

# Supervisor/Mentor Information

LIA (Lärande i Arbete) – a unique opportunity for your workplace!

*We are delighted that you, in your capacity as a representative of the workplace, are expressing interest in collaborating with LIA. Your involvement places you as one of the most crucial components in our students' education puzzle:*

## Game Artist – Specialization, Malmö

LIA-period: 2025-05-19 – 2025-12-26 (30 weeks)



## What is LIA?

LIA is a workplace-based course, and it is designed to provide students with a more profound and practically grounded competence. In education, it is seen as a course with course objectives to be assessed based on performance. Hosting students during the LIA period comes at no cost. Your workplace is expected to demonstrate commitment, provide clear tasks, provide appropriate work tools, and appoint a supervisor/mentor.

## Why should you and your workplace host LIA students?

1. You gain access to skilled talents.
2. LIA is an excellent recruitment path – a way to find new employees.
3. Train tomorrow's colleagues– you become the bridge to the working world for the student.
4. Get the opportunity to reflect and develop as an individual and employee.

## The supervisor/mentor - the student's most important point of reference.

As a supervisor/mentor, your tasks are shaped by the workplace's conditions and needs, as well as the requirements set by Futuregames. As a supervisor/mentor, you serve as a role model for the student in their new professional role and industry. You are the student's personal support in translating theoretical knowledge into practical reality. You could be the key to the student's career development!

## What do you, as a supervisor/mentor, do?

- Maintain communication with the school and the student prior to the LIA internship - touch base with the student via phone or email beforehand. Feel free to let us know if you have any questions before the first day.
- Define and align expectations and requirements with the student.
- Establish a schedule for a student and introduce them to the workplace.
- Guide the student through practical tasks.
- Address questions and assist the student.
- Assign tasks of an appropriate difficulty level to the student to help them get started and feel engaged.

## Internship agreement

Before the LIA period starts, a collaboration agreement (provided from Futuregames) should be filled in and signed by the student, the supervisor/mentor, and the education leader. The internship agreement outlines the responsibilities and commitments of Futuregames, the student, and yourself. We will also establish an action plan for the LIA period, including goals

*Futuregames is an authorized vocational education school that offers courses in close cooperation with industry to match the skills needs of the labor market. Read more about us at [futuregames.se](https://futuregames.se).*

and tasks, which will be specified in the agreement.

## Practical information

For a student in a new workplace, it is important to quickly get integrated into the team. It is beneficial to review the internship agreement together in the beginning of the internship, plan the LIA period, and agree on checkpoints. As a supervisor/mentor, you can facilitate the adaptation process by informing the student about how things work at your specific workplace, including:

- Working hours - The LIA period is full-time according to the workplace's regular working hours.
- In case of illness, the student should call and report sickness to the workplace. Provide a medical certificate according to sick pay regulations. For recurring sick reports or absences exceeding 5 working days, the workplace supervisor/mentor should contact the education leader.
- Any request for leave longer than 2 days should be approved by the education leader.
- "Unwritten rules," safety procedures, and specific confidentiality rules.

Many workplaces have specific confidentiality rules in place. It is crucial to immediately inform the student about these. If a written assurance is necessary, arrange for it promptly.

## Midway review

When half of the period has passed, a follow-up meeting should take place among the supervisor/mentor, student, and education leader. This meeting will discuss progress based on the action plan. If this meeting cannot be conducted in person due to distance or other reasons, a phone meeting/video call is also possible. The education leader will suggest meeting times for the reviews.

## Feedback and assessment

LIA is a course that will be graded by the Futuregames. As a supervisor/mentor, you have the crucial task of providing feedback on the student so that Futuregames will be able to assess if the student has achieved the objectives of the LIA course (this will be done through a feedback form from school).

In this form, you should evaluate the student's efforts and learning progress during the LIA period. When making your assessment, refer to the LIA course plan. It outlines the objectives for the LIA period and provides grading guidelines.

Upon the start of the LIA period, you will receive the assessment foundation and can discuss it throughout the period. The assessment form should be submitted to the education leader at the Futuregames no later than 2 weeks before the conclusion of the LIA.

When the student concludes their LIA period, it is often appreciated to offer a bit of extra attention. Have a closing discussion and provide a separate certificate from your workplace.

## Occupational safety and insurance

The workplace is responsible for ensuring compliance with the industry's prevailing general occupational safety regulations, as well as the workplace's own occupational safety provisions during the LIA period. The student is insured through their studies at the Futuregames, equivalent to personal injury insurance according to the terms specified on kammarkollegiet.se. The insurance is valid within Sweden during the LIA period during school hours, and while traveling between the residence and the "location where school time is spent" (LIA site).

For more information about insurance, please refer to:

<https://www.myh.se/yrkeshogskolan/for-utbildningsanordare/forsakringar-for-studerande>

<https://www.kammarkollegiet.se/vara-tjanster/forsakring-och-riskhantering/forsakringar-for-studier-och-utlandska-besokare/studenter-pa-yrkeshogskola>

## About Education Game Artist – Specialization YH001915

### After completing the education, the student should have knowledge about...

- The game development process, from the conceptual stage to market release
- Producing design elements for games using industry-standard tools and technologies
- Game design principles, including composition, color theory, perspective, and lighting
- Methods for designing and optimizing within a game engine
- Project management using agile methodologies
- Industry-standard game engines and tools
- Techniques for presenting games
- Job application processes

### After completing the education, the student should have the skills to...

- Create game characters from concept development to implementation in games
- Develop game environments from the idea stage to implementation in a game engine
- Sculpt and model game characters and 3D objects using industry-standard tools
- Texture by creating and applying materials and implementing them in a game engine
- Create and animate skeletons using industry-standard tools
- Develop effects and implement them in a game engine
- Light and render by optimizing lighting and presenting the scene using industry-standard tools
- Define team structures and roles
- Apply agile methods in game production
- Utilize industry-standard tools for communication and project management

### After completing the education, the student should have the competencies to...

- Adapt design elements to a specific style or mood
- Optimize design elements for real-time performance
- Establish workflows, both individual and team-based
- Assess and evaluate work performed individually and within a team
- Tailor relevant and appropriate materials to appeal to different game studios
- Create complex design elements using industry-standard tools and methods
- Produce complex games using industry-standard tools and methods
- Evaluate and reflect on work performed individually and in teams, using an industry-standard framework
- Adapt relevant and suitable materials to effectively appeal to various game studios

## **Appropriate tasks during the LIA period (that reflect the course objectives):**

### Knowledge:

- Understanding the workflow and pipeline of the LIA company
- Understanding the company structure, culture, and vision, and how they communicate internally.
- Understanding of how to plan and structure work responsibilities according to the team's needs.

### Skills:

- Learning how to use the company tools and frameworks.
- Producing as part of a team and working within a specific role
- Planning the execution of the work
- Reflecting upon the own process and experience

### Competences:

- Through their LIA, the student gains the competences of working in and with a professional team on a real project.

## Educational overview - included courses

Course	YH-points
Advanced Game Art	10
Rigging & Animation	20
Character Art	20
Concept Art	10
Environment Art	25
Intermediate Game Art	15
Game Engines	10
Game Project 1	15
Game Project 2	20
Game Project 3	35
Game Project 4	20
Graduation project	50
Intro to Game Art	20
Professional development	15
Sculpting	10
Texturing	10
Specialization - Character Art	80
Specialization - Environment Art	80
Internship (LiA)	150

5 YH (Higher Education) credits correspond to one week of full-time studies. Courses marked with (\*) have been completed by the student before the start of the LiA period.