|  |  |
| --- | --- |
| **Course Data** | |
| 1. Awarding Institution/Body | Southampton Solent University |
| 1. Teaching Institution | Southampton Solent University |
| 1. Programme Accredited by | Skillset |
| 1. QAA Benchmarking Group | Communications and Media |
| 1. QAA Qualifications Framework Level | 6 |
| 1. Final Award | BA (Hons) Computer and Video Games |
| 1. UCAS Code | G450 |
| 1. JACS Code | I620 |
| 1. Course Code(s) | BCG |
| 1. Language of Instruction | English |
| 1. Language of Assessment | English |
| 1. Mode | Full-Time & Part-Time |
| 1. Academic School | Media Arts and Technology |
| 1. Programme | Animation Arts & Product Design |
| 1. Foundation year |  |

**16. Aims of the Programme**

The aims of the Animation & Games Programme are to:

* Develop critical, analytical; creative problem based learning skills and the transferable skills to prepare students for graduate employment;
* Underpin the artistic practices involved in animation and games production with a critical analysis of narrative, content, screen grammar, animation virtuosity and audience appreciation;
* Instil professionalism in students’ attitudes to the programme by providing opportunities for simulated and ‘real world’ production;
* Develop an in depth knowledge of the specialist computer application used in industry;
* Develop the students’ understanding of the research methodologies appropriate to the discipline of computer-generated imagery;
* Develop students’ ability to see relationships in what they learn enabling the to pursue further study;
* Offer a curriculum that provides choice through subject-based options and the opportunity for students to broaden their learning experience through the university’s Curriculum Plus programme.

In addition, the specific aims of the BA (Hons) Computer and Video Games course is to:

* Ensure that practical skills are intellectually challenging and that students engage with contemporary issues and develops critical understanding in the notion of game narrative and game play;
* Provide students with the knowledge and skills to equip them for careers in computer and video games;
* Generate a holistic understanding of how computer and video games are authored, developed, realised and played; and
* Enable students to engage with the ethical, social and cultural dimension of computer and video games.

**17. Intended Course Learning Outcomes**

On successful completion of the course, students should be able to:

**Knowledge and Understanding**

**K1** Demonstrate critical and conceptual understanding of practices involved with creating computer and video games.

**K2** Identify the creative and industry factors, processes, operations and techniques involved in computer and video game creation.

**K3** Discuss the social, cultural, ethical, aesthetic and organisational contexts of computer and video games.

**Teaching, Learning and Assessment:** Workshops, seminars, presentations, technical demonstrations, peer discussions & feedback, 1-1 contact, portfolio, online reflective journals, essays, projects.

**Cognitive Skills**

**C1** Define game play and the characteristics of game art as distinguishable from other entertainment media.

**C2** Analyse the structures of different games genres.

**C3** Critically investigate factors and effects of the interactive involvement of the player in computer and video games.

**Teaching, Learning and Assessment:** Workshops, seminars, presentations, technical demonstrations, peer discussions & feedback, 1-1 contact, portfolio, online reflective journals, essays, projects.

**Practical and Professional Skills**

**P1** Begin to develop drawing, modelling and animation skills as applied to game art and game play.

**P2** Demonstrate an interrogative attitude to game analysis, showing awareness of the limitations and creative possibilities of technology.

**P3** Present ideas, information and character design clearly in visual, verbal and written form.

**Teaching, Learning and Assessment:** Workshops, seminars, presentations, technical demonstrations, peer discussions & feedback, 1-1 contact, portfolio, online reflective journals, projects, placements.

**Transferable and Key Skills**

**T1** Use information technology to locate retrieve and process material.

**T2** Organise work and manage time effectively to meet deadlines.

**T3** Collaborate and engage in supportive academic and artistic activity.

**Teaching, Learning and Assessment:** Workshops, seminars, presentations, technical demonstrations, peer discussions & feedback, 1-1 contact, portfolio, online reflective journals, projects, placements.

**18. Map of Units to Intended Course Learning Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title** | **Knowledge & Understanding** | | | **Cognitive** | | | **Practical & Professional** | | | **Transferable & Key** | | |
| **K1** | **K2** | **K3** | **C1** | **C2** | **C3** | **P1** | **P2** | **P3** | **T1** | **T2** | **T3** |
| **FHEQ Level 4** | | | | | | | | | | | | |
| Computer Generated Imagery 1 | **√** | **√** |  |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |
| Computer Generated Imagery 2 | **√** | **√** |  |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |
| Prop Studies | **√** |  |  |  | **√** |  | **√** |  | **√** | **√** |  |  |
| Model Building | **√** |  |  | **√** |  |  | **√** |  | **√** | **√** |  |  |
| Texture Creation | **√** | **√** |  | **√** |  |  |  | **√** |  | **√** | **√** |  |
| Games Systems | **√** |  |  |  |  | **√** | **√** | **√** |  | **√** |  | **√** |
| Art & Environment Theory | **√** | **√** |  | **√** | **√** |  | **√** | **√** |  | **√** |  |  |
| **FHEQ Level 5** | | | | | | | | | | | | |
| Critical Discourse 1 | **√** |  | **√** | **√** | **√** | **√** |  | **√** |  |  |  |  |
| Level Design | **√** | **√** |  |  | **√** | **√** |  |  | **√** | **√** | **√** | **√** |
| Advanced 3D | **√** |  |  | **√** |  |  | **√** | **√** |  | **√** |  |  |
| Game Production | **√** | **√** | **√** |  |  |  | **√** | **√** | **√** |  | **√** | **√** |
| Life Drawing 1 | **√** | **√** |  | **√** |  |  | **√** |  | **√** |  | **√** | **√** |
| Life Drawing 2 | **√** | **√** |  | **√** |  |  |  |  | **√** |  | **√** | **√** |
| **FHEQ Level 6** | | | | | | | | | | | | |
| Critical Discourse 2 | **√** |  | **√** | **√** | **√** | **√** |  | **√** |  |  | **√** |  |
| Pre-production: Conceptual | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |
| Pre-production: Industry | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |
| Games Major Project | **√** | **√** |  | **√** |  |  | **√** | **√** | **√** | **√** | **√** | **√** |

*Note: The following units have been designed to broaden students skills outside of the core curriculum area and to enhance employability and enterprise and are therefore aligned to the practical, professional and transferable learning outcomes: Curriculum Plus, Freelancing at Solent Creatives and Model Your Business.*

**19. Course Structure and Assessment Summary**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Unit Name** | **Credit** | **Type** | **Mode** | **Assessment Weighting %** | | | |
|  | | | | | **AE1** | **AE2** | **AE3** | **AE4** |
| **FHEQ Level 4** | | | | | | | | |
| VCA102 | Computer Generated Imagery 1 | 10 | C | CD | 100 |  |  |  |
| VCA103 | Computer Generated Imagery 2 | 10 | C | CD | 100 |  |  |  |
| VCA407 | Prop Studies | 20 | C | CD | 100 |  |  |  |
| VCA408 | Model Building | 20 | C | CD | 100 |  |  |  |
| VCA409 | Texture Creation | 20 | C | CD | 100 |  |  |  |
| VCA410 | Games Systems | 20 | C | CD | 100 |  |  |  |
| AAP402 | Art & Environment Theory | 20 | C | CD | 60 | 40 |  |  |
| **FHEQ Level 5** | | | | | | | | |
| VCA202 | Critical Discourse 1 | 20 | C | CD | 30 | 70 |  |  |
| VCA210 | Game Production | 40 | C | CD | 100 |  |  |  |
| VCA211 | Level Design | 20 | C | CD | 50 | 50 |  |  |
| VCA514 | Advanced 3D | 20 | C | CD | 100 |  |  |  |
| CCA533 | Freelancing at Solent Creatives (Media) 1 | 20 | O | CD | 60 | 40 |  |  |
| CCA534 | Freelancing at Solent Creatives (Media) 2 | 20 | O | CD | 60 | 40 |  |  |
| CCA529 | Model Your Business (MYB1) | 20 | O | CD | 50 | 50 |  |  |
| CCA530 | Model Your Business (MYB2) | 20 | O | CD | 50 | 50 |  |  |
| Various | Curriculum Plus | 20 | O | CD | 100 |  |  |  |
| **FHEQ Level 6** | | | | | | | | |
| VCA300 | Critical Discourse 2 | 20 | C | CD | 100 |  |  |  |
| VCA305 | Pre-Production: Conceptual | 40 | O | CD | 100 |  |  |  |
| VCA306 | Pre-Production: Industry | 40 | O | CD | 100 |  |  |  |
| VCA307 | Games Major Project | 60 | C | CD | 100 |  |  |  |

**Unit type**: C = Core/Compulsory O = Option

**Unit mode (Delivery mode)**: Campus Delivery (CD) BK = Block Delivery

DL = Distance Learning and Self-Directed Learning EX = Experiential

PL = Work Placement SP = Study Placement

WBL = Work Based Learning BL = Blended Learning

Flexible Mode of Delivery: In addition to the full time mode of course delivery, students may, at the discretion of the University, study the above course on a flexible part time basis. In such cases, students must agree with the course leader which units they will study each academic year (min. 40 credits/ max. 100 credits (UG)) and all units must have been completed within the maximum registration period, calculated pro-rata based on the students attendance modes and will not exceed the part-time maximum registration period specified in Section 20 (Annex 1). It is expected that students will normally complete a level of study before progressing to the next level. Students will be expected to attend the sessions timetabled for delivery of the unit to the full time students.

**20. Admissions**

For full details of the standard admission requirements for this course please see the University’s website: -

http://www.solent.ac.uk/courses/all/undergraduate\_list\_full\_aspx

**Advanced standing**

Candidates with appropriate prior learning (or where they can demonstrate that they have achieved all the learning outcomes of an earlier stage/level) may be considered for advanced standing and admitted directly onto an appropriate stage or level of the course.

