London South Bank University
EST 1892

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	*BA/BSc (Hons) Game Design and Development*
Module	4989
Module Lead	Andy Lemon
Shared Modules?	None

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours
All modules	The course is moving towards a blended learning approach – where we mix onsite and online delivery. Students will be expected to be on campus for around 1 day a week. Previously on-campus contact was about 24% of degree – it will now be about 15/16%. This figure may flex up/down depending on lab space and advice from government. On campus delivery will focus on activities which utilise our specialist facilities, resources and academic support	No changes to contact hours planned at this point.

Additional course costs

Change required	**All students must have individual access to a High Spec Laptop and Adobe CC for all modules**

Additional information

Any additional information
Students will be required to have access to a High Spec Laptop or computer and Adobe CC in order to complete their studies. The university is putting a laptop purchasing scheme in order to enable this. Resit assessments for both semester 1 and semester 2 will be geared towards completion of work in an off-campus environment. In a scenario where we lose access to campus and facilities, we will switch between the original and resit assessment. Where students are unable to attend any on-campus activities (for shielding, or any other accepted reason), the default offer will be the resit assessment as the first opportunity. For further information please contact the Course Director Andy Lemon lemona@lsbu.ac.uk

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information	
Final award title(s)	BA / BSc (Hons) Game Design & Development
Intermediate exit award title(s)	
UCAS Code	G451 **Course Code(s)** 4989
	London South Bank University
School	☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Creative Technologies
Course Director	Andy Lemon
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3 years		
Full time with placement/ sandwich year			
Part time			
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	~~Please complete the International Office questionnaire~~ (Yes) No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa, but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation 2017
	Course specification last updated and signed off Sept 27th 2019
Professional, Statutory & Regulatory Body accreditation	

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	• Award-winning degree with award-winning staff • Dedicated Games Studio space that supports specialist skills acquisition • Varied and flexible teaching and learning strategy which produces exceptional and sought-after graduates Outstanding external profile and excellent industry links, nationally and internationally
Course Aims	The BA / BSc (Hons) Game Design and Development course aims to: 1. To provide students with a framework for the exploration of the emergent possibilities and limits of digital games production rooted in a comparative media perspective. 2. To develop and refine students' general cognitive, analytical, critical and research skills, and to apply these critically and self-reflexively within a critical approach to gaming and the broader media. 3. To provide students with an awareness of the culture of games, and of games' relationship to and position within the wider culture. 4. To equip students with the technical and professional skills appropriate to contemporary digital games production. 5. To develop in students their full creative, imaginative and aesthetic potential.
Course Learning Outcomes	a) Students will have knowledge and understanding of: A1 A knowledge of the history and development of digital games technologies and an understanding of the different ways in which these histories and developments can be understood in relation to cultural change. A2 An awareness of the ways in which critical and cultural theories have developed within the emerging field of digital gaming and digital media. A3 An understanding of key production processes and professional practices relevant to game production and analysis and of ways of conceptualising creativity and authorship, together with an understanding of the professional, technical and formal choices which realise, develop or challenge existing practices.

A4 An understanding of the aesthetic and formal qualities of digital games and their relationship to the production of meaning.

A5 An understanding of the broader traditions and forms of visual and auditory work which generate different kinds of aesthetic pleasures.

   b) Students will develop their intellectual skills such that they are able to:

B1. Demonstrate the ability to analyse in detail, and from a variety of standpoints (e.g. aesthetic, formal, technological) digital game artefacts.

B2. Show a critical understanding of the key theoretical approaches and debates relating to the academic study of the media, culture and society, and their relationship to digital media in general and games more specifically.

B3 Demonstrate an understanding of how media and cultural industries play key roles in generating symbolic resources through which people individually and collectively imagine the past, define the present and develop projects for the future.

B4 Demonstrate an understanding of how digital technologies and their electronic systems and programmes structure the possibilities and limits of cultural forms of digital game use.

