

Validation Document		
1	Title of Programme	Pearson BTEC Level 4 Higher National Certificate in Creative Media Production (Game Development) - 603/2286/X Pearson BTEC Level 5 Higher National Diploma in Creative Media Production (Game Development)- 603/2282/2
2	Award (e.g. FdA, FdSc)	HNC/HND
3	Contained Award	Pearson BTEC Level 4 Higher National Certificate in Creative Media Production (Game Development) - 603/2286/X (if enrolled onto the HND)
4	UCAS code (if applicable)	CMP1
5	HECOS codes	100060/100443
6	Mode of Study (full and/or part-time)	HNC: Full-time HND: Full-time
7	Duration (total number of years)	HNC: 1 Year HND: 2 Years (1 Year if topping up HNC)
8	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
9	Accrediting Professional / Statutory Body (if applicable)	n/a
10	Location of delivery	Scarborough TEC
11	Faculty	ACCE
12	Entry requirements	
<p>Standard offer Standard entry requirement for the foundation degree will be 80 UCAS points, with a minimum of grade C/4 in GCSE or equivalent qualification in English and Maths.</p> <p>Non-standard offer The TEC Partnership will also encourage applications from non-traditional learners who lack formal academic qualifications. All non-traditional applicants will be assessed through an interview assessing their overall interest in the subject matter as well as current academic skills, set an appropriate piece of work (an essay to test written skills, and a practical task involving digital creativity or a portfolio of relevant work), a judgement is then made considering their academic potential and relevant experience and skills. For example, a person may not have a background in computing, but have excellent problem solving and logical abilities and have a desire to change careers through training. In line with a strengths-based approach to widening participation, students without direct experience will</p>		

be offered extra support and will also benefit from regular tutorials with the Programme Leader so that they feel they are fully supported during their educational journey.

Accreditation of prior learning

Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APEL) – refer to the HE07 Admissions, Admissions Appeals and APEL.

International admissions

The TEC Partnership 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 TEC Partnership's admissions team on +44 (0) 1472 311222 ext 434.

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 UK Visas and Immigration

13	Minimum number of students required for the programme to run	8
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14	Degree classification weighting	
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The final award is classified in line with Pearson’s regulations for the award of Pass/Merit/Distinction.

15	Aims of the programme and distinctive features/fit with existing provision	
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When you play a game, are you just playing or are you thinking about how it is made, the graphics, the sound, the narrative, and how it encourages to keep trying even when you fail? A career in games development used to be for very few and need more luck than talent, however as the industry has grown exponentially, the opportunities have also increased. From working in huge teams in international organisations producing triple-A titles, medium-sized business outputting a whole range of types of games and indie developers with key outlets such as Steam and app stores, the options for a career in games is wide open and exciting. Of the whole UK entertainment industry, the digital games sector comprises more than 50% with over 2000 companies and annual sales over £5billion. Nearly 90% of UK game workers have at least one degree and this HNC/HND course will set you on the path to being part of this growing and dynamic profession.

Our HNC/HND Creative Media Production (Game Development) follows industry practice, starting with ideas generation and creating designs, then developing a wide range of practical skills with the aim of producing playable games. You will be empowered in developing clear and in depth knowledge in a variety of areas, then supported in specialising your particular interests and talents in individual projects. Teamwork is essential in the game industry and the collaborative projects in this programme allow you to develop the communication, co-operation and compromise skills needed to work creatively with others to deadlines, and learn how to work flexibly and resolve any challenges.

In Year 1 (HNC Level 4), the focus is on establishing core practice of creating a game including concept art, design methodologies, development in specialist software and 3D modelling. Alongside these practical skills you will also study how the industry works, the options for your future employment or self-employment, and develop yourself as a professional including learning how to pitch confidently.

Year 2 (HND Level 5) builds upon the practical skills you have learned in the first year, with an emphasis on developing an independent approach to working. You will advance your game development skills including scripting and designing environments and levels, and also study platform-specific development for mobile games. In addition, you will learn how to market and promote the games you produce.

A graduate from this programme will have an in depth understanding of the game design and development process as a whole, a range of skills to effectively produce playable games and an interesting portfolio to support applications for future education and employment. They will have worked to client briefs and developed transferable skills, including collaboration, to present themselves as confident professionals ready for their next step in the industry.

