PROGRAMME QUALITY HANDBOOK 2018-2019

FdA Games and Interactive Design

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

Welcome to the Foundation Degree in Games and Interactive Design.

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

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

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

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

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1.1. Programme Management

Programme Manager - Ekow Essiful BA (Hons) in 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.

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

1.2. Personal Tutor

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

Ekow Essiful - As above
Lynne Andrews – As above

Further information can be found by following this link to the University personal tutoring policy.

1.3. Module Leaders

Ekow Essiful – as above

Lynne Andrews – as above

Tony Weaver – BA (Hons) – Tony studied Fine Art at Ravensbourne College. He has continued to work professionally as an Artist and Designer whilst teaching at South Devon College. Tony has a wealth of experience and knowledge particularly in relation to Visual Culture and Design Communications.

Jon Watt – FdA Games and Interactive Design at UCSD/Plymouth University. Prior to studying as a mature student Jon worked in the Financial Services Industry. Jon's expertise is in 3D Modelling and Environments.

Gareth Day – BSc (Hons) Multimedia Technology, MRes Digital Art & Technology – Gareth is the Section Head for Digital Media Art and Design and therefore oversees

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

Stage 4
SOUD1336 Digital Culture - Tony Weaver
SOUD1337 Digital Skills – Jon Watt
SOUD1338 Developing Research & Practice – Lynne Andrews
SOUD1339 UX Design – Jon Watt
SOUD1340 Designing and Pitching Concepts – Ekow Essiful
SOUD1341 Interactive Development – Ekow Essiful
Stage 5
SOUD2285 Interactive Narratives – Lynne Andrews
SOUD2286 Client Based Brief– Ekow Essiful
SOUD2287 Professional Practice - Lynne Andrews
SOUD2288 Sound Production – Ekow Essiful
SOUD2289 Negotiated Research - Tony Weaver
SOUD2290 Advanced Digital Skills – Gareth Day

1.4. Course Contact List

Ekow Essiful - Tel - 01803 540301	Email: Ekow.essiful@southdevon.ac.uk
Lynne Andrews - Tel 01803 540301	Email: Lynne.andrews@southdevon.ac.uk
Jon Watt - 01803 540301	Email: Jon.watt@southdevon.ac.uk
Gareth Day - Tel 01803 540335	Email: Gday@southdevon.ac.uk

Technicians & Equipment (Photography and Art): Andy Payne & Sally Reed Tel. 01803 540458

HE Support: Sandy Akerman– 01803 540547

Learning Technologies and Resources: Alexandra Barton– 01803 540641

Higher Education Employability and Enterprise: Thea Jones – 07720213429

Deputy HE Manager: Jonathan Hall – 01803 540542

2. Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	South Devon College
Accrediting Body:	N/A
Language of Study:	English[1]
Mode of Study:	Full Time/Part Time[2]
Final Award:	FdA
Intermediate Award:	Certificate of HE
Programme Title:	Games and Interactive Design
UCAS Code:	Q3V1/V1Q3
JACS Code:	Click here to enter text.
Benchmarks:	QAA FDQB Foundation Degree Qualification Benchmark (2010) QAA Subject Benchmark: Communication, Media, Film and Cultural Studies (2008)
Date of Programme Approval:	30th April 2014

PS1. Brief Description of the Programme

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

The degree will follow an inter-disciplinary approach in its teaching. Lecturers from different art, design and media disciplines and with different research experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches.
The Degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace new technologies. Delivery mechanisms such as social media and E-Learning will be utilised alongside lectures and workshops, thus equipping the student with skills that will benefit them in the

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vocational world as well as preparing them for a potential third year at Plymouth University.

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

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

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

N/A

PS3. Exceptions to Plymouth University Regulations

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

PS4. Programme Aims

The programme will deliver:

1. To produce students with an understanding of the role of technology in terms of media production and content manipulation within the interactive and gaming industry.
2. To produce students with an understanding of audio, visual and verbal conventions through which sounds, images and words make meaning.
3. To produce students who can critically evaluate their own learning and production techniques utilising their own research skills to prepare them for potential progression to the final year of an honours degree.
4. To produce students who can demonstrate competencies in digital media software with emphasis on interactive and gaming technologies.

5. To produce students who can experiment, as appropriate, with forms, conventions, languages, techniques and practices.
6. To produce students who can work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity in an employment context.

PS5. Programme Intended Learning Outcomes (ILO)

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

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

PS6. Distinctive Features

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

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

- The Degree will be relevant to the local population giving them opportunity to up skill through work based learning and move forward in a career of their choosing whilst staying local.

Students will benefit from:

- Well qualified, industry practicing staff.
- Flexible progression to additional higher education programmes
- Industry standard software and equipment
- Students will learn alongside other learners with different entry qualifications, from diverse backgrounds and varied experience. This diverse environment is an enrichment of the learning process for all learners.
- Students will be able to negotiate toward their own interests and develop specialisms throughout the course
- Partnership with Plymouth University provides access to a broad range of additional learning resources and academic and professional integration and validation.

PS7. Progression Route(s)

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

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

All work in the first year (Stage 1) will be at level 4.
Any modules done in Stage 2 (the second year of a full time course) will be at level 5.

PS8. Admissions Criteria

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

[3] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning
[4] Enter: "interviews MAY be required by the admissions tutor" or "ALL applicants are to be interviewed"
[5] Enter: Y or N. If Y then enter who is responsible for paying the fees?

PS9. Programme Structure

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

FHEQ Level: 4 For: Games and Interactive Design					
F/T Route Year[6]	P/T Route Year	Term	Core or Option Module[7]	Credits[8]	Module[9]
1	1	1,2,3 FT 1 PT	Core	20	SOUD1336 Digital Culture
1	1	1,2,3 FT 1,2 PT	Core	20	SOUD1337 Digital Skills
1	1	2,3 FT 1,2 PT	Core	20	SOUD1338 Developing Research & Practice
1	1	1 FT 2 PT	Core	20	SOUD1339 UX Design
1	2	2 FT 3,4 PT	Core	20	SOUD1340 Designing and Pitching Concepts
1	2	3 FT 3,4 PT	Core	20	SOUD1341 Games or Interactive Development

PLYMOUTH UNIVERSITY MODULE RECORD

	FHEQ Level: 5 For: Games and Interactive Design				
F/T Route Year	P/T Route Year	Term	Core or Option Module	Credits	Module
2	*3*	4 FT 5 PT	Core	20	SOUD2285 Interactive Narratives
2	*3*	5,6 FT / PT	Core	20	SOUD2286 Client Based Brief
2	*2*	5,6 FT 4 PT	Core	20	SOUD2287 Professional Practice
2	*3*	4,5 FT 6 PT	Core	20	SOUD2288 Sound Production
2	*3*	4,5,6 FT 5,6 PT	Core	20	SOUD2289 Negotiated Research
2	*2*	4 FT 3 PT	Core	20	SOUD2290 Advanced Digital Skills

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

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
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: Demonstrate the development of creative ideas and concepts based upon secure research strategies (5.4) • Demonstrate competences in the chosen field of practice (5.4) • Manage time, personnel and resources effectively by drawing on planning, organisation, project	Primary: Lectures, Seminars and guided independent study				SOUD1337 SOUD1339

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	2,4,5,6	2,4,5,6	Presentations, reports, portfolios, live projects	SOUD1340 SOUD1341
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) • Organise and manage supervised, self-directed projects (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	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	Primary: Live projects and practical delivery Secondary/Supplementary: Seminars trips and visits	3,5,6	2,3,4,5,6		SOUD1336 SOUD1337 SOUD1339

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)				Presentations, reports, portfolios, live projects	SOUD1340 SOUD1341
Practical Skills: • 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)	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	SOUD1337 SOUD1339 SOUD1340 SOUD1341

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: : • 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)	Primary:	2,4,5,6	2,4,5,6		SOUD2290 SOUD2285 SOUD2288

• 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 Secondary/Supplementary: Visits and guest lectures			Presentations, reports, portfolios, live projects	SOUD2289
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) • Organise and manage supervised, self-directed projects (6.1) • Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach (6.1) • Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users (6.1) • Communicate effectively in interpersonal settings, in writing and in a variety of media (6.1)	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	SOUD2286 SOUD2287 SOUD2290
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	Primary: Seminars and guided independent study, WBL	4,5,6	2,5,6	Production of digital artefacts, portfolios, live projects	SOUD2285 SOUD2286 SOUD2288 SOUD2290

communication registers (5.4) • Produce work which is informed by, and contextualised within, relevant theoretical issues and debates. (5.4)	Secondary/Supplementary: Visits and guest lectures				

PS11. Work Based/Related Learning

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

Level: 5					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
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	.[10] Portfolio of work, digital artefact	SOUD2286
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	SOUD2286 SOUD2287

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

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 Cyberculture. 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 Cyberculture and are able to make creative links between them.
- An awareness of the relationship between Digital Culture, Networked Media and Cyberculture 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 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Anthony Weaver	**OTHER MODULE STAFF:**

SUMMARY OF MODULE CONTENT

This module will run throughout the Level 4 provision providing the opportunity to investigate the wider cultural and historical context informing Digital Culture, Networked Media and Cyberculture. 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**
Lectures, Seminars, 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: Tony Weaver	Date: 07/06/2018	**Approved by**: Lynne Andrews	Date: 07/06/2018

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 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jon Watt	**OTHER MODULE STAFF:** Gareth Day

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 Lectures / Seminars	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 Digital Artefacts	40% 60% Total: 100%	Documenting evaluation and analysis of techniques used (LO1) Production work using a range of techniques and applications (LO2)

Indicative Bibliography:

FLANAGAN, D. (2011). *JavaScript: The Definitive Guide (Definitive Guides).* Cambridge, O'Reilly Media.

NEUBERG, M. (2013). *IOS Programming Fundamentals: Objective-C, Xcode, and Cocoa Basics.* Cambridge, O'Reilly Media.

DARWIN, I F. (2012). *Android Cookbook.* Cambridge, O'Reilly Media.

RUSSELL, S & SZABO, M. (2013). *Cinema 4D R14 Cookbook, Second Edition.* Birmingham, Packt Publishing.

BOYDLEE, P & WARD, T. (2013). *Appcelerator Titanium: Patterns & Best Practices.* Birmingham, Packt Publishing.

DE LA VEGA ALVAREZ, G. (2014). *Instant PhoneGap.* Birmingham, Packt Publishing

Updated by:	Date:	**Approved by**:	Date:
Jon Watt	07/06/2018	Lynne Andrews	07/06/2018

ECTION 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: 2018/19	**NATIONAL COST CENTRE:** 135

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

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 Lectures / Seminars	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 Personal Development Portfolio	20 % 80 % Total: 100%	LO4 LO1,2,3

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:	Date:	**Approved by**:	Date:
Lynne Andrews	07/06/2018	Gareth Day	07/06/2018

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

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: 2018/19	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jon Watt	**OTHER MODULE STAFF:** Gareth Day

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 Lectures / Seminars	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 Illustrated report	40% 60% Total: 100%	Design & Production of a user interface (LO2) Illustrated report discussing UX theories (LO1)

Indicative Bibliography:
EISNER, W. (2008). *Graphic Storytelling and Visual Narrative: Principles from the Legendary Cartoonist (Will Eisner).* New York, W. W. Norton & Company
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:	Date:	**Approved by**:	Date:
Jon Watt	07/06/2018	Lynne Andrews	07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

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.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**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 Lectures/Seminars	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:	Date:	**Approved by**:	Date:
Ekow Essiful	07/06/2018	Lynne Andrews	07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

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.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** 145
MODULE LEADER: Ekow Essiful	**OTHER MODULE STAFF:** Gareth Day

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**
Lectures/Seminars	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 Cocos2d.*Burlington,MA. Focal Press.

Updated by: Ekow Essiful	Date: 07/06/2018	**Approved by**: Lynne Andrews	Date: 07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

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 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

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: 2018/19	**NATIONAL COST CENTRE:** 145

MODULE LEADER: Gareth Day	**OTHER MODULE STAFF**: Lynne Andrews

Summary of Module Content
This module will give students an understanding of how narrative can influence a users 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 Lectures / Seminars	60	40 Hours Lectures & 20 Hours Seminars
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	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:	Date:	**Approved by**:	Date:
Gareth Day	07/06/2018	Lynne Andrews	07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

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	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:

- 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

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: 2018/19	**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 Lectures / Seminars	60	20 Hours Lectures & 40 Hours Seminars
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	Project output	80%	Project output Including exploratory and developmental work through sketchbooks and blogs (LO1) (LO3)
Practical	P1	Client Pitch	20%	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:	Date:	**Approved by**:	Date:
Ekow Essiful	07/06/2018	Lynne Andrews	07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**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 Lectures / Seminars	60	20 Hours Lectures & 40 Hours Seminars
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	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%	

AmIndicative 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:	Date:	**Approved by**:	Date:
Lynne Andrews	07/06/2018	Gareth Day	07/06/2018

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 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** 145

MODULE LEADER: Ekow Essiful	**OTHER MODULE STAFF:** Gareth Day

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**
Lectures/Seminars	60	30 Hours Lectures & 30 Hours Seminars
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	Essay Portfolio including final artefact	20% 80% Total:100%	Essay on the aesthetics, production and technical aspects of sound. (LO1) Evidence of sound planning documentation, sound assets and processes including critical reflection of audio decisions in own work. (LO2, LO3), (LO4)

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:	Date:	**Approved by**:	Date:
Ekow Essiful	07/06/2018	Lynne Andrews	07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

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	**TERM:** 4,5,6 **Semester:**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** 145
MODULE LEADER: Tony Weaver	**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 Lectures / seminars / enhanced visits	60	40 Hours Lectures & 20 Hours Seminars
Guided independent study	140	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	70%	LO 2 & 3
Practical	P1	Presentation	30%	LO 1

Indicative Bibliography:

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

Updated by:	Date:	**Approved by**:	Date:
Tony Weaver	07/06/2018	Lynne Andrews	07/06/2018

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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: 2018/19	**NATIONAL COST CENTRE:** 121
MODULE LEADER: Gareth Day	**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 Lectures / Seminars	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	C1	Project Output	50%	To include written report evaluating learners existing skills & documenting evaluation and analysis of techniques used (LO1) (LO2)
		Practical Outcomes	50% Total:100%	Production work using a range of techniques and applications (LO3)

Indicative Bibliography:

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

Updated by:	Date:	**Approved by**:	Date:
Gareth Day	07/06/2018	Lynne Andrews	07/06/2018