# University of Huddersfield Programme Specification

|  | **Section Name** | **Course Details** |
| --- | --- | --- |
| 1. | Awarding institution | University of Huddersfield |
| 2. | Teaching institution | University of Huddersfield |
| 3. | School and Department | School of Computing and Engineering,  Department of Computer Science |
| 4. | Course accredited by | Screenskills Tick |
| 5. | Mode of Delivery | Full Time, Sandwich |
| 6. | Final Award | BA (Hons), BSc (Hons) |
| 7. | Course Title | Games Development suite, comprising the  following courses:  BA(Hons) Games Development (Art)  BA(Hons) Games Development (Design)  BSc(Hons) Games Development (Production) |
| 8. | UCAS Code | *C475, C476 and C477* |
| 9. | Subject benchmark statement | QAA Computing (2019), Art and Design (2019) |
| 10. | Date of Programme Specification Approval | July 2019, January 2021, January 2022 |

## 11. Educational Aims of the Courses

The Games Development suite is a set of related courses designed to offer students a wide range of programmes covering core themes of computer games art, design, and production. The courses in this suite have been adapted from the original BA (Hons) Computer Games Design course. All the courses share a common first year. The common first year on all the courses in the suite allows for flexibility should students wish to change between the courses after the first year of study.

All the courses in the suite aim to produce professional game developers and are designed to meet the academic requirements for Screenskills Tick accreditation. The theme of all the courses is the development of complete, high quality game artefacts for the application of game production, constructed to meet industry standards. This requires an extensive theoretical and practical analysis of the topics which comprise the discipline of game development. In addition, the individual courses will then provide their own specialisms, as defined by the course aims specified below.

The courses share a number of core aims which are:

* To provide the students with the knowledge and skills necessary to prepare them for a career in the computer games industry.
* To develop students with the ability to design and produce creative concepts and artefacts for computer games.
* To expose students to current and developing ideas, issues, research and technologies used by the computer games industry.
* To encourage and develop students’ creative, analytical, problem solving, research and teamwork skills.
* To provide a platform for career development, innovation and foster a commitment to lifelong learning.
* To equip students with the critical and analytical skills necessary to prepare them for the rapidly changing nature of the computer games discipline.

The additional aims of the specialist courses within the suite are:

The **BA (Hons) Games Development (Art)** degree course is designed to produce graduates capable of designing and producing ‘artwork’ for the computer games industry and who have a broad understanding of the process of game development. Provide students with the knowledge and skills to design and produce creative concepts, artwork and graphical assets for computer games.

The **BA (Hons) Games Development (Design)** degree course is designed to produce graduates capable of designing and producing game prototypes and demonstrating gameplay principles for the computer games industry and who have a broad understanding of the process of designing and specifying computer games.

The **BSc (Hons) Games Development (Production)** degree course is designed to produce graduates capable of general computing knowledge and skills, the specific knowledge, and skills necessary to prepare them for a career in computer games industry. To develop the student’s understanding of the underlying principles of computing and how they apply to games production.

## 12. Course Learning Outcomes

The course suite provides opportunities for students to develop and demonstrate knowledge and understanding, skills, and professional qualities. Course outcomes derived from QAA Computing benchmark statements and QAA Art and Design benchmark statements.

Games Development (Art) – A

Games Development (Design) - D

Games Development (Production) – P

### Knowledge and Understanding

Students should have a knowledge and understanding of:

|  |  |  |
| --- | --- | --- |
| K1 | ADP | Key principles and concepts needed to design compelling computer games. |
| K2 | ADP | A range of design methods and tools used in the development and production of computer games. |
| K3 | DP | The technical requirements and constraints affecting the design and implementation of computer games production. |
| K4 | ADP | Creative practice in computer games design and an appreciation of how it is developing. |
| K5 | ADP | Professional design development issues sufficient to enable the development of appropriate design solutions and the ability to critically appraise and discuss relevant issues. |

Achieved through the following teaching and learning methods:

**Methods:** Core knowledge and understanding is acquired via lectures, seminars, tutorials, practical coursework, laboratory work, studio-based project work, and guided independent study. Students are given feedback on all work produced. Understanding will be further reinforced through the studio projects in each year of the programme.

**Assessment:** Assessment methods for the knowledge and understanding are specified in module specifications. Modules are assessed through a combination of coursework (portfolio of evidence, prototypes etc), documentation (written reports, progress log, visual documentation), Studio project work and presentations or oral exams.

### Professional/Practical skills

Students should have practical skills and be able to:

|  |  |  |
| --- | --- | --- |
| P1 | ADP | Work as a member of a multidisciplinary development team, recognising the different roles within a team and the different ways of organising teams. |
| P2 | ADP | Develop ideas through to material outcomes using traditional and digital tools and techniques. |
| P3 | ADP | Generate concepts, ideas, proposals, or solutions in response to a set brief or self-initiated activity. Devise and present original concepts for computer games. |
| P4 | ADP | Select, test, and make appropriate use of materials, processes and environments. |
| P5 | AD | Plan and produce visual assets for computer games to technical specifications. |
| P6 | DP | Deploy effectively appropriate tools and techniques for the production of computer games assets. |

Achieved through the following teaching and learning methods:

**Methods:** Cognitive skills are developed throughout the programme. Skills are gained through a mixture of lectures, tutorials/practical, seminars, guided study and studio projects.

Students will be expected to reflect critically on their own work, design decisions and processes and that of their peers at all stages of their work. Studio and tutorial sessions will provide an environment where they will be encouraged to share and discuss ideas and for informal peer assessment.

**Assessment:** Assessment of practical skills via portfolio work, prototypes, coursework reports and visual documentation studio project work, and presentations.

### Cognitive skills and other attributes

Cognitive and intellectual (thinking skills) Students should be able to:

|  |  |  |
| --- | --- | --- |
| C1 | ADP | Articulate ideas and information in written oral and visual form. |
| C2 | ADP | Critically evaluate and assess the extent to which a computer game or project satisfies the criteria defined for its use. |
| C3 | ADP | Exercise initiative and take personal responsibility, demonstrating the ability to manage their own learning. |
| C4 | ADP | Respond to a design problem or brief with appropriate solutions and explain and justify design decisions. |
| C5 | ADP | Demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to computer games development. |

Achieved through the following teaching and learning methods:

**Methods:** Cognitive skills are developed throughout the programme. Skills are gained through a mixture of lectures, tutorials/practical, seminars, guided study and studio projects.

Students will be expected to reflect critically on their own work, design decisions and processes and that of their peers at all stages of their work. Studio and tutorial sessions will provide an environment where they will be encouraged to share and discuss ideas and for informal peer assessment.

**Assessment:** Assessment of cognitive skills is through practical work, coursework reports and/or project work, reports and presentations. The coursework assessment takes the form of written reports, visual documentation, studio/project work, and oral presentation.

### Transferable/Key Skills

Students should have transferable skills and be able to:

|  |  |  |
| --- | --- | --- |
| T1 | ADP | Work effectively as a member of a multi-disciplinary development team. |
| T2 | ADP | Demonstrate good communication skills and successfully present ideas through written, verbal and visual means. |
| T3 | ADP | Employ effective research skills. |
| T4 | ADP | Manage one’s own learning and development including time management and organisational skills. |
| T5 | ADP | Effective use of general IT applications. |

Achieved through the following teaching and learning methods:

**Methods:** Key skills are developed throughout the programme in a variety of forms including lectures, seminars, tutorials, practical, laboratory work, projects/studio work and guided study. Students are progressively encouraged to manage their own learning particularly relating to studio projects. Informal peer observation and peer assessment are also a key component of seminars and studio work.