Aims:

- To practice and develop professional technical skills in game development alongside design principal and scholarly skills to meet contemporary industry and education expectations.
- Provide a creative and professional studio environment that engenders a response progressive approach to learning and self-development replicating industry practice, employing up-to-date technology and techniques, and exploiting advances in new and exciting technology in the future.
- Foster realistic acquisitions of knowledge and understanding specific to both game industry standards and education standards by developing students' technical, creative and academic abilities.
- Focus on an individual achieving outstanding technical, creative, academic and informed creative responses to game development challenges.
- Further underpin a student's knowledge and understanding with a teaching team of industry practitioners who actively create rigorous and robust links with the industry both local and further afield and gain a broad and deep understanding in the field.
- Develop students' analytical approach to situations and problems found in the industry and provide an industry responsive curriculum that provides practical skills in conjunction with the appropriate methods of academic attainment, which develops an individual's personal autonomy and critical reflection.
- Deliver a curriculum that provides students with in depth and contextual and aesthetic understanding of games and academic practice that provides the progression opportunities to either additional education or employment.
- Develop students' communication skills, collaborative abilities and professional attitudes towards responsibility, self-determination and working practices.

16 Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i>		
	Programme Learning Outcome	Subject Benchmark Reference
1	Demonstrate knowledge and critical understanding of digital games creation through all stages from pre- to post-production, using key processes and ways of conceptualising creativity and authorship, adhering to professional codes of practices and legal and ethical frameworks.	QAA Communication, media, film and cultural studies 2016 - 4.4 i, iv, v, vi, viii
2	Analyse, understand and express creative process and develop the use of narrative and meaning, exploring audio visual and verbal conventions and evaluating the ways game technology makes possible particular forms and effects.	QAA Communication, media, film and cultural studies 2016 – 4.2 v, 4.5 i, iii, vi, vii, viii
3	Produce and reflexively evaluate games for a range of aesthetic reasons, with consideration of conventions, following professional and occupational codes of practice.	QAA Communication, media, film and cultural studies 2016 – 4.4 v, 5.2 v, vi

4	Utilise established techniques, research effectively and critically evaluate the results, using them to influence or embedding them into game products appropriately.	QAA Communication, media, film and cultural studies 2016 - 5.3 i, ii, iv, viii, 5.6 iii
5	Critically appraise public debate related to the creative digital media industry and how a range of attitudes and values impact on this sector and its products.	QAA Communication, media, film and cultural studies 2016 – 5.5 i, iv
6	Through experimentation, reflective practice and professionalism, produce a range of creative game products which employ sound, images and the written word through various forms of aural, visual, audio-visual, sound and digital media, with the results being distinctive, imaginative and original.	QAA Communication, media, film and cultural studies 2016 - 5.4 i, iii, iv, vii, viii, ix
7	Work independently and in teams demonstrating self-management, positive interactions and successful project management, effectively communicating information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.	QAA Communication, media, film and cultural studies 2016 - 5.6 i, ii, iv, v, vi
8	Develop a detailed understanding of how work is organised in the games industry, how different organisations operate, communicate and are managed, and how work is carried out individually and collaboratively, with personal responsibility and decision-making.	QAA Communication, media, film and cultural studies 2016 – 4.4 vii, viii
9	Appreciate and apply the legal, ethical and other regulatory frameworks relevant to game products and the industry, including intellectual property.	QAA Communication, media, film and cultural studies 2016 – 4.4 vi
10	Critically analyse the history, present and potential technological changes in the future which impacts games, and the way games are embedded in everyday life and identities.	QAA Communication, media, film and cultural studies 2016 – 4.3 v, vi
17	Teaching and Learning Strategy	

You should expect to be in class at least two days a week, with the remainder of your time spent practising your practical skills to experiment and develop your portfolio and working on your assignments.

Knowledge and Understanding

Knowledge and understanding is acquired through several methods within this programme. In your first year, you will be taught in a mix of practical workshops and seminars to underpin your academic skills. You will work on short client briefs with well-defined parameters to develop and practice your development skills and allow you to use your creativity to experiment. In the second year, you will take ownership of your projects and be expected to have a more proactive approach. The client briefs will be more varied with a wider range of possible approaches and you will have more freedom to design and produce innovative, imaginative games or game elements.

The use of self-directed study and independent learning will be essential to all levels, with tutors guiding and assisting self-directed learning, dependent on the level of the student. The VLE is used widely to encourage self-directed study and also supports collaboration and discussion.

Intellectual Skills

Intellectual thinking skills are developed during the sessions that students will attend; where students will be encouraged to engage in discussion, evaluation and analysis of game theory and context. Study skills and academic writing will be placed throughout all levels, and in specific modules, where the aim is for students to further develop their intellectual skills to allow competency in their own professional development.

Practical and Professional Skills

The programme focuses widely on the practical and professional skills of students, so they can develop into confident and competent professionals as they progress onto further education or employment. Students will be encouraged to learn, develop and evaluate their own skills in practice during each of the modules and become adept at reflecting and critically evaluating their own and others work.

Transferrable Skills

There are a wide range of transferable skills that students will develop during this programme. These skills are designed to encourage students in a positive and progressive manner in their education and future employment. These methods will introduce students to researching, time managing, presentation skills, ability to work within a group and individually, presentation of self, professional standards and professional qualities when working with clients. These methods are embedded into all the modules which are taught within this programme.

18	Programme Structure				
Module Title	Pearson Mandatory / Optional (Specialist)	Core/ Option	Credits	Level	Delivery T1/T2/T3
23 Game Design	M (S)	C	15	4	T1
31 Art Development	O	C	15	4	T1
3 Professional Practice	M	C	15	4	T1
21 Game Development Practices	M (S)	C	15	4	T2
22 Games in Context	M (S)	C	15	4	T2
20 3D Modelling	O	C	15	4	T2
2 Creative Media Industry	M	C	15	4	T3
1 Individual Project (Pearson Set)	M	C	15	4	T3
37 Personal Professional Development	M	C	15	5	T1
75 Environment and Level Design	O	C	15	5	T1
44 Advanced Games Development Studies	M (S)	C	30	5	T1/2

70 Scripting for Games	O	C	15	5	T2
48 Mobile Game Development	O	C	15	5	T2
36 Collaborative Project (Pearson Set)	M	C	15	5	T3
65 Marketing and Promotion	O	C	15	5	T3

19	References used in designing the programme
<p>QAA Communication, media, film and cultural studies 2016</p> <p>Pearson Higher National in Creative Media Production (2018)</p>	
20	Indicators of quality and standards
<p>The programme will follow the QA standards of the TEC Partnership. The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through the TEC Partnership will be published and any weaknesses addressed as appropriate. The TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality department and a copy forwarded to the relevant department. The TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the Academic Authority and Standards Senior Committee. The TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the TEC Partnership's quality enhancement report and the TEC Partnership's External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of the TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>	
21	Particular support for learning
<p>The needs of disabled learners are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The TEC Partnership 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.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p>	

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, students have access to further support through workshops and tutorials in the development of their study skill abilities, such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.

22	Methods for evaluating and improving the quality of learning
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All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

The TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, The TEC Partnership facilitates the UCG Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within the TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events.
- Increase student engagement in all aspects of Higher Education quality processes.

23	Identify any ethical issues that relate to this programme's teaching and assessment
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Students' work may require using assets from other sources and they need to understand the laws and ethical practice surrounding intellectual property and copyright. Although any products made for educational purposes with no associated money-making activity are exempt, students should get into good habits early and always use original artwork, seek permission or at a minimum cite their source when using others' visual, audio and other products.

The gaming industry has numerous controversial aspects, including portrayal of violence, sexual content and deliberately distasteful and offensive subjects. For a thorough education, students should be at least aware of these products, if not need to experience some of them, within a suitable context and with a critical eye. They may choose to create a controversial game, in which case guidance from tutors may be necessary to ensure this is for academic purposes and the implications are fully understood.

