University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	Weston College		
Delivery Location	University Campus Weston College, Loxton Road, Weston-super-Mare.		
Study abroad / Exchange / Credit recognition	N/A		
Faculty responsible for programme	Arts, Creative Industries and Education (ACE)		
Department responsible for programme	Department of Arts and Cultural Industries		
Modular Scheme Title	FdSc Games and Animation Production		
Professional Statutory or Regulatory Body Links	N/A		
Highest Award Title	FdSc Games and Animation Production		
Default Award Title			
Fall-back Award Title			
Interim Award Titles	Certificate of Higher Education in Games and Animation Production		
UWE Progression Route			
Mode(s) of Delivery	FT / PT		
Codes	**UCAS:**	**JACS:**	
	ISIS2:	**HESA:**	
Relevant QAA Subject Benchmark Statements	Art and Design Communication Media Film and Cultural Studies QAA benchmark for foundation degrees		
First CAP Approval Date	June 2015	Valid from	September 2015
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	September 2021		

Part 2: Educational Aims of the Programme

Broad Aims

1. Develop students' ability to become autonomous learners and to reflect upon personal skill development, thus encouraging life-long learning.
2. Develop appropriate research and communication skills to underpin a creative process and /or product.
3. Prepare students to use skills developed in an employment context, such as effective time and process management, working to client briefs and working collaboratively.
4. To widen access to HE in this field.

Specific Aims

1. Provide students with high quality teaching and learning experiences that are relevant to careers in the creative industries with a focus on games and animation production.
2. Develop subject specific knowledge and understanding appropriate to the application of games and animation production and the changing environment in which it operates
3. To have the capacity for critical analysis, evaluation and synthesis, through the application of knowledge to a wide range of contexts relating to study within the broad field of creative industries.
4. Encourage creativity and the development of narrative within the application of games and animation production.
5. Develop production skills from pitching a concept to completion.
6. To enable progression to further study.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This programme is centred on the development of individuals who can respond creatively to work challenges in games and animation, who are able to communicate effectively within the industry, and have the confidence to pitch and defend their proposals. The programme covers the core skills required in game and animation production, from initial concept and pitching to design, script writing, story boarding, modelling, lighting, texturing, rigging, animating, rendering, sound design, compositing and distribution. Students will emerge with comprehensive digital skills and considerable hand drawn output. This programme brings together skills knowledge and understanding from both the games and animation domains.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding (Subject Specific)

- Demonstrate subject knowledge and understanding of creative games and animation practice, and the external environment in which it operates.
- Know how to use this knowledge and understanding effectively to contribute to commercial success both within and beyond the field of games and animation.

B. Intellectual Skills (Generic)

- Demonstrate cognitive skills of critical thinking, analysis and synthesis; and demonstrate the ability to solve structured and unstructured problems in unpredictable contexts.
- Conduct appropriate research and analysis in games and animation, and creative industries associated business topics, and gather and evaluate evidence and information from a range of sources.
- Maintain oversight of the context within which games and animation production occurs taking into account the environmental, social, political moral and ethical, economic and technological context of production.

C. Subject/Professional/Practical Skills (Subject Specific)

- Create games and animation from concept to completion utilising a range of practical 2D/ 3D traditional and 2D/3D digital activities and tools, including drawing from life and maquette production, character development, concept art, background art, rigging, texturing, compositing.
- Demonstrate use of a range of visual narrative forms for the purpose of storytelling.
- Apply appropriate ludology for a range of identified audiences.

D. Transferable Skills and other attributes (Generic)

- Communicate effectively and appropriately both orally and in writing, and through drawing and digital manipulation, using a range of formats and media relevant to work in games and animation production.
- Demonstrate awareness of developments of contemporary technology and how it can be used in order to be able to operate effectively in a dynamic marketplace.
- To apply social, moral and ethically responsible practice in the context of games and animation production activity.
- Demonstrate effective self-management skills; and demonstrate the ability to learn and work autonomously and in teams and reflect through self-appraisal.

