

UNIVERSITY OF BRIGHTON

Covid-19 Module Delivery Statement 2020/21

School	CEM
Module(s) code and name	CI465 Working in the Digital and Games Industries

Module Delivery Statement
<p>The module will be a blended delivery of live scheduled sessions (on campus/via Teams) and asynchronous delivery via StudentCentral.</p> <p>Student contact hours remain the same as outlined in the module specification and details will be provided to students in the module road map in accordance with the guidelines on student contact hours.</p>



University of Brighton

MODULE SPECIFICATION TEMPLATE

MODULE DETAILS											
Module title	Working in the Digital and Games Industries										
Module code	CI465										
Credit value	20										
Level	Level 4	X	Level 5		Level 6		Level 7		Level 8		
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)										
Entry criteria for registration on this module											
Pre-requisites Specify in terms of module codes or equivalent											
Co-requisite modules Specify in terms of module codes or equivalent											
Module delivery											
Mode of delivery	Taught	X	Distance		Placement		Online				
	Other										
Pattern of delivery	Weekly	X	Block		Other						
When module is delivered	Semester 1			Semester 2			Throughout year		X		
	Other										
Brief description of module content and/ or aims Overview (max 80 words)	The module introduces students to the digital and games industries context and working practices, using the Brighton & Hove digital sector as a case study. Students prepare for work experience applications by producing a personal digital portfolio and managing their professional online presence. The module integrates an introduction to the University learning environment and a foundation in academic study skills.										
Module team/ author/ coordinator(s)	Andrew Montgomery										
School	Computing, Engineering & Mathematics										
Site/ campus where delivered	Moulsecoomb										
Course(s) for which module is appropriate and status on that course											
Course						Status (mandatory/ compulsory/ optional)					
BSc (Hons) Computer Science for Games					Compulsory						
BSc (Hons) Digital Games Development					Compulsory						
BSc (Hons) Computing for Web and Mobile					Compulsory						

MODULE AIMS, ASSESSMENT AND SUPPORT

Aims	This module aims to -
-------------	-----------------------

	<ul style="list-style-type: none"> • Introduce students to the industry and employment context for their course. • Enables students to create a personal digital portfolio and manage their online presence in preparation for careers in the digital industries. • Introduce students to academic study skills.
Learning outcomes	<p>On successful completion of the module the student will be able to -</p> <ol style="list-style-type: none"> 1. Understand the industry sector relevant to their course and the career opportunities it offers. 2. Design, produce and publish a personal digital portfolio of work, in a format that supports their professional aspirations. 3. Use the University learning environment effectively. 4. Demonstrate academic, employability and communication skills. 5. Understand the legal and ethical issues relevant to studying and working in the digital and games industries. 6. Demonstrate an understanding of issues relating to information security in a professional context.
Content	<p>Digital /games industries context</p> <ul style="list-style-type: none"> • National and global economy • Culture, organisations and business models • Working practices in digital enterprises • Careers, employment roles and skills • Legal and ethical issues • Information Security <p>Employability skills</p> <ul style="list-style-type: none"> • Creating an online presence – <ul style="list-style-type: none"> – Digital portfolio of work – Platforms for sharing code / design work – e.g. CodePen, Behance – Social media and professional networks • CV writing • Communication using different media <p>Academic study skills</p> <ul style="list-style-type: none"> • Planning and working in a group and as an individual • Academic writing and referencing • Finding and using information to investigate a topic
Learning support	<p>Indicative reading: latest editions of -</p> <p>Baron, C. <i>Designing a Digital Portfolio</i>. New Riders.</p> <p><i>The Brighton Fuse</i> – http://www.brightonfuse.com/wp-content/uploads/2013/10/The-Brighton-Fuse-Final-Report.pdf</p> <p><i>Brighton Fuse 2: Freelancers in the Creative Digital IT Economy</i> - http://www.brightonfuse.com/wp-content/uploads/2015/01/brighton_fuse2_online.pdf</p> <p>Clazie, I., <i>Creating your digital design portfolio: a practical guide to showcasing your work online</i>. Rotovision.</p> <p>Davies, R. <i>Introducing the creative industries : from theory to practice</i>. Sage</p> <p>Schreier, J., <i>Blood, Sweat, and Pixels: The Triumphant, Turbulent Stories Behind How Video Games Are Made</i>. Harper Paperbacks.</p> <p>Software: Adobe CC – Photoshop, Illustrator, InDesign.</p> <p>Online video tutorials – Lynda.com</p> <p>The module is supported by resources on studentcentral and Aspire.</p>

Teaching and learning activities		
Details of teaching and learning activities	<p>The module is taught through a combination of talks, including invited speakers from local companies and alumni, skills workshops and practical activities through which students learn independently guided by tutor support.</p> <p>Students will investigate the local digital or games sector, and how companies and practitioners use the web and social media for organisation, promotion and networking.</p> <ul style="list-style-type: none"> • Formative assessment task 1 (semester 1): Ice-breaker activity starting in Welcome Week – small group project to envision an innovative digital product and pitch it to peers. Oral feedback from tutor and peers at the presentation. • Formative assessment task 2 (semester 2): Students make an action plan for the production of a personal digital portfolio of work and online social media presence. The plan is submitted through studentcentral and e-feedback is provided by the tutor. • Students will give lightning talks to peers about their portfolio work in progress and participate in formative feedback 	
Allocation of study hours (indicative)		Study hours
Where 10 credits = 100 learning hours		
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	48
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	152
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	
TOTAL STUDY HOURS		200

Assessment tasks	
Details of assessment on this module	<p>Task 1: Coursework 50% (LO1, LO3, LO4, LO5, LO6)</p> <p>Project done in groups of 3-4, investigating a company in the digital or games sector. Students can choose to be assessed by one of the following -</p> <ol style="list-style-type: none"> A 3,000 word group report, plus an individual statement of contribution to the group effort A 30 minute group slideshow presentation, including questions A 5-6 minute video production, hosted online, plus an individual statement of contribution to the group effort <p>Task 2: Coursework 50% (LO1, LO2, LO4)</p> <p>Individual project producing an online portfolio of work, including social media presence and a conventional CV. The work of producing the portfolio is done in scheduled lab workshops and practice-based independent study. The task requires the submission of a URL and, if appropriate, the source files and assets for the portfolio artefact. Students can choose for their portfolio to be assessed by one of the following -</p> <ol style="list-style-type: none"> 15 minute presentation, including questions, demonstrating the portfolio to the tutor and peers 1,500 word report explaining the rationale for the work and reflecting on how the assessment brief has been met

Types of assessment task¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100 or 50 or 0
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	0 or 50 or 100

EXAMINATION INFORMATION	
Area examination board	Computing

Refer to University for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Silvester Czanner	Liverpool John Moores University	1 October 2019	30 September 2023

QUALITY ASSURANCE				
Date of first approval Only complete where this is <u>not</u> the first version	CDR April 2018			
Date of last revision Only complete where this is <u>not</u> the first version	Editorial change Oct 2018, January 2020			
Date of approval for this version	Editorial June 20			
Version number	2.1			
Modules replaced Specify codes of modules for which this is a replacement	CI165			
Available as free-standing module?		Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.