24	Is the Work Based or Work Related?	Work Related
25	How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support	
<p>Work-based learning is encouraged on this programme, however it is appreciated that gaining admission to a game studio can be difficult due to the secretive nature of the development of new products in a highly competitive marketplace. If students are placed in a studio, they may need to sign a non-disclosure agreement (NDA) to ensure they do not discuss the products they have seen before they are published.</p> <p>Where possible, live clients will be used for project briefs. This facilitates a realistic scenario for the student within this industry as this enables the student to liaise directly with the client, develop projects that do not conform around set working hours and use the college facilities that are of industry standard. Examples of real clients may include museums and art galleries, local councils or local schools.</p>		
26	Resources Supplied to the Student	
<p>At Scarborough TEC, this programme is part of the Institute of Technology and you will have access to cutting edge technology, industry-standard software and brand new, contemporary facilities for independent and collaborative study and social spaces dedicated for our HE students.</p> <p>Our collegiate approach means you will be part of our HE family, with small group sizes, one-to-one tutor support and a culture which encourages time and space for reflection, self-development and collaboration. You will have the opportunity to take additional professional qualifications, enhance your skills, such as leadership, through our Extra programme and be involved in social action and charity projects with students in other HE disciplines across the college.</p>		
27	Resources needed to pass the programme	
<p>There are no resources needed to pass the programme, however it would be advantageous to have use of a good computer with some of the same software as used on the course. Where possible, freeware or cheaper alternatives will be identified and some software might be installable through a student licence.</p>		
28	Revision History	
Version	Details of major modification	Date of approval
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3		
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Curriculum Map

Key	Work – State WB or WR or blank Comp = Compensatable Y or N																	P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome	
	Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10			
	23 Game Design	4	WR	TBC	Essay (25%) Design (25%) Product (25%) Presentation (25%)	N	P	P	P	P	P	P	P		P	P			
	31 Art Development	4	WR	TBC	Essay (25%) Design (25%) Product (25%) Presentation (25%)	N	P	P	P	P		P	P						
	3 Professional Practice	4	WR	TBC	Personal Development Plan (50%) Essay (50%)	N			P		P		P	P	P	P			
	21 Game Development Practices	4	WR	TBC	Essay (25%) Design (25%) Product (50%)	N	P	P	P	P	P	P	P	P	P				
	22 Games in Context	4	WR	TBC	Essay (75%) Presentation (25%)	N				P	P		P	P	P	P			
	20 3D Modelling	4	WR	TBC	Essay (25%) Design (25%) Product (50%)	N	P	P	P			P	P						
	2 Creative Media Industry	4	WR	TBC	Essay (100%)	N			P	P	P		P	P	P	P			
	1 Individual Project (Pearson Set)	4	WR	TBC	Essay (75%) Presentation (25%)	N	P	P	P			P	P	P	P	P			
	37 Personal Professional Development	5	WR	TBC	Essay (25%) Portfolio (25%) Business Plan (25%) Presentation (25%)	N			P	P	P		P	P	P	P			
	75 Environment and Level Design	5	WR	TBC	Essay (50%) Design (25%) Product (25%)	N	P	P	P			P	P						
	44 Advanced Games Development Studies	5	WR	TBC	Essay (25%) Design (25%) Product (25%) Presentation (25%)	N	P	P	P	P		P	P	P					

70 Scripting for Games	5	WR	TBC	Essay (50%) Design (25%) Product (25%)	N	P	P	P			P	P					
48 Mobile Game Development	5	WR	TBC	Essay (50%) Design (25%) Product (25%)	N	P	P	P			P	P					
36 Collaborative Project (Pearson Set)	5	WR	TBC	Essay (50%) Design (25%) Product (25%)	N	P	P	P	P		P	P	P	P			
65 Marketing and Promotion	5	WR	TBC	Essay (25%) Design (25%) Product (25%) Presentation (25%)	N		P		P		P	P		P			

Note: Presentation may refer to a formal presentation, a pitch, delivery of a proposal to a client or an exhibition of work.

THIS COMPLETED PRO FORMA **MUST BE SUBMITTED ELECTRONICALLY** TO HEQA@grimsby.ac.uk

33	Signature of Chair of FAP	
34	Date	
35	Signature of the Vice Principal HE	
36	Date	

For FAP Use

37	Date approved by HEPandS	
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