Learning Outcomes:	UPCP6B-30-1: Visual Narrative Forms	UPCP6A-15-1: Technical Skills for Games and Animation	UPCP6C-30-1: Conceptual Exploration and Synthesis	UPCP6D-30-1: Concept to Completion	UPCP6E-15-1 Context- Past, Present, Future	UPCP6F-45-2: Collaborative Production Practices	UPCP6G-30-2 Work based Learning: Games and Animation	UPCP6H-45-2 Independent Production Practice
A) Knowledge and understanding of:								
Demonstrate subject knowledge and understanding of creative games and animation practice, and the external environment in which it operates.		X	X	X	X	X	X	X
Know how to use this knowledge and understanding effectively to contribute to commercial success both within and beyond the field of games and animation.				X	X	X	X	X
(B) Intellectual Skills								
Create games and animation from concept to completion utilising a range of practical 2D/3D traditional and 2D/3D digital activities and tools, including drawing from life and maquette production, character development, concept art, background art, rigging, texturing, compositing.	X	X	X	X		X	X	X
Conduct appropriate research and analysis in games and animation, and creative industries associated business topics, and gather and evaluate evidence and information from a range of sources.	X		X	X	X	X	X	X
Maintain oversight of the context within which games and animation production occurs taking into account the environmental, social, political moral and ethical, economic and technological context of production.	X	X	X	X	X	X	X	X
(C) Subject/Professional/Practical Skills								
Create games and animation from concept to completion utilising a range of practical 2D/ 3D traditional and 2D/3D digital activities and tools, including drawing from life and maquette production, character development, concept art, background art, rigging, texturing, compositing.	X	X	X	X		X	X	X
Demonstrate use of a range of visual narrative forms for the purpose of storytelling.	X		X	X		X	X	X
Apply appropriate ludology for a range of identified audiences.	X	X	X	X	X	X		X
(D) Transferable skills and other attributes								
Communicate both orally and in writing, and through drawing and digital manipulation, effectively and appropriately, using a range of formats and media relevant to work in games and animation production.	X	X	X	X	X	X	X	X
Demonstrate the ability to stay up to date with developments of relevant technology and how it can be used in order to be able to operate effectively in a dynamic marketplace.			X	X	X	X	X	X
To apply social, moral and ethically responsible practice in the context of games and animation production activity.	X	X	X	X	X	X	X	X
Demonstrate effective self-management skills; and demonstrate the ability to learn and work autonomously and in teams and reflect through self-appraisal.	X	X	X	X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The main focus of learning and teaching is experiential learning through project work.

Learning and teaching methods for Games and Animation Production are varied and include:
1. Input from tutors.
2. Practical workshops.
3. A package of self-study tasks.
4. In course and final controlled condition assessments.

The range of modules that comprise the individual programme is structured in order to enable a logical progression from each stage onto the next. Advice is offered on the student's personal development within the programme at the beginning of each semester. The combination of structured teaching and the student's own research and development, whether individually or in groups, is our proven and developed method for learning. These activities complement each other. All study topics are project and/or assignment or work-based learning and teaching methods may vary with the nature of the programme. There will be briefings, projects and assignments, group workshops, practical 'hands-on' sessions, seminars, lectures and tutorials. The most effective mode of delivery is chosen for the project the students are working on. Many assignments require students to undertake research, and to present a written component. This will usually be word-processed as specified in the module criteria.
Developing graduate (transferable) skills has been given significant priority and to this end all modules include these as integral elements within their curriculum. The programme employs a number of learning and teaching strategies and methods common across its modules. It is in this context that terms like demonstration, critique, workshop and laboratory for example should be understood.
Project and portfolio work and other tasks based on research that are carried out independently or in groups. Problem solving tasks, tasks relating to listening, reading, writing and speaking, especially:
Individual tasks, pair and group tasks, discussions, role plays and simulations, a range of different self-study activities.

Types of learning situation

1. Contact with the tutor (contact or **scheduled hours**) learning activities such as lectures, seminars, tutorials, studio sessions, fieldwork, visits, etc. which involve the direct, timetabled support of academic and technical staff.

2. Study outside class times as directed by the lecturer (**directed learning**), learning activities undertaken by students at the instigation of staff which involve the completion of programmed tasks such as supplementary reading, the completion of assignments, skills development, and search and find activities, group work.

3. Study at students' own initiative (**independent learning**) learning activities undertaken by students which may supplement supported and/or directed study and allows them to pursue special interests in depth or extend their interests outside the programme curriculum.

