*
SOUD2287	Professional Practice	*20*	*2023/24*	*2*	*Core*
SOUD2288	Sound Production	*20*	*2023/24*	*1*	*Core*
SOUD2289	Negotiated Research	*20*	*2023/24*	*1&2*	*Core*
SOUD2290	Advanced Digital Skills	*20*	*2023/24*	*1&2*	*Core*

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**
Knowledge / Understanding: • 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)	Primary: Lectures, Seminars, Workshop and guided independent study Secondary/Supplementary: Visits and guest lectures	1,2,3,	1,2,3,4,6	Presentations, reports, portfolios, live projects	SOUD1336 SOUD1338 SOUD1339 SOUD1340 SOUD1341

Cognitive and Intellectual Skills:	Primary:				
Demonstrate the development of creative ideas and concepts based upon secure research strategies (5.4)	Lectures, Seminars and guided independent study	2,4,5,6	2,4,5,6	Presentations, reports, portfolios, live projects	SOUD1337 SOUD1339 SOUD1340 SOUD1341
• Demonstrate competences in the chosen field of practice (5.4) • Manage time, personnel and resources effectively by drawing on planning, organisation, project management and leadership skills. (5.4) • Produce work that demonstrates an understanding of media forms and structures, audiences and specific communication registers. (5.4)					
	Secondary/Supplementary:				
	Visits and guest lectures				
Key Transferable Skills:	Primary:				
	Seminars and tutorials, and guided independent study				

• 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)	Secondary/Supplementary: Practical teaching and demonstration	1,2,3,4,5,6	1,2,3,4,5,6	Presentations, reports, portfolios, live projects	SOUD1336 SOUD1337 SOUD1338 SOUD1340 SOUD1341
Employment Related Skills: • 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)	Primary: Live projects and practical delivery Secondary/Supplementary: Seminars trips and visits	3,5,6	2,3,4,5,6	Presentations, reports, portfolios, live projects	SOUD1336 SOUD1337 SOUD1339 SOUD1340 SOUD1341

Practical Skills:	Primary:				
• 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 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)	Seminars and guided independent study, WBL	4,5,6	2,5,6	Production of digital artefacts, portfolios, live projects	SOUD1337 SOUD1339 SOUD1340 SOUD1341
	Secondary/Supplementary: 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**
Knowledge / Understanding: • 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)	Primary: Lectures, Seminars, Workshop and guided independent study Secondary/Supplementary: Visits and guest lectures	1,2,3,	1,2,3,4,6	Presentations, reports, portfolios, live projects	SOUD2289 SOUD2286 SOUD2287

Cognitive and Intellectual Skills:	Primary:				
: • 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 one or more designated areas of the field (5.2) • 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)	Lectures, Seminars and guided independent study	2,4,5,6	2,4,5,6	Presentations, reports, portfolios, live projects	SOUD2290 SOUD2285 SOUD2288 SOUD2289

	Secondary/Supplementary: Visits and guest lectures				
Key Transferable Skills: • 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)	Primary: Seminars and tutorials, and guided independent study Secondary/Supplementary: Practical teaching and demonstration	1,2,3,4,5,6	1,2,3,4,5,6	Presentations, reports, portfolios, live projects	SOUD2290 SOUD2285 SOUD2288 SOUD2289
Employment Related Skills: By the end of this level of this programme the students will be able to demonstrate for a threshold pass: • 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)	Primary: Live projects and practical delivery	3,5,6	2,3,4,5,6	Presentations, reports, portfolios, live projects	SOUD2286 SOUD2287 SOUD2290

• 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 ⌷SEP⌷of media (6.1)	Secondary/Supplementary: Seminars trips and visits				
Practical Skills: By the end of this level of this programme the students will be able to demonstrate for a threshold pass: • 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 understanding of media forms and structures, audiences and specific communication registers (5.4) • Produce work which is informed by, and contextualised within, relevant theoretical issues and debates. (5.4)	Primary: Seminars and guided independent study, WBL Secondary/Supplementary: Visits and guest lectures	4,5,6	2,5,6	Production of digital artefacts, portfolios, live projects	SOUD2285 SOUD2286 SOUD2288 SOUD2290

Work Based/Related Learning

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

Level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Concept Pitch 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
Concept Production 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

3. Module Records

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>*.*

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**:**

- 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:**

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: *2023/24*	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Lynne Andrews (TBC)	**OTHER MODULE STAFF:**

SUMMARY OF MODULE CONTENT

This module provides 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.

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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

- 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:

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: *2023/24*	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Joe Cook	**OTHER MODULE STAFF:** Ekow Essiful

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

Updated by: Ekow Essiful Date: 09/05/23	**Approved by**: Lynne Andrews Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD

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:

- 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:

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: *2023/24*	**NATIONAL COST CENTRE:** 135

MODULE LEADER: Lynne Andrews	**OTHER MODULE STAFF:** Lewis Goodall

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

Updated by: Ekow Essiful Date: 09/05/23	**Approved by**: Lynne Andrews Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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:

- 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:

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(S) OF APPROVED CHANGE: XX/XX/XXXX	**Semester: 2**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: *2023/24*	NATIONAL COST CENTRE: 121

MODULE LEADER: Steve Levenson (TBC)	OTHER MODULE STAFF: Joe Cook

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.

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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:

- 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:

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.**

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DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**Semester:** 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: *2023/24*	NATIONAL COST CENTRE: 145

MODULE LEADER: Ekow Essiful	OTHER MODULE STAFF:

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.* Seatle, 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.

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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:

- 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:

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.

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DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**Semester:** 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: *2023/24*	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% Total:100%	Critical evaluation of methods, processes and techniques of achieving final outcome. (LO3)

Indicative Bibliography:

Fullerton, T et al. (2008). *A playcentric approach to creating innovative games*. San Francisco. Elsevier Morgan Kaufmann

Purdum, J. (2013). *Beginning Object-Oriented Programming with C#,* Indianapolis. John Wiley and Sons.

Kochan, S. (2013). *Programming in Objective-C, Sixth Edition*. United States. Person Education

Millington, I. (2009). *Artificial Intelligence for Games, 2nd Edition.*BurlingtonMA. Morgan Kaufmann Publishers.

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

Noble,J. *Programming Interactivity, 2nd Edition.*New York. O'Reilly Media

Carl Brown et al. (2014). *App Accomplished: Strategies for App Development Success.* Philadalphia. Addison-Wesley Educational Publishers

Justin,D. (2013). *iOS Game Programming with Xcode and Cocos 2d.*Burlington,MA. Focal Press.

Updated by: Ekow Essiful	Approved by: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Creative Media

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- 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 ⌷SEP⌷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:

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(S) OF APPROVED CHANGE: XX/XX/XXXX	Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 145

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% Total: 100%	Production work using a range of techniques and applications (LO1, LO3)

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

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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:

- 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:

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

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	**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 been 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

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

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:

- 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:

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.

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DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	**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)
		Promotional Portfolio.	25%	Marketing strategies and a portfolio of promotional materials. (LO4)
			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.* Unted 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.

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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:

- 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:

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	**NATIONAL COST CENTRE:** 145

MODULE LEADER: Ekow Essiful	**OTHER MODULE STAFF:** Joe Cook

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)
		Portfolio including final artefact	80%	Evidence of sound planning documentation, sound assets and processes including critical reflection of audio decisions in own work. (LO2, LO3), (LO4)
			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.

Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23

SECTION A: DEFINITIVE MODULE RECORD.

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:

- 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**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	**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

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Updated by: Ekow Essiful 09/05/23	Date:	**Approved by**: Lynne Andrews 09/05/23

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:

- 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:

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	**NATIONAL COST CENTRE:** 121
MODULE LEADER: Joe Cook	**OTHER MODULE STAFF:**

Summary of Module Content

Learners should reflect upon the technically 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 Include links to learning objectives*
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%	

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Updated by: Ekow Essiful	**Approved by**: Lynne Andrews
Date: 09/05/23	Date: 09/05/23