B5 Demonstrate self-reflexivity and creative independence towards one's own work.

   c) Students will acquire and develop practical skills such that they are able to:

C1 Able to produce work showing competence in a full range of forms, techniques and professional practices as they relate to digital games.

C2. Able to produce digital game work which is informed by, and contextualised within, relevant theoretical issues and debates, and which demonstrates an understanding of forms, structures and audiences.

C3 Utilise a range of research skills, time management, planning and organisation in the production of digital game work.

C4 Able to experiment with forms, conventions, languages, techniques and practices to initiate, develop and realise distinctive digital game work.

   d) Students will acquire and develop transferrable skills such that they are able to:

D1 Able to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.

	D2 Able to organise and manage supervised and self-directed projects.
	D3 Able to communicate effectively in interpersonal settings in writing and orally.
	D4 Able to work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.
	D5 Able to apply entrepreneurial skills in dealing with audiences, clients and consumers.

C. Teaching and Learning Strategy

Acquisition takes place through a combination of lectures, seminars, and project tutorials and workshops (academic and specialist led). Strategies include: case studies; visits to museums, galleries and other places of interest; and discussions of key reading. In addition, personal tutorials support student learning at all levels, as does feedback on student performance in class and on coursework throughout the programme. There will also be visits from industry experts, including game developers.

Acquisition again takes place through a combination of lectures, seminars, project tutorials, workshop and personal tutorials, as well as class and coursework feedback.

Acquisition takes place through lectures, seminars, practical workshops, small group work and individual tutorials.

Acquisition takes place through the mix of lectures, seminars, workshops, tutorials and class and coursework feedback. Acquisition is supported by skills workshops at level one, and student presentations throughout the course. Students at all levels are encouraged to make full and appropriate use of information technology.

D. Assessment

A variety of assessment methods are used to test learning outcomes: academic essays and creative production work, seen and unseen examinations and oral presentations.

These learning outcomes are again tested through a variety of methods: academic essays and creative written work, seen and unseen examinations and oral presentations.

These learning outcomes are assessed through creative production work and self-reflexive written analysis.

Student performance is tested through coursework, examinations and creative written work.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the BA/BSc Game Design & Development degree applicants will be required to hold a UCAS tariff equivalent between 96-106 points based upon:

- BCC at A Level (104 UCAS points)

- Pearson BTEC National Diploma MMM (96 UCAS points)
- An equivalent combination of A Level and Level 3 BTEC qualifications
- Access to HE qualifications with 9 Distinctions and 36 Merits or equivalent Level 3 Access qualifications worth 106 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSE Grade 4 or above)
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0, Cambridge Proficiency or Advanced Grade C.

Mature students will be considered on the basis of their overall qualifications and work experience.

For direct entry into Level 5 of the course, applicants will be required to hold:

- 120 credits at Level 4 or above in a relevant subject

Direct entry into Level 6 of the course is not available

G. Course structure(s)

Course overview

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BA / BSc (Hons) Game Design & Development – **Full time**

	Semester 1		Semester 2	
Level 4	2D Game Design (compulsory)	20	Industry and Professional Practice (compulsory)	20
	Art and Sound Design (compulsory)	20	3D Modelling (Existing) AME_4_3DM (compulsory)	20
	Memory Games (compulsory)	20	Game Specialism 1 (compulsory)	20
Level 5	Story Design (Existing) AME_5_SDS (compulsory)	20	Organic Modelling and Animation (compulsory)	20
	3D Level Design (Existing) AME_5_LDS (compulsory)	20	Game Specialism 2 (compulsory)	20
	Game Programming (compulsory)			20
	Re:Creation (compulsory)			20

Level 6	Advanced Game Project (compulsory)			60
	Dissertation (compulsory)			40
	Tangible Play (compulsory)	20		

Upon completion of Level 5 and prior to Level 6, students indicate whether they wish to enrol on the BA (Hons) or BSc (Hons) Game Design and Development. Students who wish to pursue a BSc will need to demonstrate a competency in game programming or technical art. This competency is developed through their coursework in level 4 and 5 and, in particular the game specialism modules. In Level 6, students are required to choose an advanced game project and dissertation topic that demonstrates understanding of and progression of their technical skills.

Placements information

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
AME_4_2GD	2D Game Design	4	1	20	**Coursework 1 SUMMATIVE** • Group 2D game submitted in engine and built to target platforms (e.g. .app, .exe) • Weighting: 50% **Coursework 2 SUMMATIVE** • Individual portfolio comprised of peer, tutor and self-assessment of specialist contribution to group game; weekly programming exercises, and programming exam • Weighting: 50%
AME_4_IPP	Industry and Professional Practice	4	2	20	**Coursework 1 SUMMATIVE** • 5- minute game pitch for an idea for a new game taking into consideration issues discussed in theory and practice modules and supported by a workable game demo • Weighting: 50% **Coursework 2 SUMMATIVE** • Career plan, with covering letter, CV and online portfolio • Weighting 50%
AME_4_ASD	Art and Sound Design	4	1	20	**Coursework 1 SUMMATIVE** Portfolio of work consisting of: • Cutscene – 30-second to 1-minute video piece including supportive soundtrack of similar duration • Supporting character design materials • In-Class oral character design presentation • In-Class oral sound design presentation • In-Class oral final presentation of Cutscene CW1 Weighting 100%
AME_4_3DM	3D Modelling	4	2	20	**Coursework 1 SUMMATIVE** Portfolio assessment comprised of • 3D character model • 3D environment model • Texture files • Storyboard • Animation work stages • Animation files, in editable form • All sound files • 30-second 3D-story based animation that showcases a character and is delivered in high-res, compressed and editable versions • Weighting: 100%
AME_4_MGM	Memory Games	4	1	20	**Coursework 1 SUMMATIVE** 100% Portfolio of work including: o 1,500-word videogame essay
AME_4_GS1	Game Specialism 1	4	2	20	**Coursework 1 SUMMATIVE** • Portfolio assessment • Weighting: 100%

					The portfolio will be defined (and assessed) according to the specialist role that the student performs on the shared game development project from inception to exhibition. The student will address her or his contribution to the project in reflective statement that critically engages with the acquisition of specialist skills in relation to the game development brief. Portfolio of work supported by the following components: • Portfolio of brief responses (minimum of 3) • Portfolio of group-based set tasks • Reflective questionnaire material submitted throughout the module • 1,000-word reflective feedback questionnaires
AME_5_SDS	Story Design	5	1	20	**Coursework 1** **SUMMATIVE** • 1000-word written project proposing innovative game • Weighting: 25% **Coursework 2** **SUMMATIVE** • Script Extracts for beginning and end cut scenes together with Step Outline diagram • Weighting: 75%
AME_5_OMA	Organic Modelling and Animation	5	2	20	**Coursework 1** **SUMMATIVE** Portfolio assessment comprised of • 3D character model • 3D environment model • Texture files • Storyboard • Animation work stages • Animation files, in editable form • All sound files • 30-second 3D-story based animation that showcases a character and is delivered in high-res, compressed and editable versions • Weighting: 100%
AME_5_3DS	3D Level Design	5	1	20	**Coursework 1** **SUMMATIVE** • Level design document, supported by game pitch • 1,000-word document explaining the 3D level • Weighting: 25% **Coursework 2** **SUMMATIVE** • 3D Level, supported by video walkthrough and 500-word reflective report (worth 75% of the marks for this module) Weighting: 75%
AME_5_GS2	Game Specialism 2	5	2	20	**Coursework 1** **SUMMATIVE** • Portfolio assessment • Weighting: 100% The portfolio will be defined (and assessed) according to the specialist role that the student performs on the shared game development project from inception to exhibition. The student will address her or his contribution to the project in reflective statement that critically engages with the acquisition of specialist skills in relation to the game development brief. Portfolio of work supported by the following components: • Portfolio of brief responses (minimum of 4) • Portfolio of group-based set tasks • Reflective questionnaire material submitted throughout the module • 1,000-word reflective feedback questionnaires
AME_5_GPG	Game Programming	5	1&2	20	**Coursework 1: Game Programming Task** • Weighting: 25% • By week 12, semester 1 students will submit a project demonstrating non-trivial game object behaviour; for example, an A.I. script that combats other robots in an arena. The submission must be supported by the specifications, component

					program code, and review comments of the individual components comprising the behaviour. Submissions must also include a learning journal and a log recording the duration of all component tasks. **Coursework 2: Game Project** • Weighting: 75% • A simple video game project combining several component behaviours developed over the course. The submission must be supported by the specifications, component program code, review comments, and documented changes of the individual components developed while making the game project. Submissions must also include a learning journal and a log recording the duration of all component tasks.
AME_5_RCR	Re:Creation	6	1&2	20	Coursework 1 SUMMATIVE • Dissertation Research Prep o Rationale, research question and objective o Use of appropriate literature (literature review) o Methodology (Research strategy) o Quality of writing, layout and pagination, use of academic conventions • Weighting: 50% Coursework 2 SUMMATIVE • 10-min game pitch for an original and marketable idea and supported by a game demo that effectively sells the game • Weight: 50%
AME_6_TPL	Tangible Play	6	1	20	**Coursework 1** **Portfolio Assessment** • Collaborative game prototype (group assessment) • Game hardware/ Smart object (produced individually) • Supporting documentation Weighting: 100%
AME_6_DGM	Dissertation	6	1&2	40	**Coursework 1** **Dissertation (100%)** One 6,500 - 8,000-word dissertation
AME_6_AGP	Advanced Game Project	6	1&2	60	**Coursework 1** • Pre-production documents: game concept, game requirements and game plan, including appropriate business documentation (e.g. NDAs) for members of production team • Weighting: 10% **Coursework 2** • Playable prototype game or game level(s) • Weighting: 15% **Coursework 3** • Professionally realised game or game level(s), delivered as a playable build • Weighting: 75%

I. Timetable information

Timetable availability:
Timetable information will be available pre to Week 1 of semester start

Teaching Free Periods:
Certain afternoons during the week are left unbooked to allow students to pursue elective opportunities within the University (sports, short courses etc.) subject to availability

J. Costs and financial support

Course related costs
- A subscription to Adobe Creative Cloud is encouraged (20£ pcm for students)
- Unity (our development environment) is free to use for students

- Recommended module readings are provided by the library, but should students wish to purchase these they are not included in the cost of your degree (however we have many copies of the readings, with many of those being digitally accessible via our library system)
- **Note:** An extensive list of £free software has been compiled by game industry professionals for students on the programme to refer to, including many options for non-commercial creative packages, resources and tools for game development, this is available via our course landing page

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

K.

List of Appendices

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
L4	2D Game Design	AME_4_2GD	TA	TA	TA	TA	TA	TA	D	D	TA	D	TA	TA	TA	TA	TA	TA	TA	TA	D
L4	Art and Sound	AME_4_ASD	TA	D	TA	TA	D	T	D	D	TA	TA	TA	D	D	TA	T	TA	T	TA	T
L4	Memory Games	AME_4_MGM			T			TA	TA	TA	TA	TA	D	D	D	T	T	T	TA	TA	TA
L4	3D Modelling	AME_4_3DM	TA	D	TA	TA	D		D	D	TA	TA	TA	D	D	TA	T	TA	T	TA	T
L4	Industry and Professional Practice	AME_4_IPP	TA	TA	TA	TA	TA	TA	D	D	TA	D	TA	TA	TA	TA	TA	TA	TA	TA	D
L4	Game Specialism 1	AME_4_GS1	TA	TA	TA	TA	TA	TA	TA	D	TA	TA					D	D	TA		TA
L5	Game Programming	AME_5_GPG	TA	D	TA	TA	D	TA	D	D	TA	TA	TA	D	D	TA	T	D	T	TA	D
L5	Organic Modelling and Animation	AME_5_OMA	TA	TA	TA	TA	TA	TA	D	D	TA	TA	TA	D	D	TA	T	D	T	TA	T
L5	Story Design	AME_5_SDS	TA	TA	TA	TA	TA	TA	TA	TA	TA	TA	T	T	T		TA	D	A	A	TA
L5	Re:Creation	AME_5_RCR	TA	TA	TA	TA	TA	TA	D	D	TA	D	TA	TA	TA	TA	TA	D	TA	TA	D
L5	Game Specialism 2	AME_5_GS2	TA	TA	TA	TA	TA	T	T	T	TA	T A	TA	TA	TA		TA	TA	TA	TA	TA
L5	3D Level Design	AME_5_3DS	TA	TA	TA	TA	TA	TA	D	D	TA	D	TA	TA	TA	TA	TA	TA	TA	TA	D
L6	Advanced Game Project	AME_6_AGP	T	TA	TA	TA	TA	A	A	A	A	TA	TA	A	A	A	TA	TA	TA	TA	TA
L6	Tangible Play	AME_6_TPL	T	T	D	TA	TA	A	A	A	A	TA	TA	TA	TA	TA	TA	D	TA		TA
L6	Dissertation	AME_6_DGM		TA				TA	TA	TA		TA					T	T	T	D	D