**Assessment:** Key skills are assessed as part of coursework (portfolio, prototypes), projects, written documentation, presentations, and oral exams.

This course places a strong emphasis on experiential learning through studio-based projects. These are a significant and important integrative element of the programme. Projects provide students with a studio-based teaching and learning approach which gives them flexibility and progressively encourages them to become independent learners.

The delivery of the studio-based projects will contain elements of formal tutor directed learning, but the main emphasis will be to focus, integrate and expand the learning and skills acquired through the taught modules. Tutor direction in projects will be weighted towards the beginning and again at the end of the modules whilst acting as facilitator throughout.

Teaching and learning methods will vary depending on the project objectives and students will receive more structured support in the first-year projects. Research, design, development, and presentation skills will be taught through lecture-based modules and explored more deeply within the studio-based projects. Students will therefore be able to use the knowledge and practical development skills from these modules to build games artifacts in the project modules.

The Games Development (Art) course has been conceived to run concurrently with the Games Development (Design), Games Development (Production) and Computer Science with Games Programming courses. The separate courses will exist to provide levels of specialism appropriate to the roles of artists, designers, and programmers within the games industry; however just as within a professional studio context, artists, designers, and programmers must work together. It is intended that students from all courses will be required to work collaboratively at various stages during their course of study. Students will have the opportunity to work collaboratively within team project modules. Collaboration and team working (across courses) is a compulsory component of Team Project modules in first year, second year and final year.

As part of the game development cycle(s) students will research and develop evaluative strategies, these will be documented and inform the design and production process. Students will apply standard evaluation methods where applicable but will also develop bespoke evaluation strategies during research and analysis phases for more novel/innovative artefacts.

Students will be encouraged to take the optional placement year. Relevant work experience significantly enhances student’s employment prospects on graduation so placements in other creative industries or multi-media organisations would also be appropriate. At Huddersfield we believe strongly in the value of supervised work placements and all our courses are sandwich courses.

The School Industrial Placement Unit (IPU) has a full-time dedicated team who work with students and companies supporting the placement process. Each year the unit places over 200 students in industry and commerce.

**The placement unit:**

* Offers introductory sessions during Induction Week.
* Provides timetabled sessions in year 2 to provide advice on finding a placement.
* Advertises jobs both in the unit and via the internet and provides mock interviews prior to real interviews.
* Gives advice on completion of CVs, application forms or web applications.
* Guidance for students searching for their own placement and methods for engagement with potential employer.

The placement is assessed and contributes to the award classification in line with the University regulations.

Final year modules include Team Project which enable students on the Games Development (Art) course to collaborate with students from Games Development (Design), Games Development (Production) and Computer Science with Games Programming. In the final year 40 credits are awarded for the major projects.

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

The diagrams below illustrate the modules studied in each academic year for each course within the suite.

**13.1**

**BA (Hons) Games Development (Art)**

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | CFT2101: Games Prototyping 1 | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT2151: Concept Development 1 | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT1209: 3D Games Asset Development | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2125: Introduction to 3D and Animation | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2180: Visual Studies  (for Video Games) | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2102: Games Team  Project 1 | Core | 20 |  |
|  |  |  |  |  | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | CIT2203: Visual Design for Games | Core | 20 |  |
| I (FHEQ 5) | Term 1 | CIT2205: 3D Environment and Hard Surface Production | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2204: 3D Digital Sculpture and Character Creation | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2121: Team Project (Games) | Core | 20 |  |
| I (FHEQ 5) | Yearlong | CIT2206: Games Design and Development 2 | Core | 40 |  |
|  |  |  |  |  | Dip HE (120 credits) |
| H (FHEQ 6) | Term 1 | CHT2370: Advanced 3D (Design and Production) | Core | 20 |  |
| H (FHEQ 6) | Term 1 | CHT2454: Advanced Visual Design for Games | Core | 20 |  |
| H (FHEQ 6) | Term 2 | NHE2443: Team Project | Core | 40 |  |
| H (FHEQ 6) | Yearlong | CHP2524: Individual Project | Core | 40 |  |
|  |  |  |  |  | BSc Hons (360 credits) |

**BA (Hons) Games Development (Design)**

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | CFT2101: Games Prototyping 1 | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT2151: Concept Development 1 | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT1209: 3D Games Asset Development | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2125: Introduction to 3D and Animation | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2180: Visual Studies  (for Video Games) | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2102: Games Team  Project 1 | Core | 20 |  |
|  |  |  |  |  | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | CIT2203: Visual Design for Games | Optional | 20 |  |
| I (FHEQ 5) | Term 1 | CIT2207: Games Prototyping 2 | Optional | 20 |  |
| I (FHEQ 5) | Term 1 | CIT2153: Games Design and Innovation | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2215: Games Analysis and Design | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2121: Team Project (Games) | Core | 20 |  |
| I (FHEQ 5) | Yearlong | CIT2206: Games Design and Development 2 | Core | 40 |  |
|  |  |  |  |  | Dip HE (120 credits) |
| H (FHEQ 6) | Term 1 | CHT2153: Concept Development 3 | Core | 20 |  |
| H (FHEQ 6) | Term 1 | CHT2454: Advanced Visual Design for Games | Optional | 20 |  |
| H (FHEQ 6) | Term 1 | CHT2421: Games Prototyping 3 | Optional | 20 |  |
| H (FHEQ 6) | Term 2 | NHE2443: Team Project | Core | 40 |  |
| H (FHEQ 6) | Yearlong | CHP2524: Individual Project | Core | 40 |  |
|  |  |  |  |  | BSc Hons (360 credits) |

**BSc (Hons) Games Development (Production)**

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | CFT2101: Games Prototyping 1 | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT2151: Concept Development 1 | Core | 20 |  |
| F (FHEQ 4) | Term 1 | CFT1209: 3D Games Asset Development | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2125: Introduction to 3D and Animation | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2180: Visual Studies  (for Video Games) | Core | 20 |  |
| F (FHEQ 4) | Term 2 | CFT2102: Games Team  Project 1 | Core | 20 |  |
|  |  |  |  |  | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | CIT2207: Games Prototyping 2 | Core | 20 |  |
| I (FHEQ 5) | Term 1 | CIT2213: Game Engine Architecture | Optional | 20 |  |
| I (FHEQ 5) | Term 1/2 | CIT2153: Games Design and Innovation  NOTE – this CORE module will be taken in term 1 if OPTIONAL module CIS2203 is taken.  The module will be taken in term 2 if OPTIONAL module CIT2213 is taken | Core | 20 |  |
| I (FHEQ 5) | Term 2 | CIS2203: Real-time Graphics | Optional | 20 |  |
| I (FHEQ 5) | Term 2 | CIT2121: Team Project (Games) | Core | 20 |  |
| I (FHEQ 5) | Yearlong | CIT2206: Games Design and Development 2 | Core | 40 |  |
|  |  |  |  |  | Dip HE (120 credits) |
| H (FHEQ 6) | Term 1 | NHE2422: Advanced Computer Games Development | Core | 20 |  |
| H (FHEQ 6) | Term 1 | CHT2421: Games Prototyping 3 | Core | 20 |  |
| H (FHEQ 6) | Term 2 | NHE2443: Team Project | Core | 40 |  |
| H (FHEQ 6) | Yearlong | CHP2524: Individual Project | Core | 40 |  |
|  |  |  |  |  | BSc Hons (360 credits) |

The taught modules in years one and two are designed to feed the practical and theoretical grounding needed to support development and implementation into the studio-based projects in each year.

The programme is offered as a full-time course and the duration is either 3 years (without the placement year) or 4 years (with the placement year).

### 13.2 Interim Awards

BA(Hons) Games Development (Art), BA(Hons) Games Development (Design), and BSc(Hons) Games Development (Production) degrees are subject to the University of Huddersfield regulations on credits for awards, details of these are available via the University web site or Registry.

Students may be eligible for interim awards (Certificate of Higher Education or Diploma of Higher Education) prior to completion of the full-time degree if they have obtained sufficient credits. Those students awarded a Certificate of Higher Education or Diploma of Higher Education on all 3 courses (art, design, and production) will be awarded a Certificate of Higher Education in Games Development or Diploma of Higher Education in Games Development.

## 14. Teaching, Learning and Assessment

**14.1**

A variety of teaching and learning strategies are used appropriate to the nature of the material being delivered. The nominal mean workload on students is 10 hours per credit.

Typically, lectures are used as a mechanism to deliver key facts, concepts, theories and methodologies. These may be backed up by tutorial and/or practical sessions. These sessions allow students to develop their skills, to receive feedback on their progress and to take ownership of their own learning.

In some subject areas, particularly the group-based module, teaching may be studio-based and/or delivered using group seminars.

Use is made of IT resources in teaching across the full range of subjects. This may be in the form of materials made available via the VLE, electronic forums, simulations, and examples. Students are introduced to the University and Departmental systems for C&IT during induction

Formative assessment will be provided in a variety of ways. Whenever practical, students will be given individual feedback on their progress prior to formal assessment. This may be in the form of oral feedback on work reviewed in a tutorial, seminar or studio session or written feedback on a piece of work submitted prior to assessment. Formative assessment is a student driven process.

Assessment is used to determine if students have achieved the learning outcomes of individual modules and hence, the learning outcomes of the programme. Several forms of assessment are used. These may include portfolios of work, essays, reports on group work, software, audio-visual presentations (both individually and as a member of a group), computer-based tests, short tests and formal examinations. In all cases, assessment is governed the University’s Regulations for Awards as reproduced in the [Students’ Handbook of Regulations](http://www2.hud.ac.uk/registry/students_handbook.php).

The Department maintains an assessment schedule (Appendix 5), with a twofold purpose. Firstly, it is used by academic staff, early in the teaching year, to plan the hand-out and hand-in dates for their assignments so that they do not clash with those of other assignments. This is regularly reviewed by the course team to check that there is as little “bunching” of deadlines as possible. Secondly, the schedule is available to students to aid them in planning their work on assignments to meet deadlines.

The assessment to be used in individual modules as indicated in appendix 2.

The University complies fully with the Special Educational Needs and Disabilities Act (2010). The wide variety of delivery and assessment methods used makes the course accessible to students with a range of special educational needs and/or disabilities.

## 15. Support for Students and their Learning

**15.1** All students are assigned a personal tutor. The role of the year personal tutor in supporting students is seen as of primary importance. Students are encouraged to see their personal tutor about any problems they have which do or may affect their ability to study and learn. The tutor will keep track of any serious on-going issues, but respects student confidentiality. Students may see other staff about an issue if they feel more comfortable doing so; further information will be supplied in the Course Handbook. Students are encouraged to see academic tutors if they have difficulty understanding material or with coursework.

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](http://www.hud.ac.uk/disability-services/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](http://www.hud.ac.uk/students/finance)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.3 School Level**

* + 1. The School of Computing and Engineering provides additional student support using a variety of approaches:
* All students undertake an induction programme at the start of their studies.
* All students have a Personal Academic Tutor (PAT), with whom they should discuss academic difficulties. The PAT will refer tutees to central help facilities as appropriate.
* A Guidance Team supports students with a wide range of Learning and Academic skills development ([**Student Support - University of Huddersfield**)](https://students.hud.ac.uk/unilife/sce/studentsupport/), through seminars, workshops and 1-1 appointments.
* A central computer-based attendance-monitoring scheme is operated and students with poor attendance are contacted and advised.

**15.3.2**

* The School has a specialised placement unit offering extensive support to students undertaking placements within their course. This includes CV reviews, interview practice, placement searching and guidance on all aspects of the application process.

**15.4 Course Level**

At course level support is provided by:

* All students have a Personal Tutor, with whom they can discuss personal and academic difficulties and develop their PDP.
* The Course Leader and Deputy Course Leader are available to provide guidance on academic progress.
* Module Tutors are available to help with academic problems specific to the modules they deliver.
* An Academic Skills Tutor is available to provide assistance with generic study, and other academic related skills.
* A central computer-based attendance monitoring scheme is operated and students with poor attendance are contacted and advised.
* Student Guidance and Support Officers are available to help students who are experiencing difficulties with attendance and/or other aspects of their studies.
* Supporting documentation is provided in the form of student handbooks, module handbooks, programme specifications and module specifications.
* The virtual-learning environment is used to support all modules and year groups.
* Lecture Capture is available for a large number of taught classes to aid student learning.

## 16. Criteria for Admission

Details on course entry requirements and University of Huddersfield general entry criteria is available via the University website or from the Admissions office. Students with entry requirements lower than those specified may be accepted if they can demonstrate sound requisite skills that would be suitable and appropriate for this course.

The course is multidisciplinary in nature and should appeal to applicants with a breadth of technical and creative skills and interests. Applicants whose background is primarily either technical or creative and who can demonstrate the necessary interests and commitment are also encouraged to apply.

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).

If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [[Section 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/)

**16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below:

The entry requirements for **BA (Hons) Games Development (Art)** degree course are 120 UCAS tariff points from a combination of Level 3 qualifications (General Studies is not accepted). In addition, GCSE English Language or Literature and Maths at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme. A more detailed breakdown can be found on [Course Finder](https://courses.hud.ac.uk/2022-23/full-time/undergraduate/games-development-art-ba-hons#entry).

The entry requirements for **BA (Hons) Games Development (Design)** degree course are 120 UCAS tariff points from a combination of Level 3 qualifications (General Studies is not accepted). In addition, GCSE English Language or Literature and Maths at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme. A more detailed breakdown can be found on [Course Finder](https://courses.hud.ac.uk/2022-23/full-time/undergraduate/games-development-design-ba-hons#entry).

The entry requirements for **BSc (Hons) Games Development (Production)** degree course are 120 UCAS tariff points from a combination of Level 3 qualifications (General Studies is not accepted). In addition, GCSE English Language or Literature and Maths at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme. A more detailed breakdown can be found on [Course Finder.](https://courses.hud.ac.uk/2022-23/full-time/undergraduate/games-development-production-bsc-hons#entry)

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2**

**Quality and Standards**

* The University’s Teaching and Learning Committee has ultimate responsibility for quality and standards of teaching and learning in the University.
* The School Board, via the School Teaching and Learning Committee has responsibility for implementing university policy through school-defined procedures.
* Periodic school and subject reviews take place on a rolling quinquennial programme and focus inter alia on the arrangements for quality management and enhancement, teaching, learning and assessment, C&IT strategies, the articulation and assurances of standards, external examiner reports and evaluation and links with professional bodies, employers and other external organisations.

**Monitoring, Development and Evaluation**

* The Course Committee is responsible for the monitoring and development of the course or programme, taking account of feedback from staff, students and external examiners. Feedback is sought as follows:
  + from students through annual course and module evaluation questionnaires, termly student panel meetings and input from student members of the Course Committee;
  + from external examiners through annual reports, course assessment board minutes, assessment moderation reports and informal verbal communication during the year.
* The annual evaluation of the course/programme is the responsibility of the School Board. The Course Committee prepares an annual evaluation report comprising reporting and evaluation, informed by feedback from staff, students and external examiners and by statistical data.

**Validation of Courses, Modules and Changes**

* Course validation takes place under the University's Quality Assurance Procedures for Taught Programmes.
* Amendments to course/programme and module documents are validated by the School Accreditation and Validation Panel.

**Teaching and Learning**

* The School Teaching and Learning Panel, a sub-committee of the School Teaching and Learning Committee, is tasked with implementing the University's teaching and learning strategy and with fostering innovation in teaching and learning and the dissemination of good practice.
* A process for the peer observation of teaching is in place with the object of enhancing teaching practice and sharing ideas between staff.

## 18. Regulation of Assessment

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. Indicators of Quality and Standards**

**19.1**

Reports of validation panels

Annual course reviews

Annual evaluation report

External examiners’ reports

Qualifications and experience of staff

Report on University Review

**Please note:** 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 each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the course can be found in:

* <http://www.hud.ac.uk/>
* <http://www.hud.ac.uk/ce/>
* <http://intranet.hud.ac.uk/ce-staff>
* http://brightspace.hud.ac.uk

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1**  **Self-motivated** | **HGA 2**  **Commercially aware** | **HGA 3**  **Enterprising** | **HGA 4**  **Resilient** | **HGA 5**  **Effective collaborator** | **HGA 6**  **Confident leader** | **HGA 7**  **Globally & socially aware** | **HGA 8**  **Plans personal development** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CFT1209 | **** | **** |  | **** |  |  |  |  |
| CFT2180 | **** | **** |  | **** |  |  | **** |  |
| CFT2101 | **** | **** | **** | **** |  | **** |  |  |
| CFT2102 | **** | **** | **** | **** | **** | **** | **** | **** |
| CFT2125 | **** | **** |  | **** |  |  |  |  |
| CFT2151 | **** | **** | **** | **** | **** |  | **** |  |
|  |  |  |  |  |  |  |  |  |
| CIT2153 | **** | **** | **** | **** |  |  | **** |  |
| CIT2121 | **** | **** | **** | **** | **** | **** | **** | **** |
| CIT2203 | **** | **** | **** | **** |  |  | **** | **** |
| CIT2207 | **** | **** | **** | **** |  |  |  |  |
| CIT2215 | **** | **** | **** | **** | **** |  | **** |  |
| CIT2206 | **** | **** | **** | **** |  |  |  |  |
| CIT2204 | **** | **** | **** | **** |  |  |  |  |
| CIT2205 | **** | **** | **** | **** |  |  | **** |  |
| CIS2203 | **** | **** |  |  |  |  |  |  |
| CIT2213 | **** | **** |  | **** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| CHP2524 | **** | **** | **** | **** |  |  | **** | **** |
| CHT2370 | **** | **** | **** | **** |  |  | **** |  |
| CHT2421 | **** | **** | **** | **** |  |  | **** | **** |
| NHE2422 | **** | **** |  |  |  |  |  | **** |
| CHT2153 | **** | **** | **** | **** |  |  | **** |  |
| NHE2443 | **** | **** | **** | **** | **** | **** | **** | **** |

**PSD Appendix 2**

**Modules mapped to course learning outcomes (CLOs)**

This map provides a visual aid to identify where the programme outcomes are being developed and assessed within this course. It will also assist students to understand and monitor their own learning, personal and professional development during the development of the course. More detailed learning outcomes are described in the module specifications.

**Course learning outcomes for the final award of BA (Hons) Games Development (Art)**

| **CLO** | **K1** | **K2** | **K3** | **K4** | **K5** | **C1** | **C2** | **C3** | **C4** | **C5** | **T1** | **T2** | **T3** | **T4** | **T5** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Concept  Development 1  **CFT2151** |  | **** |  |  | **** | **** | **** | **** | **** |  |  | **** | **** | **** | **** | **** | **** |  |  | **** |  |
| Games Team  Project 1  **CFT2102** | **** | **** | **** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  | **** | **** | **** |
| Visual Studies (for Video games) **CFT2180** |  | **** |  |  |  |  |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  |  |
| Games  Prototyping 1  **CFT2101** |  | **** | **** |  |  | **** | **** |  | **** | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| 3D Games Asset Development  **CFT1209** |  | **** |  | **** |  |  |  |  |  |  | **** |  |  | **** | **** | **** | **** |  | **** | **** | **** |
| Intro to 3D and Animation  **CFT2125** |  | **** | **** |  |  | **** |  |  |  | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| Team Project  (Games)  **CIT2121** | **** | **** | **** |  |  |  | **** | **** | **** | **** |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** |
| Visual Design for Games  **CIT2203** | **** | **** |  |  |  | **** |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  |  |
| Games Design and Development 2 **CIT2206** | **** | **** | **** |  | **** | **** | **** |  | **** | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| 3D Digital Sculpture and Character Creation **CIT2204** |  | **** | **** |  | **** | **** |  |  | **** | **** |  |  |  |  | **** |  | **** | **** | **** | **** | **** |
| 3D Environment and Hard Surface Production **CIT2205** |  | **** | **** | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** | **** |  | **** | **** | **** | **** | **** |
| Individual  Project  **CHP2524** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  |
| Advanced 3D (Design and production) **CHT2370** | **** | **** | **** |  |  |  | **** |  | **** | **** | **** |  |  |  | **** | **** | **** |  | **** | **** | **** |
| Advanced Visual Design for Games **CHT2454** |  |  |  |  | **** | **** |  | **** | **** |  |  | **** | **** |  | **** |  | **** |  | **** |  |  |
| Team Project  (Games)  **NHE2443** | **** | **** | **** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  |  |  |  |

**Course learning outcomes for the final award of BA (Hons) Games Development (Design)**

| **CLO** | **K1** | **K2** | **K3** | **K4** | **K5** | **C1** | **C2** | **C3** | **C4** | **C5** | **T1** | **T2** | **T3** | **T4** | **T5** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Concept  Development 1  **CFT2151** |  | **** |  |  | **** | **** | **** | **** | **** |  |  | **** | **** | **** | **** | **** | **** |  |  | **** |  |
| Games Team  Project 1  **CFT2102** | **** | **** | **** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  | **** | **** | **** |
| Visual Studies (for Video games) **CFT2180** |  | **** |  |  |  |  |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  |  |
| Games  Prototyping 1  **CFT2101** |  | **** | **** |  |  | **** | **** |  | **** | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| 3D Games Asset Development  **CFT1209** |  | **** |  | **** |  |  |  |  |  |  | **** |  |  | **** | **** | **** | **** |  | **** | **** | **** |
| Intro to 3D and Animation  **CFT2125** |  | **** | **** |  |  | **** |  |  |  | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| Games Design Innovation  **CIT2153** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  |
| Team Project  (Games)  **CIT2121** | **** | **** | **** |  |  |  | **** | **** | **** | **** |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** |
| Visual Design for Games  **CIT2203 (optional)** | **** | **** |  |  |  | **** |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  |  |
| Games  Prototyping 2  **CIT2207 (optional)** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  | **** |  | **** | **** |  | **** |  | **** |  | **** |
| Games Analysis  and Design  **CIT2215** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** |  |  | **** | **** | **** |  |  |
| Games Design and Development 2 **CIT2206** | **** | **** | **** |  | **** | **** | **** |  | **** | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| Individual  Project  **CHP2524** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  |
| Advanced Visual Design for Games **CHT2454 (optional)** |  |  |  |  | **** | **** |  | **** | **** |  |  | **** | **** |  | **** |  | **** |  | **** |  |  |
| Games  Prototyping 3 **CHT2421 (optional)** |  | **** | **** |  | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  |  | **** | **** |  | **** |
| Concept  Development 3  **CHT2153** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  | **** | **** | **** |  |  |
| Team Project  (Games)  **NHE2443** | **** | **** | **** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  |  |  |  |

**Course learning outcomes for the final award of BA (Hons) Games Development (Production)**

| **CLO** | **K1** | **K2** | **K3** | **K4** | **K5** | **C1** | **C2** | **C3** | **C4** | **C5** | **T1** | **T2** | **T3** | **T4** | **T5** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Concept  Development 1  **CFT2151** |  | **** |  |  | **** | **** | **** | **** | **** |  |  | **** | **** | **** | **** | **** | **** |  |  | **** |  |
| Games Team  Project 1  **CFT2102** | **** | **** | **** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  | **** | **** | **** |
| Visual Studies (for Video games) **CFT2180** |  | **** |  |  |  |  |  |  |  | **** |  | **** |  |  | **** |  | **** | **** | **** |  |  |
| Games  Prototyping 1  **CFT2101** |  | **** | **** |  |  | **** | **** |  | **** | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| 3D Games Asset Development  **CFT1209** |  | **** |  | **** |  |  |  |  |  |  | **** |  |  | **** | **** | **** | **** |  | **** | **** | **** |
| Intro to 3D and Animation  **CFT2125** |  | **** | **** |  |  | **** |  |  |  | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| Games Design Innovation  **CIT2153** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  |
| Team Project  (Games)  **CIT2121** | **** | **** | **** |  |  |  | **** | **** | **** | **** |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** |
| Games  Prototyping 2  **CIT2207** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  | **** |  | **** | **** |  | **** |  | **** |  | **** |
| Games Design and Development 2 **CIT2206** | **** | **** | **** |  | **** | **** | **** |  | **** | **** |  |  |  |  | **** |  | **** |  | **** | **** | **** |
| Real-time  Graphics  **CIS2203 (optional)** |  | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** |  | **** | **** |  | **** |  | **** | **** | **** |
| Game Engine Architecture  **CIT2213 (optional)** | **** | **** |  | **** | **** | **** | **** | **** |  | **** |  | **** |  | **** | **** |  | **** |  | **** |  | **** |
| Individual  Project  **CHP2524** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |  | **** |  |
| Games  Prototyping 3 **CHT2421** |  | **** | **** |  | **** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  |  | **** | **** |  | **** |
| Advanced Computer Games Development **NHE2422** |  | **** | **** |  | **** | **** | **** | **** |  | **** |  | **** | **** | **** | **** |  | **** |  | **** |  | **** |
| Team Project  (Games)  **NHE2443** | **** | **** | **** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** |  |  |  |  |

**PSD Appendix 3**

**Subject Benchmark Mapping**

Course outcomes with relation to QAA Computing benchmark statements and are indicated (QAA - C).

Course outcomes with relation to QAA Art and Design benchmark statements are indicated (QAA - A).

**Course learning outcomes (CLOs) mapped to subject benchmark**

|  | **K1** | **K2** | **K3** | **K4** | **K5** | **C1** | **C2** | **C3** | **C4** | **C5** | **T1** | **T2** | **T3** | **T4** | **T5** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4.1 (QAA- A)** | **** | **** | **** | **** | **** |  |  |  |  | **** |  |  |  |  |  | **** |  |  | **** |  |  |
| **4.2 (QAA- A)** | **** | **** | **** | **** | **** |  |  | **** |  |  |  |  | **** |  |  |  |  |  |  |  |  |
| **4.3 (QAA- A)** | **** | **** | **** | **** | **** |  |  |  |  |  |  |  |  |  |  |  |  | **** |  | **** |  |
| **4.4 (QAA- A)** | **** | **** | **** | **** | **** |  |  |  |  | **** |  |  |  |  |  |  | **** | **** | **** | **** | **** |
| **5.1 (QAA- A)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.2 (QAA- A)** | **** |  | **** |  | **** |  |  | **** |  |  |  |  | **** |  | **** |  |  | **** | **** |  |  |
| **5.3 (QAA- A)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.4 (QAA- A)** |  |  |  |  | **** |  |  |  |  |  | **** |  |  | **** |  |  |  |  |  | **** |  |
| **5.5 (QAA- A)** |  |  | **** | **** |  |  | **** |  |  |  |  | **** |  |  |  |  |  | **** |  |  |  |
| **5.6 (QAA- A)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.7 (QAA- A)** |  | **** |  | **** |  |  |  | **** |  |  |  | **** |  |  | **** |  | **** |  | **** |  | **** |
| **5.8 (QAA- A)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.9 (QAA- A)** | **** |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.10 (QAA- A)** |  |  |  |  | **** |  |  |  | **** | **** | **** |  |  |  |  | **** |  |  |  |  |  |
| **5.11 (QAA- A)** |  | **** |  |  |  |  |  | **** |  | **** |  |  |  |  |  |  | **** |  |  |  | **** |
| **5.12 (QAA- A)** |  |  |  |  |  |  | **** | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |
| **5.13 (QAA- A)** |  |  |  |  |  |  | **** | **** | **** |  | **** |  |  | **** |  | **** |  |  |  |  | **** |
| **5.14 (QAA- A)** |  | **** |  |  | **** | **** |  |  | **** |  | **** | **** | **** | **** | **** | **** |  |  |  |  |  |
| **4.1 (QAA- C)** |  |  |  |  |  |  |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |
| **4.2 (QAA- C)** |  |  |  |  |  | **** |  | **** |  |  |  |  | **** | **** |  |  |  |  |  |  |  |
| **4.3 (QAA- C)** |  |  |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** | **** |  |  |  | **** | **** |  |
| **4.4 (QAA- C)** |  |  |  |  |  |  |  |  |  |  | **** |  | **** |  | **** |  |  |  |  |  |  |
| **4.5 (QAA- C)** |  |  |  |  |  |  |  |  |  |  | **** | **** |  |  | **** |  |  |  |  |  |  |

**Appendix 3.1 Benchmark Statements**

|  |
| --- |
| **QAA 12/19 Art & Design**  available at  https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\_22 |
| **4 Knowledge, understanding and skills** |
| **4.1** The principal aim of undergraduate education in art and design is to facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice. An honours degree in an art and design discipline also confirms that the holder, in conjunction with conceptual knowledge and understanding, has acquired relevant technical knowledge and practical skills. |
| **4.2** The emphasis given to the following learning outcomes vary according to the main discipline(s) studied and the aims of the specific course, while individual levels of achievement are reflected in the classification of the award. These learning outcomes are considered to be fundamental to the study and practice of the student's chosen discipline(s). Many are also transferable to other contexts. |
| **4.3** The knowledge, understanding and skills inherent to art and design education are usually related to a contemporary context and generally take account of current technological trends in terms of the technical, communication and entrepreneurial skills, which are set out in Section 5. |
| **4.4** Students graduating with an honours degree in art and design are able to:  • employ materials, media, techniques, methods, technologies and tools associated  with the discipline(s) studied with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities relating to the subject  • articulate, synthesise and generate knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employability and enterprise, preparation for further study, research and personal development  • demonstrate an understanding of the role and impact of intellectual property (IP) within art and design subjects  • apply, consolidate and extend learning in different contexts and situations, both within and beyond the field of art and design. |
| **4.5** Threshold, Typical and Excellent Standards are set out in Section 5. These include descriptions of generic and subject-specific skills that a student has acquired during their studies. |
| **5 Teaching, learning and assessment** |
| **5.1** Art and design provision is characterised by the diversity of disciplines available to students (see Section 3) and employs a wide range of approaches to teaching, learning and assessment based on an appropriate physical resource. Drawing upon well-established contacts with creative industries in the UK and abroad, professional development is emphasised and practical studies are underpinned by socio-political, environmental, cultural and professional awareness. Courses are directly informed and their currency maintained by the research, scholarly activity and professional practice of staff. Creative practitioners, alongside industry professionals, make valuable contributions as part-time and visiting tutors, expanding students' understanding of the broad range of career opportunities and transferability of their knowledge and skills. Students regularly practise their subject outside formal taught sessions and, at such times, require support from a range of staff. The contribution of technicians, demonstrators and library/learning resources staff in this context is highly important. |
| **5.2** Learning environments for art and design disciplines take a variety of forms, including virtual, to support online delivery, and both internal (institutional) and external (location) physical space. In most disciplines the physical learning environment is intrinsic to art and design pedagogy. The holistic approach to teaching and learning is predicated upon access to appropriate space, high-quality infrastructure and resources. This generally takes the form of studio and workshop spaces with integrated digital technologies, which mirrors the context of professional practice and enables students to work in an iterative manner to generate solutions. In addition to accessing equipment that supports traditional processes and production, students also require access to technologies employed in industry to produce contemporary, innovative and relevant solutions. |
| **5.3** Art and design courses are designed to support individual development as creative practitioners as well as the progressive acquisition of independent learning skills. Course coherence is achieved through modules or units, with specified learning outcomes articulating progression at each level. Generally, there may be core components, optional study and pre-requisites, supported by academic guidance. Some courses include the opportunity to undertake placements, internships or work-based experience. |
| **5.4** All courses provide the opportunity to develop subject-specific knowledge, skills and understanding. In practice-based courses this includes the acquisition of technical, digital skills and understanding. Subject learning is supplemented by a theoretical knowledge and understanding of the contexts in which creative practitioners operate. For example, historical, cultural, environmental and professional elements are integral to the development of the creative practitioner. These elements are delivered as integrated parts of projects, or as discrete units of study. |
| **5.5** In addition, courses are designed to encourage the development of a range of generic skills considered essential in the successful creative practitioner. These include, not exclusively, personal innovation, risk-taking, independent enquiry, effective communication, negotiation, interpersonal, management, presentation, organisational, self-management, critical engagement, team working, social, communication and research skills. These skills are developed incrementally and as an integrated part of modules or units. |
| **5.6** The pedagogic approach to art and design education is essentially integrative and holistic, enabling students to draw upon all their learning to identify and solve complex problems. The primary delivery mode is through projects and assignments of varying length. Generally, these are tutor-led initially, becoming increasingly student initiated as learning develops and requiring sustained periods of independent study. Students take increasing responsibility for the content and direction of their creative work culminating in a significant piece of work in the latter stages of the course. Because of this pedagogic approach, art and design courses often deliver curricula through large modules or units of study. |
| **5.7** Studio-based activity is a significant feature of art and design education, providing locations for both individual and group tuition. In an effective learning environment, staff and students create a community of practice as partners in the process of learning. The pedagogy is discursive with an emphasis on student presentations, peer group learning, workshops and group critique. Both individual and group tutorials are an important approach, providing a supportive environment for the student and encouraging reflective learning. Digital platforms and virtual learning environments are commonly employed as a means to develop this creative community and deliver curricula. In addition, some delivery is through lectures, seminars, demonstrations and presentations. |
| **5.8** For art and design courses, showing work to peers and in the public domain is a signature pedagogic practice. This takes various forms including the use of digital platforms, group peer critique, interim exhibitions, and graduate show exhibitions, fashion shows and film screenings. It enables students to introduce their work to a wider audience, engage in public/peer review and situate their practice in a professional environment. |
| **5.9** Knowledge and understanding of commercial and professional practice is developed in a variety of ways. Externally-set, 'live' projects, placements and internships are a common feature of many courses. In addition, many courses encourage partnership and third-sector engagement, which serves to expand students' awareness of contemporary contexts and issues. |
| **5.10** Students' broader understanding of global contexts is developed through a course that embraces international cultural, economic and environmental perspectives. Traditionally introduced through study visits, student exchange and placement, this is supplemented by increasing numbers of international partnerships, staff exchanges and international students. |
| **5.11** The development of students' independent learning skills is promoted through self-directed and self-initiated study, which may be formalised through individually negotiated learning agreements. Such personal and professional development is generally expressed in a range of forms, including reflective journals, blogs and personal development records. |
| **5.12** Formative and summative assessment are regarded as positive learning tools. Feedback and feed forward are core to students' learning and offers students clear guidance with regard to future development. Although art and design has a strong tradition of providing students with comprehensive oral feedback through tutorials, feedback is delivered in both written and verbal forms, increasingly using online, audio and video methods. |
| **5.13** Assessment strategies support students' understanding of their learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process. Self and peer-evaluation constitute an important part of formative assessment and, on occasion, of the formal summative assessment process. Assessment criteria accommodate the speculative enquiry common to most disciplines in art and design and provide fair and accurate assessment of individual and group contributions to the overall outcome of projects. |
| **5.14** Distinctively, art and design courses are inclusive. Research indicates that dyslexia is prevalent among students of art and design and most higher education providers have well-established support systems. Support systems at institutional and discipline levels identify student needs, providing relevant help and advice for both academic and pastoral matters. |
| **QAA 10/19 Computing** |
| available at:  https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-computing.pdf?sfvrsn=ef2c881\_10 |
| **4 Teaching, learning and assessment** |
| **4.1** Computing courses deploy a diverse range of learning, teaching and assessment methods to enhance and reinforce the student learning experience. This diversity of practice is a strength of the subject. Whichever methods are employed, strategies for teaching, learning and assessment deliver opportunities for the achievement of the learning outcomes, demonstrate the attainment of learning outcomes and recognise the range of student backgrounds. |
| **4.2** Curriculum design is informed by current developments, reflecting appropriate research, scholarship, industrial and business practices, together with an understanding of potential graduate destinations. Students achieve an understanding of Computing through significant exposure to practical coursework and substantial individual and group-project work. Project types include design-and-build, consultancy and research led, which develop both independence of thought and the ability to work effectively in a team. Teaching and learning needs to be placed within the context of social, ethical, legal, professional, environmental and economic factors relevant to computing. |
| **4.3** The following aspects of curriculum delivery have particular relevance to computing degree courses:  • encouraging students to reflect, evaluate, select, justify, communicate and be innovative in their problem-solving  • hands-on learning opportunities, which have particular relevance to many aspects of computing, for example, programming, networking, and physical prototyping  • provision for the development of a range of personal and generic skills  • a major activity allowing students to demonstrate ability in applying practical and analytical skills (as they are present in the course as a whole); this will often take the form of a project carried out in the final year  • computing-related case studies employed to indicate the application of student learning after graduation. |
| **4.4** All forms of work-based learning, including activities such as industrial placements, are seen as a valued part of a course and are properly integrated in terms of preparation of students before this activity, debriefing, building on the experience afterwards and assessment. |
| **4.5** An essential dimension of the educational process is the exposure of students to high-quality software, tools and materials. This conditions the expectations of students and their approach to practice. Access to software and communications facilities enables students to extend their horizons. Apart from exposure to a range of languages covering the different programming paradigms in widespread use, institutions might provide access to tools including graphics packages, computer-aided software engineering (CASE) tools, integrated development environments, theorem provers, project management software, and planning systems, as appropriate to the course of study. |

**PSD Appendix 4**

**PDP Mapping**

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Evidence** |
| **Personal Reflection** | Personal Tutor  CFT2102 Team Project | . Discussion with tutors and module via VLE | Individual reflective assignment in CFT2102 |
| **Career Planning** | Online resource | Careers discussion channel which includes colleagues from Careers & Employability Service | Online forum |
| **Developing independence / confidence** | Modules support development of skills, artefacts | Encouragement to develop portfolio and seek external feedback via competitions and other outlets. | Engagement with online events and communities. |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Evidence** |
| **Personal Reflection** | Personal Tutor  CFT2102 Team Project | Discussion with tutors and module via VLE | Creation of action plan |
| **Career Planning** | Supported via Placement Unit and placement lectures | The placement unit support students via lecture programme, workshops and delivery of mock interviews | Development of CV and interview skills |
| **Developing independence / confidence** | Modules support development of skills, artefacts | Encouragement to develop portfolio and seek external feedback via competitions and other outlets. | Applications for placements Beginning networking with industry groups and individuals |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Evidence** |
| **Personal Reflection** | Report of task analysis | Feedback on report from visiting tutor | Report and Feedback |
| **Career Planning** | Ongoing interactions with placement management and visiting tutor | Discussion with management and peers at the place of employment. | Engagement with management and visiting tutors |
| **Developing independence / confidence** | Completion of independent working on placement | Personal management of task allocation. | Portfolio of skills and artefacts developed – potentially commercially released product |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Evidence** |
| **Personal Reflection** | Final Year Project and Personal Tutor | Ongoing discussion with students to encourage reflection on career aspirations | Critical evaluation of skill set |
| **Career Planning** | NHE2443, CHT2370, CHT2524, CHT2421 | Modules encourage focus on specialist are of study related to aspirations of employment | Skills and portfolio development |
| **Developing independence / confidence** | CHT2370, CHT2524, CHT2421  University supported competitions. | Module project outcomes lead directly to personal artefacts that have industry relevance students are encouraged to develop networks, enter competitions and seek feedback online from professionals | Development of web-based portfolio relevant to specialism.  Development of professional presence via LinkedIn or similar |

**PSD Appendix 5**

**Assessment Schedule**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

**BA (Hons) Games Development (Art)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Module Code | Module Title | Assessment Task |  |  | Week number | Last Submission of course () |
| F | CFT1209 | 3D Games Asset Development | Task 1 | CWK | 10% | Week 3 |  |
| F | CFT2180 | Visual Studies (for Video games) | Task 1 | CWK | 40% | Week 6 |  |
| F | CFT2101 | Games Prototyping 1 | Task 1 | CWK | 60% | Week 8 |  |
| F | CFT1209 | 3D Games Asset Development | Task 2 | CWK | 30% | Week 9 |  |
| F | CFT2180 | Visual Studies (for Video games) | Task 2 | CWK | 60% | Week 12 |  |
| F | CFT1209 | 3D Games Asset Development | Task 3 | CWK | 60% | Week 15 |  |
| F | CFT2102 | Games Team Project 1 | Game Jam 1 | TEAM | 30% | Week 16 |  |
| F | CFT2101 | Games Prototyping 1 | Task 2 | CWK | 40% | Week 17 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 1 | CWK | 5% | Week 18 |  |
| F | CFT2102 | Games Team Project 1 | Game Jam 2 | TEAM | 50% | Week 22 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 2 | CWK | 35% | Week 23 |  |
| F | CFT2102 | Games Team Project 1 | Individual Task | CWK | 20% | Week 28 |  |
| F | CFT2151 | Concept Development 1 | Task 1 | CWK | 100% | Week 32 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 3 | CWK | 60% | Week 32 | **** |
|  |  |  |  |  |  |  |  |
| I | CIT2205 | 3D Environment and Hard Surface Production | Task 1 | CWK | 20% | Week 5 |  |
| I | CIT2203 | Visual Design for Games | Task 1 | CWK | 40% | Week 7 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 1 | PRES | 5% | Week 7 |  |
| I | CIT2205 | 3D Environment and Hard Surface Production | Task 2 | CWK | 80% | Week 12 |  |
| I | CIT2207 | Games Prototyping 2 | Portfolio 1 | CWK | 40% | Week 12 |  |
| I | CIT2121 | Team Project (Games) | Game Jam 1 | TEAM | 30% | Week 16 |  |
| I | CIT2203 | Visual Design for Games | Task 2 | CWK | 60% | Week 16 |  |
| I | CIT2213 | Game Engine Architecture | Task 2 | CWK | 60% | Week 16 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 2 | PRES | 5% | Week 17 |  |
| I | CIT2204 | 3D Digital Sculpture and Character Creation | Task 1 | CWK | 40% | Week 21 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 3 | PRES | 5% | Week 23 |  |
| I | CIT2206 | Games Design and Development 2 | Assignment 1 | CWK | 85% | Week 31 |  |
| I | CIT2121 | Team Project (Games) | Game Jam 2 | TEAM | 50% | Week 32 |  |
| I | CIT2121 | Team Project (Games) | Individual Task | CWK | 20% | Week 33 |  |
| I | CIT2204 | 3D Digital Sculpture and Character Creation | Task 2 | CWK | 60% | Week 33 | **** |
|  |  |  |  |  |  |  |  |
| H | CHT2370 | Advanced 3D (Design and production) | Portfolio 1 | CWK | 100% | Week 7 |  |
| H | CHT2454 | Advanced Visual Design for Games | Portfolio 1 | CWK | 100% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Presentation 1 | PRES | 5% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Sprint 1 | TEAM | 15% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Sprint 2 | TEAM | 20% | Week 22 |  |
| H | NHE2443 | Team Project (Games) | Sprint 3 | TEAM | 30% | Week 32 |  |
| H | CHP2524 | Individual Project | Dissertation | CWK | 100% | Week 32 |  |
| H | NHE2443 | Team Project (Games) | Portfolio 1 | TEAM | 10% | Week 33 | **** |
| H | NHE2443 | Team Project (Games) | Individual Task | CWK | 20% | Week 33 | **** |

**BA (Hons) Games Development (Design)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Module Code | Module Title | Assessment Task |  |  | Week number | Last Submission of course () |
| F | CFT1209 | 3D Games Asset Development | Task 1 | CWK | 10% | Week 3 |  |
| F | CFT2180 | Visual Studies (for Video games) | Task 1 | CWK | 40% | Week 6 |  |
| F | CFT2101 | Games Prototyping 1 | Task 1 | CWK | 60% | Week 8 |  |
| F | CFT1209 | 3D Games Asset Development | Task 2 | CWK | 30% | Week 9 |  |
| F | CFT2180 | Visual Studies (for Video games) | Task 2 | CWK | 60% | Week 12 |  |
| F | CFT1209 | 3D Games Asset Development | Task 3 | CWK | 60% | Week 15 |  |
| F | CFT2102 | Games Team Project 1 | Game Jam 1 | TEAM | 30% | Week 16 |  |
| F | CFT2101 | Games Prototyping 1 | Task 2 | CWK | 40% | Week 17 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 1 | CWK | 5% | Week 18 |  |
| F | CFT2102 | Games Team Project 1 | Game Jam 2 | TEAM | 50% | Week 22 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 2 | CWK | 35% | Week 23 |  |
| F | CFT2102 | Games Team Project 1 | Individual Task | CWK | 20% | Week 28 |  |
| F | CFT2151 | Concept Development 1 | Task 1 | CWK | 100% | Week 32 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 3 | CWK | 60% | Week 32 | **** |
|  |  |  |  |  |  |  |  |
| I | CIT2203 | Visual Design for Games **(optional)** | Task 1 | CWK | 40% | Week 7 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 1 | PRES | 5% | Week 7 |  |
| I | CIT2153 | Games Design Innovation | Task 1 | CWK | 100% | Week 12 |  |
| I | CIT2207 | Games Prototyping 2 **(optional)** | Portfolio 1 | CWK | 40% | Week 12 |  |
| I | CIT2121 | Team Project (Games) | Game Jam 1 | TEAM | 30% | Week 16 |  |
| I | CIT2203 | Visual Design for Games **(optional)** | Task 2 | CWK | 60% | Week 16 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 2 | PRES | 5% | Week 17 |  |
| I | CIT2215 | Games Analysis and Design | Presentation 1 | PRES | 15% | Week 21 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 3 | PRES | 5% | Week 23 |  |
| I | CIT2207 | Games Prototyping 2 **(optional)** | Portfolio 2 | CWK | 60% | Week 24 |  |
| I | CIT2215 | Games Analysis and Design | Task 1 | CWK | 35% | Week 25 |  |
| I | CIT2215 | Games Analysis and Design | Portfolio 1 | CWK | 50% | Week 28 |  |
| I | CIT2206 | Games Design and Development 2 | Assignment 1 | CWK | 85% | Week 31 |  |
| I | CIT2121 | Team Project (Games) | Game Jam 2 | TEAM | 50% | Week 32 |  |
| I | CIT2121 | Team Project (Games) | Individual Task | CWK | 20% | Week 33 | **** |
|  |  |  |  |  |  |  |  |
| H | CHT2153 | Concept Development 3 | Presentation 1 | PRES | 10% | Week 11 |  |
| H | CHT2153 | Concept Development 3 | Portfolio 1 | CWK | 90% | Week 12 |  |
| H | CHT2421 | Games Prototyping 3 **(optional)** | Task 1 | CWK | 40% | Week 12 |  |
| H | CHT2421 | Games Prototyping 3 **(optional)** | Task 2 | CWK | 60% | Week 12 |  |
| H | CHT2454 | Adv Visual Design for Games **(optional)** | Portfolio 1 | CWK | 100% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Presentation 1 | PRES | 5% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Sprint 1 | TEAM | 15% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Sprint 2 | TEAM | 20% | Week 22 |  |
| H | NHE2443 | Team Project (Games) | Sprint 3 | TEAM | 30% | Week 32 |  |
| H | CHP2524 | Individual Project | Dissertation | CWK | 100% | Week 32 |  |
| H | NHE2443 | Team Project (Games) | Portfolio 1 | TEAM | 10% | Week 33 | **** |
| H | NHE2443 | Team Project (Games) | Individual Task | CWK | 20% | Week 33 | **** |

**BSc (Hons) Games Development (Production)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Module Code | Module Title | Assessment Task |  |  | Week number | Last Submission of course () |
| F | CFT1209 | 3D Games Asset Development | Task 1 | CWK | 10% | Week 3 |  |
| F | CFT2180 | Visual Studies (for Video games) | Task 1 | CWK | 40% | Week 6 |  |
| F | CFT2101 | Games Prototyping 1 | Task 1 | CWK | 60% | Week 8 |  |
| F | CFT1209 | 3D Games Asset Development | Task 2 | CWK | 30% | Week 9 |  |
| F | CFT2180 | Visual Studies (for Video games) | Task 2 | CWK | 60% | Week 12 |  |
| F | CFT1209 | 3D Games Asset Development | Task 3 | CWK | 60% | Week 15 |  |
| F | CFT2102 | Games Team Project 1 | Game Jam 1 | TEAM | 30% | Week 16 |  |
| F | CFT2101 | Games Prototyping 1 | Task 2 | CWK | 40% | Week 17 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 1 | CWK | 5% | Week 18 |  |
| F | CFT2102 | Games Team Project 1 | Game Jam 2 | TEAM | 50% | Week 22 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 2 | CWK | 35% | Week 23 |  |
| F | CFT2102 | Games Team Project 1 | Individual Task | CWK | 20% | Week 28 |  |
| F | CFT2151 | Concept Development 1 | Task 1 | CWK | 100% | Week 32 |  |
| F | CFT2125 | Intro to 3D and Animation | Assignment 3 | CWK | 60% | Week 32 | **** |
|  |  |  |  |  |  |  |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 1 | PRES | 5% | Week 7 |  |
| I | CIT2213 | Game Engine Architecture **(optional)** | Task 1 | CWK | 40% | Week 7 |  |
| I | CIT2153 | Games Design Innovation | Task 1 | CWK | 100% | Week 12 |  |
| I | CIS2203 | Real-time Graphics **(optional)** | Task 1 | CWK | 100% | Week 12 |  |
| I | CIT2207 | Games Prototyping 2 | Portfolio 1 | CWK | 40% | Week 12 |  |
| I | CIT2121 | Team Project (Games) | Game Jam 1 | TEAM | 30% | Week 16 |  |
| I | CIT2213 | Game Engine Architecture **(optional)** | Task 2 | CWK | 60% | Week 16 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 2 | PRES | 5% | Week 17 |  |
| I | CIT2206 | Games Design and Development 2 | Presentation 3 | PRES | 5% | Week 23 |  |
| I | CIT2207 | Games Prototyping 2 | Portfolio 2 | CWK | 60% | Week 24 |  |
| I | CIT2206 | Games Design and Development 2 | Assignment 1 | CWK | 85% | Week 31 |  |
| I | CIT2121 | Team Project (Games) | Game Jam 2 | TEAM | 50% | Week 32 |  |
| I | CIT2121 | Team Project (Games) | Individual Task | CWK | 20% | Week 33 | **** |
|  |  |  |  |  |  |  |  |
| H | NHE2422 | Advanced Computer Games Development | Task 1 | CWK | 70% | Week 7 |  |
| H | NHE2422 | Advanced Computer Games Development | Task 2 | CWK | 30% | Week 12 |  |
| H | CHT2421 | Games Prototyping 3 | Task 1 | CWK | 40% | Week 12 |  |
| H | CHT2421 | Games Prototyping 3 | Task 2 | CWK | 60% | Week 12 |  |
| H | NHE2443 | Team Project (Games) | Presentation 1 | PRES | 5% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Sprint 1 | TEAM | 15% | Week 16 |  |
| H | NHE2443 | Team Project (Games) | Sprint 2 | TEAM | 20% | Week 22 |  |
| H | NHE2443 | Team Project (Games) | Sprint 3 | TEAM | 30% | Week 32 |  |
| H | CHP2524 | Individual Project | Dissertation | CWK | 100% | Week 32 |  |
| H | NHE2443 | Team Project (Games) | Portfolio 1 | TEAM | 10% | Week 33 | **** |
| H | NHE2443 | Team Project (Games) | Individual Task | CWK | 20% | Week 33 | **** |

**CAB Model**

Please select a CAB Model, please see our [guidance on identifying a CAB Model](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx):

| **Model** | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |