

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*

A	GENERAL INFORMATION
1	Partner institution <i>Please state the name of the partner institution.</i>
	Grimsby Institute of Further and Higher Education
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.</i>
	<ul style="list-style-type: none"> a. BA Independent Game Design (Game Art) b. BA Independent Game Design (Game Development)
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>
	TBC
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>

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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">UG Single honours</td> <td style="width: 40%;">a, b</td> </tr> <tr> <td>Integrated Masters</td> <td></td> </tr> <tr> <td>PG Cert</td> <td></td> </tr> <tr> <td>PG Dip</td> <td></td> </tr> <tr> <td>Taught Masters</td> <td></td> </tr> <tr> <td>Foundation Degree</td> <td><i>Please indicate articulation routes:</i></td> </tr> <tr> <td>Honours Stage (Top-up)</td> <td></td> </tr> <tr> <td>Other</td> <td><i>Please detail:</i></td> </tr> </table>	UG Single honours	a, b	Integrated Masters		PG Cert		PG Dip		Taught Masters		Foundation Degree	<i>Please indicate articulation routes:</i>	Honours Stage (Top-up)		Other	<i>Please detail:</i>				
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Foundation Degree	<i>Please indicate articulation routes:</i>																					
Honours Stage (Top-up)																						
Other	<i>Please detail:</i>																					
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>																					
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Franchised</td> <td style="width: 40%;"></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td style="text-align: center;">X</td> </tr> </table>	Franchised		Consortium		Validated	X														
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6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>																					
	a. I621 b. I622																					
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>																					
	TBC																					
8	Awarding Institution																					
	University of Hull																					
9	Locations within Partner Institution <i>State the schools/departments/subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>																					
	Faculty of Digital & Creative Industries HE Digital and Creative																					
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>																					

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	Adrian Mills millsa@grimsby.ac.uk							
11	University Link Faculty and School/Department <i>Please state the primary link faculty and school/department at the University of Hull</i>							
	Faculty of Arts, Cultures and Education							
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>							
	Dr. Darren Mundy d.mundy@hull.ac.uk							
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>							
	University Centre Grimsby (a, b)							
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Full-time</td> <td style="width: 30%;">a, b</td> </tr> <tr> <td>Part-time</td> <td></td> </tr> </table>		Full-time	a, b	Part-time			
Full-time	a, b							
Part-time								
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">On-campus/Blended</td> <td style="width: 30%;">a, b</td> </tr> <tr> <td>Online/Distance</td> <td></td> </tr> <tr> <td>Other</td> <td><i>Please specify:</i></td> </tr> </table>		On-campus/Blended	a, b	Online/Distance		Other	<i>Please specify:</i>
On-campus/Blended	a, b							
Online/Distance								
Other	<i>Please specify:</i>							
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>							

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	3 years full time (a, b)									
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Trimester 1 – T1</td> <td style="width: 30%;">a, b</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a, b</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>		Trimester 1 – T1	a, b	Trimester 2 – T2	a, b	Trimester 3 – T3			
Trimester 1 – T1	a, b									
Trimester 2 – T2	a, b									
Trimester 3 – T3										
18	Number of weeks per trimester <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>									
	<p>a, b</p> <p>Week 1 – Orientation to this level of study</p> <p>Triune one – Beginning September - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune two – Beginning December - 8 weeks delivery (plus two weeks of assessments) – a</p> <p>Triune three – Beginning March - 8 weeks delivery (plus two weeks of assessments) - a</p> <p>Academic year total = 31 weeks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Grimsby Institute Triune</td> </tr> <tr> <td style="width: 70%;">Triune 1</td> <td style="width: 30%;">x</td> </tr> <tr> <td>Triune 2</td> <td>x</td> </tr> <tr> <td>Triune 3</td> <td>x</td> </tr> </table>		Grimsby Institute Triune		Triune 1	x	Triune 2	x	Triune 3	x
Grimsby Institute Triune										
Triune 1	x									
Triune 2	x									
Triune 3	x									
19	Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i>									
	<p>a, b: 40 credits per triune for level 4 and 5</p> <p>a, b: equivalent to 40 credits per triune for level 6 – long thin modules</p>									
20	Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</i>									
	<p>Diploma stage: 30%</p> <p>Honours stage: 70%</p>									

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21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i></p>																																									
	N/A																																									
22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>																																									
	N/A																																									
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>																																									
	<p>QAA Subject Benchmark Statement for Computing (2016) (COM) QAA Subject Benchmark Statement for Art and Design (2008) (AD) QAA Subject Benchmark Statement for Communication, Media, Film and Cultural Studies (2008) (CMF)</p>																																									
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>																																									
	<p>Jim Bagley, programmer with 30 years' programming experience Steve Lycett, executive producer at Sumo Digital Mike Clarke, CEO of Atomicom</p>																																									
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i></p>																																									
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>12</td> <td>0</td> <td>13</td> <td>0</td> <td>14</td> <td>0</td> </tr> <tr> <td>b</td> <td>12</td> <td>0</td> <td>13</td> <td>0</td> <td>14</td> <td>0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	12	0	13	0	14	0	b	12	0	13	0	14	0														
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26	<p>Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i></p>							
	<p>a. September 2017 b. September 2017</p>							
B	<p>PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i></p>							
27	<p>Programme Rationale and Overview <i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p> <p><i>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</i></p>							
	<p>'Be the games industry'.</p> <p>The video game Industry and the creation and distribution of video games has changed beyond all recognition in the past five years. No longer is the route to employment solely through the behemoths that publish AAA games, costing millions to make and bring to market. With the viability of game creation tools now available to all, there has not been a time since the inception of bedroom coders over thirty years ago where it has been easier to get into the industry.</p> <p>The advent of mobile technologies and the routes to market are now more diverse than ever and there is a growing population where games and gaming is no more an abstract concept to their free time than reading, watching TV and films or listening to music. Gaming is here to stay, with the UK games industry alone worth in excess of £4-billion in 2015 (http://ukie.org.uk/research).</p> <p>The degree is structured to offer two distinct, yet complementary pathways – Games Art and Games Development – designed to maximise students' potential employability while allowing them to play to their</p>							

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	<p>strengths. It also allows for natural cross-fertilisation between the two, allowing students to build up mutual networks and awareness of each other’s roles.</p> <ul style="list-style-type: none"> • The Games Art pathway will focus on developing learner's digital and practical art skills for game design and development. • The Games Development pathway will focus on developing learner's coding and engine manipulation skills. • Alongside these bespoke elements will be core components that develop all learner's skills in games design along with underlying theory. Students on both pathways will work together to simulate discrete roles on real projects within the industry. • Both pathways will equip students with the skills they need to succeed in the games industry, be it a small indie start-up or as part of a larger games company. <p>Level 4 of the degree is a skills acquisition phase, which will teach students the basics of creating games and the skills and theory behind the production of industry-standard work. At this stage, the core modules will enable learners to understand the various practices and theory that underpin the industry. In their specialist modules, they will begin to develop the skills expected of them at industry level. There will also be an introduction to group work with a module based on bringing a game project to a pre-alpha state.</p> <p>In Level 5, learners will start to understand the fundamental processes of game creation. They will further refine and hone their specialist skills, and will have the opportunity to broaden their learning with optional modules that provide them with a more diverse practice portfolio from which to draw from.</p> <p>At Level 6, learners should be fully engaged in their specialities and be able to self-actualise their own designs and projects. They will be tasked with a full game design of their own choosing, working in teams with various members from each side of the degree. They will be critically engaging with the discipline and be able to articulate themselves on a subject of their own choosing. Further, they will have the chance to create their own portfolio of work and to have this work exist in the public domain for prospective employers to view.</p> <p>Our current alumni have already gone on to work with some of the biggest names in the games industry, including publishing deals with Sony, Microsoft and Nintendo, and working in world renowned studios such as Travellers Tales and Sumo Digital. Our rationale is not just to train people to be in the games industry – it is to train people to BE the games industry.</p> <p>This programme fits within the Faculty of Digital & Creative Industries at Grimsby and students are encouraged to work on inter-disciplinary projects with undergraduates from different areas to simulate real-life experience in the creative industries.</p>
28	<p>Programme Aims</p> <p><i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>

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	<ol style="list-style-type: none"> 1. To develop students' ability to navigate the ever-changing games industry. 2. To develop their core skills to become game developers and designers that can work in either the standard model of games employment or to fashion and start their own businesses and create their own stories as they progress. 3. To develop the transferable skills that will allow them to work across projects from small scale, singular visions to large scale, multi-million pound AAA projects. 4. To develop students' skills in self-critical analysis of their own games designs, design practices and their influences to develop their own individual gaming voice. 5. To develop students' understanding of the professional practices involved within the games industry, marketing and self-publishing, and give them direct opportunities to create products and bring them to market through the creation of GIGames. 						
<p>29</p>	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>						
	<p><i>On successful completion of this programme, students will:</i></p> <table border="1" data-bbox="188 1765 1347 2016"> <thead> <tr> <th data-bbox="188 1765 300 1839">POs</th> <th data-bbox="300 1765 1062 1839">Programme Outcome Text</th> <th data-bbox="1062 1765 1347 1839">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1839 300 2016">PO1</td> <td data-bbox="300 1839 1062 2016"> Demonstrate in-depth knowledge and usage of specialist art and design software in the technical implementation of professional video games design and development. (AD 4.5, 6.4.3, 6.6.6) </td> <td data-bbox="1062 1839 1347 2016">a</td> </tr> </tbody> </table>	POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Demonstrate in-depth knowledge and usage of specialist art and design software in the technical implementation of professional video games design and development. (AD 4.5, 6.4.3, 6.6.6)	a
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	(CMF 4.3.5) (COM 3.3.4)		
PO2	<p>Confidently negotiate and manage conceptual video game art and design demonstrating comprehensive work flow and following core video games industry methodologies.</p> <p>(AD 4.3.1, 4.3.3, 4.5, 4.6.1.1, 6.3.1,6.4.2) (CMF 4.3.4, 5.4.5) (COM 3.3.3)</p>	a	
PO3	<p>Demonstrate comprehensive knowledge of the production processes and core game design principles of video games design and development.</p> <p>(AD 4.3.4, 6.3.3, 6.4.3) (CMF 4.1.6, 4.4.6, 5.4.1,) (COM 3.3.7)</p>	a, b	
PO4	<p>Critically analyse and evaluate games and gaming culture in the wider cultural context, including the impact of socialised gaming and cultural engagement.</p> <p>(AD 4.4.1, 4.4.3, 4.6.2.1, 6.4.1, 6.4.3) (CMF 4.1.4, 4.2.2, 4.2.9, 5.2.3)</p>	a, b	
PO5	<p>Demonstrate intellectual flexibility in the analysis, design and construction of solutions to video games industry-related tasks and problems.</p> <p>(AD 4.2.1, 4.3.1, 4.3.2, 4.3.6, 4.6.1.2, 4.6.2.1) (COM 3.3.5)</p>	a, b	
PO6	<p>Use suitable tools, communication methods and personal research in the implementation and documentation of video game design and development solutions producing outcomes that show self-motivation, self-discipline and reflexivity.</p> <p>(AD 4.3.1, 4.3.4, 4.6.1, 4.6.2, 4.6.6, 6.6) (CMF 5.2.6, 5.5.5, 6.1.1) (COM 3.5.3,)</p>	a, b	
PO7	<p>Demonstrate knowledge, and understanding of the commercial and economic context of the development of video games and the demands of working in a multidisciplinary team working to short deadlines including recognising the different roles, skills, structures and methods of organisation.</p> <p>(AD 4.3.1, 4.4.2, 4.5, 4.6.3, 6.3.1, 6.4.2, 6.6.4, 6.6.5) (CMF 6.1.6)</p>	a, b	

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	(COM 3.5.5)		
	<p>PO8 Communicate clearly, fluently and effectively in a range of styles appropriate to the context and engage effectively in academic discussion and present arguments in a professional manner to a variety of stakeholders at different levels.</p> <p>(AD 4.6.4, 6.6.3, 6.6.5, 6.6.6, 6.6.7) (CMF 6.1.5, 6.1.6) (COM 3.5.2)</p>	a, b	
	<p>PO9 Demonstrate in-depth knowledge and usage of specialist coding and development software in the technical implementation of professional video games design and development.</p> <p>(AD 4.3.3, 4.5, 4.6.5.2, 6.4.3) (CMF 4.3.5, 5.5.1) (COM 3.3.1, 3.3.2)</p>	b	
	<p>PO10 Confidently negotiate and manage code based development demonstrating comprehensive work flow and following core video games industry methodologies.</p> <p>(AD 4.3.1, 4.3.3, 4.3.5, 4.4.2, 4.5, 4.6.1, 6.3.3,) (CMF 4.3.4) (COM 3.3.2)</p>	b	
30	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>		
	<p>The entire teaching and learning strategy is focussed on producing independent and competent practitioners, fully aware of industry practice and expectations, by the time of graduation.</p> <p>Practical and professional skills will be developed through projects, briefs and assignments which develop and encourage practical experimentation and exploration of coding, art and the various technologies</p>		

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	<p>utilised within their creation and the application of theory to practice. Modules are designed to exist not just in isolation, but to interrelate and allow students to develop knowledge and skills that can be used further on in the programme to meet outcomes.</p> <p>Students come to the BA programme from a variety of backgrounds and with a range of skills and academic abilities. The strategy behind the structuring of Level 4 modules is to ensure all learners grasp both key theoretical concepts and practical skills before they then go on to apply and develop those skills in level 5 and beyond. Level 6 is very much built around the growth from student to practitioner, in readiness for employment within industry, plus the realisation of higher level academic skills and theory.</p> <p>Much of the pedagogic approach at level 4 is based upon acquiring skills from practice, exploration and enquiry. Practical demonstrations are followed by games-lab based sessions, informed by peer and tutor critique. This strategy continues into level 5, but at this stage, students take more ownership of their learning and begin creating their own briefs, supported by growing familiarity with reflective practice. Students will also be required to be active learners, and use their own research out of timetabled lessons as a springboard for implementation in taught sessions, fostering independence and initiative. This independence continues into level 6, with the aim of producing proactive, confident practitioners, capable of high-level critical analysis and information synthesis. Transferable skills of time management, reliability and punctuality are built into practical assignments throughout.</p> <p>Presentations, group critiques and seminars will help students to develop communication and analysis skills. Tutors will encourage a reflective approach, both in practical and theoretical elements of assignment work, and this will be demonstrated verbally, visually and in written form. The ability to apply problem-solving skills in a variety of contexts will be developed to encourage a resourceful approach to challenges, encouraging a flexible approach that will serve students well in a fast-paced industry.</p> <p>Learning will also be supported through tutorials, workshops, seminars and discussion. Students have access to three purpose-built computer rooms, and are expected to continue engaging with practical work outside formal sessions. The industry convention is for professionals to develop their work in response to briefs in a workshop environment, and this experiential approach, supported by feedback from staff, simulates that process.</p> <p>The Grimsby Institute operates over three triunes; this equates to trimester 1 and 2 at the University of Hull.</p> <p>Each triune consists of eight weeks of module delivery. Triune 1 has an extra week in which students are prepared for study at the new level.</p>
<p>31</p>	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment</i></p>

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	<p>The assessment approach is designed to ensure students' breadth and depth of knowledge and will be assessed summatively through completed games, prototype demos, 3D and 2D assets, marketing strategies, programming diagrams, game design documents, reflective evaluations, essays, reports and presentations. The assessment scheme will incorporate opportunities for formative assessment and feedback via tutorials, discussions, presentations and critiques to ensure students are able to achieve module outcomes effectively.</p> <p>As a creative discipline, the bulk of outcomes are practice-based solutions to briefs and these will be assessed accordingly, through proposals, practical outcomes, finished games and singular and group presentations. These will be accompanied by some form of making of e-books and evaluative statements, ensuring reflective practice feeds into the creative process and that students are able to demonstrate their ability to criticise, analyse and ultimately synthesise information and draw conclusions.</p> <p>All students will be entitled to at least one formal formative feedback session per assessment, as well as more informal in-session guidance and group critiques, mirroring industry practice.</p>
32	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>The BA Independent Games Design (Game Development) pathway will focus on those that wish to move into the business with a background in creating the code and logic for games. Utilising modern game engines as the basis for this development, their pathway will have specific modules that are tailored towards a deeper understanding of the coding needed to create playable and ultimately marketable games.</p> <p>The BA Independent Games Design (Game Art) pathway will focus on those that wish to move into the industry with a background and a portfolio built around the creation of assets for games. Again, they will have tailored modules that will focus on creating the visuals and designs for games to a polished, professional level.</p>
33	<p>Curriculum Structure <i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>

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Level 4 features common core modules in games conception and pre-production, a theory based module outlining the basic fundamentals of games design, alongside game mechanics and level design, an exploration of the basic principles of creating levels from both artistic and code based principles. These are followed by a further core module, Prototype Game Production, to introduce students to working in a team and a set brief. Students will then focus on three modules related to their specialist area: 2D asset creation and animation, GUI design and character design for the Game Art pathway; Introduction to scripting and node based coding, Coding for GUI and Developing engine-based coding for the Game Development pathway.



Core at level 5 is Advanced Game Project, common across both pathways, with Game Art learners also completing modules in 3D asset creation and environment production, and Game Development focussing on advanced coding/ scripting and team based coding. All students will have the opportunity to broaden their horizons and portfolio of skills with the choice of optional modules in narrative, music, character animation and AI for games. There is also a deeper theory based module, entitled The Theory of Fun and Games, where deeper understanding of advanced theories behind games and their production are explored.

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		Triune 1	Triune 2	Triune 3
Core		Theory of Fun and Games <small>(2 Assessments)</small> (20 Credits)	Game Narrative Design <small>(2 Assessments)</small> (20 Credits)	Advanced Game Project <small>(2 Assessments)</small> (20 Credits)
Art		Character Animation <small>(2 Assessments)</small> (20 Credits)	3D Assets Creation for Environments <small>(2 Assessments)</small> (20 Credits)	Environment Production for Games <small>(2 Assessments)</small> (20 credits)
Development		Advanced Coding and Scripting for 3D <small>(2 Assessments)</small> (20 Credits)	AI for Games <small>(2 Assessments)</small> (20 Credits)	Team Based Coding <small>(2 Assessments)</small> (20 Credits)
		Triune 1	Triune 2	Triune 3
		Dissertation <small>(8 Assessments)</small> (40 Credits)		
		Final Major Group Project <small>(8 Assessments)</small> (40 Credits)		
		Final Independent Project <small>(8 Assessments)</small> (40 Credits)		
34	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>			

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	N/A
35	<p>Condonement rules</p> <p><i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>
	N/A
36	<p>Internationalisation</p> <p><i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>
	<p>As an institution, Grimsby Institute Group recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts.</p> <p>Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly-changing global context.</p> <p>Culture and identity are recurrent themes in creative disciplines and the exploration of different international cultural approaches is encouraged in practical and theoretical work.</p> <p>Students from both pathways will be expected to create an online portfolio of work that is accessible from anywhere in the world. This reflects the global nature of the games industry and will further enable students to seek work not only in standard industry positions, but give them the basis to become active, professional freelancers for products being created in a marketplace that transcends standard geographic boundaries.</p>
37	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>

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	<p>The needs of learners with disabilities are taken into account in the design of all learning programmes, as per the requirements of the Equality Act 2010.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required. Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support and also timetabled study skills workshops.</p> <p>Within the Faculty of Digital and Creative Industries, curriculum content reflects a broad and inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged to take responsibility for their own learning.</p> <p>It is also designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body.</p> <p>The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and also at various student representative meetings. It is acted on, where necessary, and fed into the Quality cycle.</p>
<p>38</p>	<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>The focus on employability is driven institutionally and also at programme level. As an institution, Grimsby Institute Group students benefit from a designated employability officer, who runs dedicated HE events and workshops. An alumni association provides networking contacts for employment and internships.</p> <p>At programme level, employability is built into both the BA (Hons) Independent Games Design pathways, driving students forward and enabling them to create work that will be industry standard, culminating in modules specifically preparing students for industry in level 6. Industry norms, practices and environments are applied and simulated throughout, including relevant software, appropriate working practices, industry standard protocols and response to briefs.</p> <p>There are a number of transferrable employability skills students acquire on completion of the programme. These include:</p>

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	<p><u>Self management</u> – the ability to manage a workload, meet deadlines, work independently and set briefs</p> <p><u>Team working skills</u> – collaborative practice and group work is built into the programme, reflecting real-life industry situations</p> <p><u>Communication skills</u> – presenting work and explaining its function and purpose in visual, written and oral forms</p> <p><u>Critical skills</u> – the ability to analyse, formulate independent conclusions and articulate those; identification of own strengths and weaknesses, and areas for development</p> <p><u>General skills</u> – personal qualities of grit and determination, of enthusiasm for the discipline and the motivation to see projects to their conclusion; proficiency in a number of communication and information technologies; ability to work under pressure and accommodate change.</p> <p>The present programme has a strong reputation within the industry and, as such, benefits from links to a number of high-profile veterans, such as Jim Bagley, Jon Hare and Steve Lycett at Sumo Digital. These and other industry partners have provided constant feedback and input to ensure the course stays relevant.</p> <p>We have had success with students going on to work at Traveller's Tales on the recent Lego series of games and at Sumo Digital. There have also been independent successes with teams coming off the present degree with contracts with Microsoft, Nintendo and Sony alongside publishers in the mobile space.</p> <p>All work produced as part of the programme remains the intellectual property of the student.</p>
39	<p>Student engagement in curriculum and pedagogic design</p> <p><i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Student engagement is built into the curriculum design process at GIG. Representatives attend semesterly Faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development.</p> <p>They have been consulted, both formally and informally, in the design of the BA (Hons) Independent Games Design pathways, based on their experiences of the programme.</p>
40	<p>Ethical issues and risk</p> <p><i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>Maintaining the highest standards of teaching and learning are fundamental aims of the Grimsby Institute Group.</p>

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	<p>Grimsby Institute Group has clear and transparent policies and procedures in place for ethical review of research. An appropriate ethical framework is incorporated throughout programme and module design to uphold the highest standards of academic integrity.</p> <p>The Institute's Ethics Committee is made up of a panel of academics and Quality representatives. It is responsible for the ethical scrutiny of research proposals and practical project work, which ensures that a discussion of potential issues of ethical concern takes place before a project commences. It also ensures consistency of approach to ethical concerns.</p> <p>The ethical framework is used alongside the Institute's existing codes, policies and guidance documents, and guides students in how to act with integrity and use good judgment at all times.</p> <p>Rigorous assessment processes also ensure fair, transparent and ethically sound grading and feedback mechanisms.</p> <p>The nature of creative practice means that students sometimes push ethical boundaries and produce work that challenges these boundaries (for example, explicit or political content). Any games or portfolio work created on the course will go through a rigorous pre-production phase, and whilst it is not the institute's role to censor work, any problematic designs would be discussed at length to ensure the reasoning behind the decisions that have led to the proposal are considered and justified.</p>
41	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>Membership to UKIE will be a mandatory part of the course at £15 per year per student. UKIE, (UK Interactive Entertainment), is the only trade body for the UK's games and wider interactive entertainment industry. They are a not-for-profit organisation and are passionate about games, games businesses and their place in the world. Everything they do helps to support, grow and promote the UK games and interactive entertainment industry.</p>
C	<p>RECRUITMENT AND ADMISSIONS INFORMATION</p>
42	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>All Grimsby Institute students benefit from small group sizes and high levels of support and access to staff. Tutors are all subject specialists with industry experience in their disciplines, and commit to carrying out industrial updating as well as research and scholarly activities.</p> <p>All students benefit from working in a vibrant digital and creative arts faculty with opportunities for interdisciplinary work.</p>

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	<p>As well as GIG's usual marketing strategies, The programme Leader will continue with the following actions already being implemented for the 2017-18 academic year and beyond:</p> <ul style="list-style-type: none"> • For the past two years, we have been proud to be part of the Global Game Jam which happens in January. The Grimsby Institute is an official Jam site and on both occasions we have had successful applicants from current students, along with high participation from the Level 3 students and even from the general public. This opportunity to work with the staff at the institute in our purpose-built rooms gives prospective level 3 students the chance to experience working within the University building and with the degree staff, along with the process of game making in a highly-creative environment. • We have a very successful and active social media presence with present students and alumni contributing ongoing projects along with critical feedback and industry discussions. We are also very active on Twitter and have a purpose-built blog that we use for longer pieces to engage present and prospective students. • We regularly run masterclasses for the level 3 students at the Institute, which along with the Game Jam, gives them a taster for what will be offered by the course. Further to this, we regularly invite the level 3 students over to act as QA testers on the Level 5 and Level 6 games, again giving them the opportunity to see the strength and breadth of the work being produced and to inspire them to become more skilled at their chosen discipline.
<p>43</p>	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>
	<p>a.b. According to the UCAS 2017 tariff, standard entry requirement for the degree will be 80 UCAS points, with a minimum of grade 'C' in both GCSE Maths & English. This equates to MMP at Btec National Diploma level, grades CCD at 'A' Level, and on the Diploma Foundation Studies (Art, Design & Media) this is equal to a Merit.</p> <p>However, in line with the widening participation brief and lifelong learning strategy, the Institute will also encourage applications from non-traditional learners who lack formal academic qualifications. All such non-traditional applicants will be interviewed, set an appropriate piece of work and a judgement made taking into account their academic potential and relevant experience.</p> <p>Applicants for the Games Art pathway will be expected to show a portfolio of work that encompasses both practical and digital design. Applicants for the Games Development pathway will be expected to show evidence of engine based coding or other applicable coding examples (HTML5, asp.net etc).</p> <p>Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) (see section 8.3 - Accreditation of prior learning (experiential and certificated) - of the Higher Education Quality Handbook).</p>

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	<p>Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison.</p> <p>Students may also be eligible to apply for life or work experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. These APeL claim forms must be supported by a portfolio of evidence including supporting letters or statements from third parties (i.e. employers) to validate any claims made within the portfolio by the applicant. Further, a letter or statement of support from the programme leader identifying any interviews or discussions that have taken place with particular attention being paid to ensure that should the accreditation be granted, the applicant or enrolled student would be able to cope with the demands of the programme.</p> <p>The Institute recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above please contact the HE Admissions for further guidance on +44 (0) 800 328 3631.</p>													
44	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>													
	<p>International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by the UK Border Agency.</p>													
D	<p>IMPLEMENTATION STRATEGY</p>													
45	<p>Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Estates:</td> <td></td> </tr> <tr> <td>Library:</td> <td>With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.</td> </tr> <tr> <td>Admissions:</td> <td>N/A</td> </tr> <tr> <td>Careers:</td> <td>N/A</td> </tr> <tr> <td>Visa Compliance:</td> <td>N/A</td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td>N/A</td> </tr> </table>		Estates:		Library:	With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.	Admissions:	N/A	Careers:	N/A	Visa Compliance:	N/A	Other (<i>Please specify</i>):	N/A
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Careers:	N/A													
Visa Compliance:	N/A													
Other (<i>Please specify</i>):	N/A													
46	<p>Existing programmes/students affected by this proposal</p>													

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	<i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>
	None
E	POST PROGRAMME OPPORTUNITIES
45	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>
	Students could progress to Masters provision at other Universities, or PGCE programmes
46	Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELI) data.</i>
	Upon completing the programme, graduates will be equipped to enter industry across a range of professional and transferable disciplines: Games Designers, Level Designers, 3D Artists, 2D Artists, UI designers, Programmers.

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F	<p>CURRICULUM MAPS</p> <p><i>Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.</i></p> <p><i>Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.</i></p> <p><i>In Columns 1-3, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.</i></p> <p><i>In Column 4, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.</i></p> <p><i>In Column 5, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).</i></p> <p><i>In Column 6, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).</i></p> <p>Please note: A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage. A worked example is provided in Appendix 1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">KEY:</td> </tr> <tr> <td>P/V= Programme or Variant</td> <td>PO = Programme Outcome</td> </tr> <tr> <td>PW = Pathway</td> <td>T1,2,3 = Trimester 1,2,3</td> </tr> </table>	KEY:		P/V= Programme or Variant	PO = Programme Outcome	PW = Pathway	T1,2,3 = Trimester 1,2,3
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS																	
Programme/Variant Titles and Identifiers: PW1 - BA (Hons) Independent Games Design (Game Art) PW2 - BA (Hons) Independent Games Design (Game Development)																	
1	2	3	4	5			6										
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
Certificate Stage																	
Triune 1																	
Games Conception and Pre-Production	4	20	1. Essay 2. Promotional Trailer Video	C	C	C				P	P				P		
2D Asset Creation and Animation	4	20	1. Practical Portfolio 2. Log Book	C	C			P					P				
Introduction To Node Based Scripting	4	20	1. Level Component Plan 2. Practical Portfolio	C		C							P			P	
Triune 2								PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10

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Character Design	4	20	1. Practical Portfolio 2. Log Book	C	C			P					P				
Developing Engine Based Coding	4	20	1. Practical Portfolio 2. Log Book	C		C							P				P
Game Mechanics and Level Design	4	20	1. Practical Portfolio 2. Report	C	C	C		P				P					P
Triune 3																	
Coding for GUI	4	20	1. Practical Portfolio 2. Research Plan	C		C						P				P	P
Prototype Game Production	4	20	1. Pre-Alpha Game 2. Evaluation	C	C	C		P	P	P			P	P		P	P
GUI Design	4	20	1. Practical Portfolio 2. Research Plan	C	C				P			P				P	
Diploma Stage																	
Triune 1																	
Theory of Fun and Games	5	20	1. Essay 2. Presentation	C	C	C						P				P	
Advanced Coding and Scripting for 3D	5	20	1. Practical Portfolio 2. Research Plan	C		C							P				P
Character Animation	5	20	1. Practical Portfolio 2. Log Book	C	C							P		P			

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Triune 2																	
Game Narrative Design	5	20	1. Interactive Fiction Video Game 2. Research Documentation	C	C	C		P					P				
AI For Games	5	20	1. Technical Portfolio 2. Technical Log Book	C		C							P			P	
3D Asset Creation for Environments	5	20	1. Practical Portfolio 2. Log Book	C	C				P			P					
Triune 3																	
Advanced Game Project	5	20	1. Game Submission and e-book 2. Reflection	C	C	C		P	P	P		P	P	P		P	P
Environment Production for Games	5	20	1. Practical Portfolio 2. Evaluation	C	C			P		P				P			
Team Based Coding	5	20	1. Practical Portfolio 2. Evaluation	C		C				P				P		P	
Honours Stage																	
Triune 1, Triune 2 and Triune 3																	
Final Major Group Project	6	40	1. Final Game 2. Game Design Document	C	C	C				F			F	F			

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			3. Personal Evaluation														
Final Independent Project	6	40	1. Portfolio 2. Research Report	C	C	C		F	F							F	F
Dissertation	6	40	1. Dissertation 2. Presentation and Ethics Document	C	C	C					F	F			F		