Appendix B: Embedding the Educational Framework for Undergraduate Courses The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the

highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment** *for* **learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	Our extensive game industry contacts are regularly asked for updates on current needs in the sector as well as advice on course content and application. Students are mentored and lectured by industry specialists in their chosen specialist field during Game Specialism 1 (L4) and 2 (L5) respectively as well as supervised by industry specialists in their final year AGP module. The course is supported by regular guest lectures and elective sessions presented by industry figures and alumni as well as elective events hosted at the University on evenings and weekends including industry talks, events, panels and gamejams
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	At Level 4 we provide analytical thinking, academic writing and support in both the Memory Games (History of Games) module in S1 and the Industry and Professional Practice in S2 module. Additionally core non-specialist lectures delivered in Game Specialism 1 in S2 further strengthen and re-enhance reflection, analytical thinking and critical reading from our student body. All L4 modules reference and reinforce the fundamentals of game design and development through the inter-module transfer of learning and development skills relevant to practice, critical analysis and thinking.
High impact pedagogies	Group-based learning experiences	At L4 we start the 1st semester with a Game Jam (an inter-year

	The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	creative festival over one week producing games in student teams mixed from the cohorts at L4, L5 and L6) additionally students are involved in groupwork from Semester 1 in the 2D Game Design module and through content worked on during the Game Specialism 1 module. We also follow up semester 1's Game Jam with another Game Jam in semester 2 week 1, again with teams constructed from all years of the degree. These game jams encourage a culture of peer support across years on the programme of study alongside supportive scaffolding of material regarding group work in other modules. Additionally elective opportunities for group work are available to students through our hosting of events at LSBU including competitions and Game Jams that are also sometimes open to external participants, including industry practitioners. Group based learning activities are built into modules on the degree at all levels, including but not limited to group brainstorming, mind mapping, paper prototyping, discussion, presentations, art activities, code activities, research activities, seminars and debate.
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All teaching material on the programme is additionally delivered digitally to students via our Moodle portal, in addition to the slide based material that is covered in class, other resources are made available to students taking full use of mixed media (Video, interactive, cheat-sheets, instructional audio, demonstration unity scenes etc.) in order to encourage wider consumption of support and

		teaching resource material. We also provide additional handouts, readers and access to journals, resources and professional resources - for ex. The GDC (Game Developers Conference Vault) to our students alongside a fully featured course landing page including recommendations on readings, free software and documentaries from games industry practitioners and academics.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	All modules at L4 include elements of mid-point presentation, feedback 1:1's, group and peer feedback sessions, pitching and rolling feedback for students. Feedback is captured when necessary using audio and delivered to students for review. Industry specialists often visit students to additionally feedback on work they are producing and are often involved in judging student entries during our aforementioned Game Jam events at the beginning of every semester. Lecturers are proficient at providing rolling feedback to students on both solo and group work projects during modules.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought-after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to	Research skills at L4 are developed during the following modules: Memory Games, Industry and Professional Practice and Game Specialism 1, furthermore students are encouraged to incorporate research skills into their production modules in order to gather and process and review reference material and training material for production and practice work. At Level 5 students are mentored through the process of creating a proposal for their dissertation, in

	encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	the module Re:Creation. Problem solving is encouraged via a programme of small scale in-class activities in Game Specialism 2 at L5 – including brainstorming, live reference collation, timed capture of inspirational material and best practice in the use of search engines and micro group tasks in order to gather material to inspire and encourage creativity. Additionally at L4 and L5 students gain the experience of responding to micro briefs designed by industry professionals in order to encourage better cultural understanding and broaden student horizons and knowledge of wider media contexts during the Game Specialism modules.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	At L4 and L5 and L6 students have to the opportunity to respond to industry led briefs, task and even elective projects set by industry specialists. During the L4 and L5 Game Specialism modules students experience working to set industry briefs mirroring industry specialists experiences in their field as young practitioners. Students also have the opportunity to develop group work and interaction skills during modules at all levels of the degree as well as additional elective content during hosted industry events at the university
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting	We have an inclusive programme with an interest in promoting cultural awareness and broadening student horizons when it comes to better understanding the wider media landscape they will be inhabiting

	diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	after graduation. We are very keen to promote projects that look to dare to be different and this is borne out by our students final year projects which often include a cultural aspect to the game design (especially in relation to students own cultural mix) or narrative. Our guest lecturers and visiting practitioners encompass a wide range of gender, ethnic and cultural backgrounds and we reflect this in the material we deliver.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	The programme encourages students to investigate professionalism and integrity through taking part in mock interviews, role-play, networking, researching opportunities at the University (for example Enterprise) and professional brief fulfilment on modules including Game Specialism 1, Industry and Professional Practice, Game Specialism 2, Tangible Play and Advanced Game Project. Professionalism and Work Based Learning are a cornerstone of the programme with guest lecturers and industry professionals often taking part in role-play and interviewing on modules.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that	Our modules offer a broad range of delivery options to students on the programme, encompassing pre-recorded video presentation, interactive slide submission, animated gif submission, video walkthroughs, storyboards, physical non-digital art pieces, brief responses, mixed media submission, novel hand built input controls, reflective reports, post-mortem analysis and discussion of created materials, peer assessment, as well as our more traditional essay, research

	writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	report and digital game submissions.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	Interdisciplinary group work is an integral part of study on the programme – we encourage this in both an embedded (as part of module study) and elective basis on the degree through our regular Game Jams and group projects set in modules including Game Specialism 1 & 2, 2D game design, Story Design and the AGP modules where students often produce a much larger project with the assistance of peers. Additionally students have the opportunity to work across degree programmes with students on other ACI courses. In their final year students have the option to engage with students from the Music and Sound Design programme to facilitate sound design on their final year projects as well as opportunities to work on other elective projects.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. A holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout	We have a very diverse set of assessments on the programme including but not limited to: group submission, video submission, portfolio submission, written submission, twine interactive story design, unity games, shaders / code fragments / unity packages, brief responses, sound design, music, quizzes, transcription tasks for feedback, presentations, digital presentations, video

	the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	presentations and questionnaire responses.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	We provide continuous support to students throughout the degree in regard to both career pathway advice, industry sector need and planning for future upskilling and self-development through our regular interaction with industry professionals and embedded course content in modules including Industry and Professional Practice (L4), Game Specialism 1 & 2 (L4, L5), Advanced Game Project (L6) we encourage students to self-reflect through reflective reports, rolling reflective questionnaires and post-mortem activities in all modules on the programme.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	We encourage our students to stand out by creating inspiring and different content in their final year Advanced Game Projects (AGP) via creating engaging and novel experiences for inclusion into portfolios, a core element that comes up when discussing student portfolio work with employers and agencies is a student's ability to stand out from the crowd, our strong outputs from L6 students secure our graduates jobs in the games industry, with employment rates of our graduates in the games industry at around 70% as of our 2017-18 cohort. We encourage our students to tackle research that is of interest to them in a wider context at L6 dissertation; students are encouraged to research, identify and write on a wide spectrum of

| | | themes regarding the game industry, it's history, it's development, it's games, culture, themes and politics.

Recent topics of discussion at L6 Dissertation have included, game character gender identity and sexuality, the question of morality in relation to specific game media objects, Hispanic cultural representation in videogames and empathy within videogames.

The Dissertation and AGP modules at L6 bind the student learning experience together in two strong outputs for students to present at interview or in-portfolio to potential employers, with Dissertation functioning as a summation of the student's academic understanding and research on the programme and the AGP as a summation of the students understanding of core game development and game design ideals in mechanics, code, experience, gameplay, world building, story-making and immersion. |
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Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 1	Level 2	Level 3	Level M

1 Supporting the development and recognition of skills through the personal tutor system.	Two meetings with each student to discuss students' ambitions, discuss any issues or special needs	Two meetings with each student to follow up students plans expressed in Year 1 meetings and to discuss	Individual supervision for Dissertation students. Students will also present ongoing work at a mini-conference in early Semester 2	
2 Supporting the development and recognition of skills in academic modules/modules.	Memory Games and Industry and Professional Practice will focus on academic skill acquisition, critical analysis, writing and reading skills	Re:Creation and Story Design address key theoretical issues in the area of games and support the development and recognition of skills	Three-tiered dissertation structure (proposal, lit. review, dissertation) designed to ensure reading skills and verifiable progress	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	The modules 2D Game Design, Art and Sound, 3D Modelling and 3D Level Design develop essential game design and development skills	Students will produce a 3D game level comprising key elements addressed in each of year 2's production units: Story Design, Coding and Programming, Organic Modelling and Animation	Tangible Play introduces students to innovate interaction design skills. The Advanced Game Project is a large-scale game development project and students will have four individual meetings to discuss progress	
4 Supporting the development and recognition of skills through research projects and dissertations work.	Memory Games research project will introduce students to interview research methods and ethics	Re:Creation requires students to research a specialist subject area and write a literature review	Dissertation	
5 Supporting the development and recognition of career management skills.	Students learn professional skills and create CV, portfolio and career plan in Industry & Professional Practice. Students also learn to pitch and present their game	Re:Creation: Students will be required to pitch their games in front of a panel of industry experts. Specialism modules focus the student on their future career path	Twelve-month Advanced Game Project requires sustained research and development leading to a more professional practice. Students will be required to present work to academic staff two times each semester	
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students will be encouraged to seek work placements	Students will be encouraged to seek work placements	Students will be encouraged to seek work placements	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students will be notified and encouraged to attend relevant industry events (e.g. IGDA, BAFTA, Game Camp)	Students will be encouraged to join and participate in organised subject area groups e.g. the artists group, writers group, etc.	End of Year Show	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	2D Game Design, 3D Level Design, Memory Games and Industry & Professional Practice all define and develop industry skills. Specialism choices focus them on career options	Students' specialism choices prepare them for specific roles in the industry	Advanced Game Project requires students to collaborate and lead, working as producers to oversee and manage a small production team	
9 Other approaches to personal development planning.	Students encouraged to collaborate with students on media production and other courses Students encouraged to become involved in Student Union societies Links between courses	Students encouraged to collaborate with students on media production and other courses Students encouraged to become involved in Student Union societies Links between courses	Students encouraged to collaborate with students on media production and other courses Students encouraged to become involved in Student Union societies Links between courses	

| 10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary. | VLE submissions, feedback transcriptions, Game Pitch, Development Diary, Online Portfolio | VLE submissions, feedback transcriptions, Game Pitch, Development Diary, Online Portfolio | VLE submissions, feedback transcriptions, Game Pitch, Development Diary, Online Portfolio | |

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors

extracurricular	activities undertaken by students outside their studies

feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions