

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Futureworks Training, Ltd. , Manchester Hugh Baird College (Year 3 direct entry)
3. University School/Centre	School of Journalism, Media and Performance
4. External Accreditation	Professional industry accreditation by JAMES (UCLan only)
5. Title of Final Award	BA (Hons) Games Design
6. Modes of Attendance offered	Full Time
7. UCAS Code	WG24 I600 (Hugh Baird College)
8. JACS Code	I620
9. Relevant Subject Benchmarking Group(s)	Art and Design
10. Other external influences	
11. Date of production/revision of this form	April 2017/ May 2018
12. Aims of the Programme	
<ul style="list-style-type: none"> • Development of skills to investigate, analyse and present visual information and innovative ideas related to Games Design to a wide range of employers/users. • Development of an individual designer with the necessary depth and breadth of knowledge to address a range of appropriate design problems. • Development of awareness in the designer's role and responsibilities within the Games industry, as an individual or as part of a team. • Development and focus of an individual's personal and professional aspirations. 	
13. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
On completion of this course the student will be able to:	
A1. Display a comprehensive understanding of a specialist area of Games Design	
A2. Challenge both context and methodologies of the Games Design process	

- A3. Show a knowledge of recent advances relating to the role of the Games Designer within the creative process
- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment. Assessment is based around performance in solutions to briefs and project work and assessment takes place through a series of small exhibitions, hand ins and crits.

B. Subject-specific skills

On completion of this course a student will be able to:

- B1. Demonstrate awareness of issues in Games Design within a domain specific context: for example, within the existing and developing markets for games
- B2. Effectively present concepts and complex issues
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

C. Thinking Skills

On completion of this course a student will be able to:

- C1. Deploy appropriate design processes to assist in the definition and development of creative proposals and concepts
- C2. Identify, interpret and react to information from a wide range of alternative sources.
- C3. Demonstrate the ability to recognise and validate problems
- C4. Recognise the role and nature of Games Design relative to the wider sphere of interactive entertainment

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

D. Other skills relevant to employability and personal development

On completion of this course a student will be able to:

- D1. Communicate effectively, by visual, oral or written means of information, complex ideas and arguments
- D2. Use information technology regarding the gathering, processing and presentation of data
- D3. Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
- D4. Show initiative, work independently, be self-reliant and work effectively as part of a team.

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 6	XB3001	Game Proposal	60	Bachelor Honours Degree Games Design Requires 360 credits including a minimum of 220 at level 5 and above and 100 at Level 6
	XB3992	Honours Project	60	
Level 5	XB2001	Games Development	40	Diploma HE Games Design Requires 240 credits including a minimum of 120 at Level 5
	XB2002	3D Modelling	40	
	XB2000	Visual Skills ²	20	
	DD2000 ¹	Design: Culture and Society 2 ³	20	
	XB2177	Character Design ²	20	
	XB2178	Games Specialism ³	20	
Level 4	XB1000	Introduction to Games Design	40	Certificate HE Requires 120 credits at Level 4 or above
	XB1101	Creative Thinking	40	
	XB1020	Contextual Studies ²	20	
	XB1133	Drawing for Design ²	20	
	XB1134	Introduction to 3D Modelling ³	20	
	DD1000 ⁴	Design: Culture and Society 1 ³	20	
15. Personal Development Planning				

¹ This module will be replaced by Visual Skills (XB2000) from September 2019 (Futureworks)

² This module is not available at Futureworks.

³ This module is not available at Preston Campus.

⁴ This module will be replaced by Contextual Studies (XB1020) from September 2019. (Futureworks)

Students of the course will be required to keep track of their development as a Designer as they develop throughout the course. This will be facilitated by a personal diary such as a Web Log (Blog) or similar. The course team aims to support this process of self-reflection on learning and career development predominantly through tutorial discussion. The framework of the final year projects enables a negotiation to take place on individual strengths and aspirations in relation to career and personal development.

16. Admissions criteria

including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

All successful candidates must have achieved the following:

- Achieve a minimum of 260-300 UCAS tariff points at A2 or equivalent
- Grade C in GCSE Maths and English or an equivalent; UK equivalents include key skills level 3 or functional skills level 2

Once your application has been processed you will be required to submit an e-portfolio.

International Students are required to have passed the International English Language Testing Service (IELTS) with a minimum of 6.0

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National Certificate/Diploma

Access to HE Diploma

People with non-standard entry qualifications or experience should contact Admissions.

For Year 3 direct entry at Hugh Baird College:

Applicants will need to evidence the following:

- Foundation Degree in Games Design **OR**
- Foundation Degree in another Games design related subject **AND**
- A successful interview

UK Applicants:

At the interview applicants will be required to present a portfolio of work that displays their skills to their best advantage.

European Applicants:

European applicants may not be able to attend an interview in the UK. Once the application has been processed, they should submit an e-portfolio, CD or DVD of their recent work; this will be followed by a telephone interview.

UK and EU Entry:

Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not their first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

TOEFL written examination score of 550 plus a test of written English (at 4)

TOEFL Computer Equivalent score of 213 and TWE at 4

Proficiency in English (Cambridge) at Grade C or above

17. Key sources of information about the programme

- Factsheet
- University website

- | |
|---------------------------------------------------------------------------------------|
| • Student course handbook |
| • University Prospectus |
| • Course Leader |
| • JAMES - http://www.jamesonline.org.uk/ |
| • Futureworks course factsheet/ student course handbook/ prospectus/ website |
| • Hugh Baird College course factsheet/ student course handbook/ prospectus/ website |

18.1 Curriculum Skills Map – UCLan Delivery/ Hugh Baird Delivery

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	XB3001	Game Proposal	COMP		X		X	X		X	X	X	X	X	X	X	X	X	X
	XB3992	Honours Project	COMP	X		X	X	X	X			X	X		X	X	X	X	X
LEVEL 5	XB2001	Games Development	COMP			X	X				X				X			X	X
	XB2002	3D Modelling	COMP			X	X			X		X				X		X	X
	XB2177	Character Design	COMP				X						X	X				X	
	XB2000	Visual Skills	COMP				X						X		X				
LEVEL 4	XB1000	Introduction to Games Design	COMP				X			X	X		X						X
	XB1101	Creative Thinking	COMP				X			X				X					X
	XB1020	Contextual Studies	COMP			X					X		X						
	XB1133	Drawing for Design	COMP				X						X						

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

18.2 Curriculum Skills Map – Futureworks Delivery

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEV EL 6	XB3001	Game Proposal	COMP		X		X	X		X	X	X	X	X	X	X	X	X	X
	XB3992	Honours Project	COMP	X		X	X	X	X			X	X		X	X	X	X	X
LEVEL 5	XB2001	Games Development	COMP			X	X				X				X			X	X
	XB2002	3D Modelling	COMP			X	X			X		X				X		X	X
	XB2178	Games Specialism	COMP	X		X		X	X	X				X		X	X	X	X
	DD2000 ⁵	Design: Culture and Society 2	COMP				X	X	X	X			X	X		X	X		
LEVEL 4	XB1000	Introduction to Games Design	COMP				X			X	X		X						X
	XB1101	Creative Thinking	COMP				X			X				X					X
	XB1134	Introduction to 3D Modelling	COMP				X		X	X		X	X			X	X		
	DD1000 ⁶	Design: Culture and Society 1	COMP				X		X			X	X			X	X		

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

⁵ This module will be replaced by Visual Skills (XB2000) from September 2019. (Futureworks)

⁶ This module will be replaced by Contextual Studies (XB1020) from September 2019. (Futureworks)

19. LEARNING OUTCOMES FOR EXIT AWARDS:

UCLan-Delivered Provision

Certificate of Higher Education

- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities
- C2. Identify, interpret and react to information from a wide range of alternative sources
- C3. Demonstrate the ability to recognise and validate problems
- D4. Show initiative, work independently, be self-reliant and work effectively as part of a team

Diploma of Higher Education Games Design

- A3. Show a knowledge of recent advances relating to the role of the Games Designer within the creative process
- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities
- C2. Identify, interpret and react to information from a wide range of alternative sources
- C3. Demonstrate the ability to recognise and validate problems
- C4. Recognition of the role and nature of Games Design relative to the wider sphere of interactive entertainment
- D3. Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
- D4. Show initiative, work independently, be self-reliant and work effectively as part of a team

Futureworks-Delivered Provision

Certificate of Higher Education

- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design
- B2. Effectively present concepts and complex issues
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities
- C1. Deploy appropriate design processes to assist in the definition and development of creative proposals and concepts
- C2. Identify, interpret and react to information from a wide range of alternative sources
- C3. Demonstrate the ability to recognise and validate problems
- D1. Communicate effectively, by visual, oral or written means of information, complex ideas and arguments
- D2. Use information technology regarding the gathering, processing and presentation of data
- D4. Show initiative, work independently, be self-reliant and work effectively as part of a team

Diploma of Higher Education Games Design

- A1. Display a comprehensive understanding of a specialist area of Games Design
- A3. Show a knowledge of recent advances relating to the role of the Games Designer within the creative process
- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design

- B1. Demonstrate awareness of issues in Games Design within a domain specific context: for example, within the existing and developing markets for games
- B2. Effectively present concepts and complex issues
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities

- C1. Deploy appropriate design processes to assist in the definition and development of creative proposals and concepts
- C2. Identify, interpret and react to information from a wide range of alternative sources
- C3. Demonstrate the ability to recognise and validate problems
- C4. Recognition of the role and nature of Games Design relative to the wider sphere of interactive Entertainment

- D1. Communicate effectively, by visual, oral or written means of information, complex ideas and arguments
- D2. Use information technology regarding the gathering, processing and presentation of data
- D3. Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
- D4. Show initiative, work independently, be self-reliant and work effectively as part of a team