




**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Anticipating Future Practice in the Games and Animation Industries		
Module Code	UPCNAF-30-3	Level	3
For implementation from	Sept 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts, Creative Industries and Education	Field	Cultural Industries
Department	Arts and Cultural Industries		
Contributes towards	BSc (Hons) in Games and Animation Production		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Not offered as a stand-alone module. Programme entry requirements apply.		

Part 2: Description
<p>This module is intended for the student to research and develop understanding of new and emerging technologies and skills relevant to their chosen career pathway within the Games and Animation industries.</p> <p>Students will be expected to evaluate their personal skills and examine their potential roles in the industry, determine what technical and emerging skills will be required, and then develop their knowledge and skills base in response to the perceived need.</p> <p>This module is highly personalised and it is expected that the skills that will be developed will be unique to the needs of the student. It is expected that the students' new skillset will be directly applied to other modules of the BSc; most notably, the Specialised Production module.</p>
Part 3: Assessment
<p>Assessment criteria on this module are aligned to the intended learning outcomes. There will be both formative and summative assessment. This reflects an 'assessment for learning' approach which integral to the Learning and Teaching Strategies of UWE, Bristol and HE at University Centre Weston.</p> <p>Assessment takes an inclusive approach to meet the diverse needs of students and ensures that academic standards are maintained.</p> <p>Assessment approaches and contexts provide the controlled conditions to ensure fair practice.</p> <p>This module is intended for the student to identify potential existing or anticipated skills that they need to acquire.</p>

<p>The skills that the students need to learn will be highly individualised and will as a result be highly autonomous in nature. It is expected that this new knowledge will be re-iterated as part of their specialised production and in line with their future employment prospects.</p> <p>The presentation aspect of the module is included to encourage the students to consider their place in the larger context of Games and Animation Production. It enables students to visualise their personal ambitions, evaluate their strengths and weaknesses and investigate anticipated developments in the Games and Animation sector. Being able to articulate their findings to others and create a response will enable the student to take a more holistic and objective viewpoint of their potential future employment and its' associated skills.</p> <ul style="list-style-type: none"> • Formative assessment will be given by the Module Tutor throughout. Actions will be agreed and the student will be expected to act upon them. Regular reviews will be conducted on a monthly basis. • Summative assessment will be given by the Module tutor and second marker at two points in the module, with feedback designed to assist the student in improving their work. • All research will need to be accurately cited and include a Harvard referenced Bibliography. <p>Resit work that ensures ILOs are met will be determined by the module leader and approved by the link tutor, for each failed component.</p>	
Identify final timetabled piece of assessment (component and element)	Component A2
% weighting between components A and B (Standard modules only)	A:
	100
First Sit	
Component A Description of each element	Element weighting (as % of component)
1. A formal presentation of approximately 10 minutes in duration that evidences a critical evaluation of personal skills relevant to the Animation & Games industries.	50
2. A formal presentation of approximately 10 minutes in duration that explains the emerging processes relevant to chosen career ambitions	50
Component B Description of each element	Element weighting (as % of component)
Resit (further attendance at taught classes is not required) Resit work that ensures ILOs are met will be determined by the module leader and approved by the link tutor, for each failed component.	
Component A Description of each element	Element weighting (as % of component)
1. A formal presentation of approximately 10 minutes in duration that evidences a critical evaluation of personal skills relevant to the Animation & Games industries.	50
2. A formal presentation of approximately 10 minutes in duration that explains the emerging processes relevant to chosen career ambitions.	50

Component B Description of each element	Element weighting (as % of component)																																					
Part 4: Teaching and Learning Methods																																						
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Research emerging technical processes relevant to their chosen career paths. (A2) • Evaluate their personal skills and devise a plan to improve /address perceived weaknesses.(A1) • Establish specific technical processes and techniques in their personal workflow and articulate their relevance to potential career paths.(A2) • Develop and refine knowledge of technical processes relevant to student progression (A1) • Identify & articulate opportunities to use new knowledge in future short and long-term modules & projects (A2) • Locate personal role within open and/or flexible contexts requiring a level of autonomy(A1) 																																					
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" data-bbox="480 1021 895 1050">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="480 1055 1390 1084"></td> </tr> <tr> <td colspan="4" data-bbox="480 1088 1107 1126"><i>Number of credits for this module</i></td> <td data-bbox="1107 1088 1390 1126" style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <td colspan="5" data-bbox="480 1131 1390 1167"></td> </tr> <tr> <th data-bbox="480 1171 616 1361">Hours to be allocated</th> <th data-bbox="616 1171 775 1361">Scheduled learning and teaching study hours</th> <th data-bbox="775 1171 943 1361">Independent study hours</th> <th data-bbox="943 1171 1107 1361">Placement study hours</th> <th data-bbox="1107 1171 1254 1361">Allocated Hours</th> <td data-bbox="1254 1171 1390 1361"></td> </tr> <tr> <td data-bbox="480 1366 616 1404" style="text-align: center;">300</td> <td data-bbox="616 1366 775 1404" style="text-align: center;">72</td> <td data-bbox="775 1366 943 1404" style="text-align: center;">228</td> <td data-bbox="943 1366 1107 1404" style="text-align: center;">0</td> <td data-bbox="1107 1366 1254 1404" style="text-align: center;">300</td> <td data-bbox="1254 1366 1390 1404" style="text-align: center;"></td> </tr> <tr> <td colspan="5" data-bbox="480 1408 1390 1444"></td> </tr> </tbody> </table>	Key Information Set - Module data										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300						
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="619 1715 1305 1944" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" data-bbox="619 1715 979 1744">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td data-bbox="619 1749 1166 1827">Written exam assessment percentage</td> <td data-bbox="1166 1749 1305 1827" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="619 1832 1166 1865">Coursework assessment percentage</td> <td data-bbox="1166 1832 1305 1865" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="619 1870 1166 1904">Practical exam assessment percentage</td> <td data-bbox="1166 1870 1305 1904" style="text-align: center;">100%</td> </tr> <tr> <td data-bbox="619 1908 1166 1944"></td> <td data-bbox="1166 1908 1305 1944" style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%																											
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Reading List	<p>Gregory, J. (2014) <i>Game Engine Architecture</i>, 2nd Ed, Abingdon: CRC Press Chandler, H.M. (2014) <i>The Game Production Handbook</i>. 3rd ed. Burlington, MA:</p>																																					

	<p>Jones Et Bartlett. Dunlop, R., ed. (2014) <i>Production Pipeline Fundamentals For Film and Game</i>. Oxford: Focal Press. Schell, J, ed. (2014) <i>The Art of Game Design: A Deck of Lenses</i>. 2nd ed. United States: CRC Press Milic, L. and McConville, Y. (2006) <i>The Animation Producer's Handbook</i>. Maidenhead: Open University Press [U.a.]. Bacher, H.P., ed. (2008) <i>Dream Worlds: Production Design in Animation</i>. Burlington, MA: Focal Press.</p>
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First CAP Approval Date	21 st March 2017 v1 MIA 10600			
Revision CAP Approval Date		Version	2	