**Non Standard Entry**

Students without one of the qualifications indicated on the entry profile may be considered on the basis of previously achieved certified learning, experiential learning and work-related experience.

**21. Regulation of Assessment**

Assessment is carried out in accordance with Southampton Solent University’s Assessment Regulations and Assessment Policy, as set out in the current edition of the Academic Handbook (Section 2O).

**Recognition of Prior Learning**

Where a student wishes to apply for the recognition of prior learning, they should follow the normal University RPL procedure.

**Progression**

Entry to FHEQ Level 4 from Level 3: Minimum of 100 Level 3 credits

Entry to FHEQ Level 5: 120 Level 4 credits

Entry to FHEQ Level 6: 120 Level 4 credits + 120 Level 5 credits

**Awards**

|  |  |
| --- | --- |
| 120 Level 3 credits: | Foundation Certificate |
| 120 credits, with a minimum of 120 at FHEQ Level 4 or higher: | Certificate of Higher Education |
| 240 credits, with a minimum of 120 at FHEQ Level 5 or higher: | Diploma of Higher Education |
| 300 credits, with a minimum of 60 at FHEQ Level 6: | Ordinary Degree\* |
| 360 credits, with a minimum of 120 at FHEQ Level 6: | Honours Degree\*\* |

*\* Students may be awarded an Ordinary degree having been assessed in 360 credits and successfully achieved at least 300 credits.   
  
\*\*Students may be awarded an Honours degree having been assessed and awarded in 360 credits.*

**Classification**

The degree classification for BA (Hons) Computer & Video Games is determined from the Level 5 and Level 6 results using the following method: credit weighted average from the best 100 credits at Level 6 (weighted at 70%) plus the credit weighted average from the best 100 credits at Level 5 and the remaining Level 6 credits (weighted at 30%).

**22. Notes**

**Exemption from Southampton Solent University Assessment Policy/Regulations:**

None

**Exemption(s) from the Southampton Solent University Academic Framework:**

None

**Special Provisions relating to requirements of Professional/Statutory Bodies:**

None

Annex 1

**Map to Communications & Media Subject Benchmark**

|  |  |
| --- | --- |
| Threshold\* | **Learning Outcome** |
| Understanding Of production processes and professional practices within media, cultural and communicative industries | K1 |
| Critically informed competency in the management and operation of production technologies, procedures and processes | K2 |
| the ability to use their knowledge and understanding of communication, cultural and media processes as a basis for the examination of policy and ethical issues, whether in the public domain or in other aspects of democratic participation and citizenship | K3 |
| demonstrate a requisite understanding of the main body of knowledge for their programme of study | C1 |
| analyse information and experiences, and formulate reasoned arguments | C2 |
| understand and apply essential concepts, principles and practice of the subject in the context of well-defined scenarios, showing judgement in the selection and application of tools and techniques | C3 |
| the ability to engage with and to advance creative processes in one or more forms of media or cultural production | P1 |
| the ability to consider views other than their own, and exercise a degree of independent and informed critical judgement in analysis | P2 |
| communicate ideas and information in visual, oral and written forms | P3 |
| apply information skills to navigate, retrieve, and manage information from a variety of sources | T1 |
| exercise self-management skills in managing their workloads and meeting deadlines | T2 |
| apply interpersonal and social skills to interact with others | T3 |

\* This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have

Annex 2

**Learning outcomes for exit awards**

**Learning Outcomes for Award of Cert HE:**

**Knowledge and Understanding**

K1) Recognise and define understanding of the application of digital art software

K2) Identify the creative and industry factors, processes, operations and techniques involved in digital art production

**Cognitive Skills**

C1) Describe ways in which videogame players engage with characters

C2) Describe the structures of different games genres

C3) Investigate the involvement of the viewer in interactive imagery

**Practical and Professional Skills**

P1) Demonstrate knowledge of drawing, modelling and animation skills as applied digital art

P2) Visualise work from disparate cultural and technological reference points

P3) Present ideas, information and character design clearly in visual, verbal and written form

**Transferable and Key Skills**

T1) Use information technology to locate retrieve and process material

T2) Organise work and manage time effectively to meet deadlines

T3) Describe methods of digital presentation

**Learning Outcomes for Award of Dip HE:**

**Knowledge and Understanding**

K1) Demonstrate balance between computer aesthetic and visual appeal

K2) Identify the creative and industry factors, processes, operations and techniques involved in computer and video game creation

K3) Understand the relationship between art and culture

**Cognitive Skills**

C1) Apply knowledge of real-time and interactive art to the development of game media

C2) Apply knowledge of the structures of different games genres

**Practical and Professional Skills**

P1) Utilise current industry software to the development of digital media

P2) Demonstrate an awareness of technological constraints and the necessity for economy in digital art

P3) Demonstrate composition and communication skills and the ability to sell art

**Transferable and Key Skills**

T1) Conduct research into digital art technology

T2) Organise work and manage time effectively to meet deadlines

T3) Understand the processes of game development and investigate professional practice