4. Work based learning is a feature of this programme (**placement learning**).
Project work in year 1 and 2, but especially in year 2, emulates industry practice and, where possible, students will work on live or simulated live briefs. Students will work as an

individual and in groups on games and animation production projects. Students will be prepared to engage with work-based and work-related projects in a range of ways which will ensure that they know, in advance, what to expect and how to operate within the workplace. In addition there will be sessions on career planning and preparation.

There will be opportunities for work-based and work-related learning including visits to studios and from professionals working in the field of games and animation. Staff will arrange visits and opportunities for learning and participation outside the formal curriculum.

There is supplementary instruction in study skills available via Weston's HE LibraryPlus (HELP) programme.

Supplementary instruction is also via online tutorials and staff will provide links to these materials via the VLE.

Support for students with disabilities/additional needs
Before enrolment, contact is made with applicants to request information about known disabilities or need for additional support. At enrolment, all students are screened using the Quickscan programme for SpLD. Consultations are arranged between students and the disability adviser to discuss potential support needs and diagnosis. Many students are picked up at this stage who have not previously accessed support. The disability adviser supports the students through diagnosis of need and application for support through the DSA. In many cases, students not eligible for DSA can still be offered additional support directly from Weston College.
The disability adviser works closely with the support team and the course curriculum tutors to deliver the 1:1 support as required. The team works diligently to ensure differentiation in the classroom and reasonable adjustments to all controlled components of the degree course are made, in line with the Equality Act.
The support team design and deliver training for HE curriculum staff that runs on HE Continuing Professional Development days. Regularly training is also provided for HE support staff.
The disability adviser regularly runs student forums to obtain feedback from students with additional needs that feeds back into the support provision on offer.

At UWE, there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Games and Animation Production programme teaching is a mix of scheduled, independent, and placement learning as described below.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Part 4: Student Learning and Student Support

Placement learning: The programme includes a work-based learning module.

Description of the teaching resources provided for students

Students have a dedicated room on the Weston College University Campus, Loxton Road, with a fully integrated IT structure. Additional teaching rooms for contextual studies and study skills are also available. High end computers capable of running a range of software used by industry are available.

University Campus at Weston houses a significant number of art and design programmes with the associated facilities of sound and film recording, green screen, performance spaces, 2D and 3D manufacturing workshops, studios to support professional projects and a well-equipped library.

Description of any Distinctive Features

Students at Weston are encouraged to engage in enterprise education and will be exposed to a range of industry focused opportunities including visits.

A number of staff are professional practitioners and this impacts on the currency of content.

WBL is a feature of this programme. There are opportunities to work with UWE on collaborative projects as well as with students in related discipline based at Weston College.

The programme is unusual in combining core elements of both games and animation production. Its focus is on the production pipeline and the majority of modules result in a games and animation project-based outcome. All modules are compulsory whilst there is scope for choice within the content.

The programme enables a degree of specialisation whilst covering the key concepts and fundamental features of both games and animation.

Part 5: Assessment

A: Approved to University Regulations and Procedures

Assessment Strategy

Assessment is in line with UWE regulations. All modules are Project Module and as such have controlled conditions assessment component as component A.

Work based learning is assessed by a presentation work to tutors on the work based learning undertaken and students are required to reflect and evaluate their learning in a written submission. Assessment is a combination of written work submitted via Turnitin and project work submitted as a portfolio/ body of work. Where there is group work students will be required to identify their contribution. Assessment is linked directly to ILOs, as is marking criteria.

The process of constructive alignment is adopted throughout.

Assessment Map

The programme encompasses a range of **assessment methods** including; portfolio, presentations, essays. These are detailed in the following assessment map:

Assessment Map for FdSc Games and Animation Production

		Type of Assessment*				
		Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Portfolio
Compulsory Modules Level 1	**UPCP6B-15-1** Visual Narrative Forms					A (100)
	UPCP6A-30-1 Technical Skills for Games & Animation	A (100)				
	UPCP6C-30-1 Concept Exploration & Synthesis					A (100)
	UPCP6D-30-1 Concept to Completion			A (25)		A (75)
	UPCP6E-15-1 Context: Past, Present, Future		A (50)	A (50)		
Compulsory Modules Level 2	**UPCP6F-45-2** Collaborative Production Practice				A (30)	A(G) (70)
	UPCP6G-30-2 Work Based Learning: Games & Animation		A (50)	A (50)		
	UPCP6H-45-2 Independent Production Practice			A (25)		A (75)

Part 6: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules.

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UPCP6B-30-1: **Visual Narrative Forms**	None	Other requirements: Certificate of Higher Education in Games and Animation Production following successful completion of 120 credits.
	UPCP6A-15-1: **Technical Skills for Games and Animation**		
	UPCP6C-30-1: **Conceptual Exploration and Synthesis**		
	UPCP6D-30-1: **Concept to Completion**		
	UPCP6E-15-1: **Context- Past, Present, Future (15 credits)**		

	Compulsory Modules	Optional Modules	Final Award
Year 2	UPCP6F-45-2: **Collaborative Production Practice**		240 credits at levels 1 and 2 (FHEQ levels 4 and 5) are required for the award of FdSc Games and Animation Production.
	UPCP6G-30-2: **Work based Learning: Games and Animation**		
	UPCP6H-45-2: **Independent Production Practice**		

Graduation

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UPCP6B-30-1: **Visual Narrative Forms**	none	Other requirements:
	UPCP6A-15-1: **Technical Skills for Games and Animation**		
	UPCP6C-30-1: **Conceptual Exploration and Synthesis**		

Year 2	UPCP6E-15-1 **Context- Past, Present, Future**	none	Certificate of Higher Education in Games and Animation Production following successful completion of 120 credits.
	UPCP6D-30-1 **Concept to Completion**		
	UPCP6G-30-2: **Work based Learning: Games and Animation**		

	Compulsory Modules	Optional Modules	Final Awards
Year 3	UPCP6F-45-2: **Collaborative Production Practices**	none	240 credits at levels 1 and 2 (FHEQ levels 4 and 5) are required for the award of FdSc Games and Animation Production.
	UPCP6H-45-2: **Independent Production Practice**		

Graduation

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

Applicants should normally have completed one of the following:

- A Foundation course of at least one year's duration.
- 180-220 UCAS points obtained through one of the following: 2 or more A levels to ideally include a grade C in a related area
- A BTEC extended diploma or national diploma in an appropriate art and design subject or other evidence of potential to study at degree level.
- An Access to HE programme in Art and Design or a related subject.
- Advanced diploma in related area.

- **English Language Requirements:**
- All students will normally have a recognised English Language qualification of at least GCSE grade C or equivalent to include functional skills. . If English is not the first language an IELTS 6.0 is required,

Part 8: Reference Points and Benchmarks

The programme has been designed with reference to the following:-

QAA UK Quality Code for HE
National qualification framework
http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-

Relevant Subject Benchmark statements
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Communication-media-film-and-cultural-studies.pdf

Qualification characteristics for Foundation degrees
http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-

University strategies and policies
Staff research projects
Reference has also been made to the graduate outcomes identified in the QAA-HEA Guidance. This relates specifically to ESD but wider discussion of graduate attributes under the HEA enhancement theme has also informed the programme design.

Creative Skillset guidance as follows:-
http://creativeskillset.org/assets/0000/0104/Animation_Undergraduate_Accreditation_Guidelines.pdf
http://creativeskillset.org/assets/0000/0076/Computer_Games_Guidelines_July_2013.pdf

All of the documentation above was made available to the staff team and industry consultants in the development of the programme. This can be seen in the minutes of meetings. It is essential to refer to the QAA foundation benchmark in order to check that the requirement are included- and the FHEQ to check levels.

Part 8: Reference Points and Benchmarks

Creative Skillset accreditation guidance was referred to as a check to ensure industry relevance.

QAA subject benchmarks were used to guide content development.

HEA guidance on graduate attributes informed the programme and module learning outcomes.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

A range of methods have been used in the development of this programme including direct involvement of students and employers in meetings, specific student consultation forums and in a programme development away day.
Representatives from industry have been consulted frequently throughout the development of the programme
Evidence from annual programme monitoring and review of foundation programmes in related fields has indicated best practice .External examiner reports have also guided staff in determining how best to ensure a high quality learning and teaching experience for all students.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.