

Course Template

1. Basic information

- Course Name: Games Technology
- Course Code: CE034A
- Level (UG, PG): Undergraduate
- Academic Period: 2014
- Faculty: Faculty of Technology
- Department: Media Design and Production
- PMB: LMS
- Offered at: C5 - Confetti Studios / Spool Films
- Type (single, joint.): SI
- Highest Award : Foundation Degree in Science
- All possible exit awards : Certificate of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time
 Other MOA: Previously Full Time, ET or IT for All Session
- Mode Notes:
- Course leader: Eric William Tatham

2. Entry Requirements and Profile

<p>FdSc Games Technology</p> <p>Applicants should normally be 18 years of age by the 1st of October in the year of entry.</p> <p>Candidates should offer one of the following:</p> <ul style="list-style-type: none"> a) 120 UCAS Tariff Points or equivalent from a minimum of one GCE A level b) A BTEC Certificate or Diploma in a relevant discipline c) Any qualification deemed equivalent to the above, including recognised access courses d) Applicants are welcomed for individual consideration from candidates offering experience or prior learning in place of part or all of the formal entry qualifications <p>NOTE: Applicants will be invited for interview and encouraged to attend an open day to support their application.</p> <p>Cert HE</p> <p>80 UCAS Tariff Points or equivalent</p>
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3. Course Description

Characteristics and Aims

<p>The FdSc Games Technology is designed to equip students with the knowledge, skills and practical experience they need to work in the Games Industry.</p>

The course will require a high level of commitment and motivation. Students will be developing their understanding of the theory and practice of games technology and undertaking complex and demanding projects and assignments. As well as attending lectures students will have a significant amount of independent research and learning to do in order to refine their skills.

FdSc students can progress onto a career in the Creative Industries, for example Games Designer, 3D animation, web design, sound for games. Graduates may also chose to progress to the articulation year at DMU.

Teaching, Learning and Assessment Strategies

In planning the teaching, learning and assessment for the FdSc current practices have been taken consideration of.

Students on the course will come from a variety of backgrounds, from work, BTEC IT courses, BTEC Games courses to name but a few. The teaching adopted by the team will seek to capitalise on this rich diversity of experience ensuring that all students are engaged and their learning styles acknowledged and incorporated.

The teaching reflects a very student focussed approach with assessment strategies that adopt a range of assessment types for example projects, portfolios, essays and phase tests; that will allow each learner the opportunity to engage with the course and its content.

Teaching will be via lectures, seminars, tutorials; work-based exercises and talks from industry speakers; all of which will allow full dissemination of knowledge, information and practical industry based skills and techniques.

Student centred learning will be via research, industry links - including placement periods, essay writing , portfolios, etc.

In addition there will be group and individual sessions which will help the development of team-working; problem-solving and communication at all levels and in a variety of formats.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	<ol style="list-style-type: none"> The processes, techniques and technology used in Games Production and Technology as defined in the module templates The theoretical knowledge underpinning the technology in producing Games. The roles, context and creative processes involved in Games Technology as defined in the module templates Industry tools and practices
<ul style="list-style-type: none"> Cognitive skills 	<ol style="list-style-type: none"> The ability to use critical thinking and analyse the production of game assets The ability to research and study independently A fluency in relevant and appropriate technical language Well developed problem solving

	<p>skills</p> <p>5. Insight and intuitive proficiency into audiences and market forces</p>
<ul style="list-style-type: none"> Subject specific skills 	<p>1. Skills in planning and scheduling projects</p> <p>2. Familiarity and competence in the use and application of video games software and hardware.</p> <p>3. IT competence and skills in managing data</p> <p>4. The ability to communicate and work with clients in a respectful and professional manner</p> <p>5. A developed professional confidence</p> <p>6. Competence and fluency in practical techniques and processes in the production of games and Games Technology</p>
<ul style="list-style-type: none"> Key Skills 	<p>1. Application of numbers: The student will have experience at handling quantitative data and collecting, interpreting and recording and reporting numerical information for specific software and production demand.</p> <p>2. Communication: The student will have experience at communicating in a variety of ways, including verbally through the group work and presentations as part of assessment and project requirements. Written through projects and essay and visual through storyboarding and conceptualisation.</p> <p>3. Improving own learning and performance: This skill is developed throughout the course and begins in the first year, which introduces a largely student centred investigative approach to learning, in which the student is encouraged to be active within the learning process. As the course progresses, increasing emphasis is placed on tasks that develop the skills relevant to the formation of a games technologist.</p> <p>4. Information technology: A range of computer-based tools will be used throughout the course, including 3D and design software.</p> <p>5. Problem solving: The analysis and synthesis of technological systems are essentially problem solving exercises that make use of a wide range of methods and tools. Consequently the development of problem solving skills is inherent throughout the courses.</p>

	6. Working with others: Teamwork is an essential part of the modern workplace. Consequently the course will contain frequent opportunities to work in teams during tutorial exercises and assignments.
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5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
TECH1044	30.00	1	Neither	Y	C5
TECH1045	30.00	1	Neither	Y	C5
TECH1046	30.00	1	Neither	Y	C5
TECH1047	30.00	1	Neither	Y	C5
TECH2049	30.00	2	Neither	Y	C5
TECH2050	30.00	2	Neither	Y	C5
TECH2051	30.00	2	Neither	Y	C5
TECH2052	30.00	2	Neither	Y	C5

Structure

Structure notes

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Course Specific Differences or Regulations

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Numbers at sites, including partner institutions

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Relevant QAA Subject Benchmarking statement(s)

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6. Quality Assurance Information

QA of Workbased Learning

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Liaison with Collaborative Partners

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Procedures for Maintaining Standards

Module and course management will be in accordance with De Montfort University's modular scheme. The course structure is designed to fit into normal undergraduate practices and will, therefore, make use of existing SABs and Faculty Panels. In addition, since this course is delivered wholly at Confetti there are regular monthly meeting between DMU Confetti, which review the delivery and management of the course and allow the course team to forward plan. In addition there is a twice yearly Confetti Management Board, which is in addition to the Faculty Programme Management Boards and specifically looks at the courses run at Confetti.

Regular meetings are also held with the Collaborative Partners team; including twice yearly partner meeting groups and a minimum of once a month meetings with the key Account Manager.

Regular meetings also take place with Academic registry and the Faculty Marketing team.

The Confetti Skills support manager is in regular contact with DMU in terms of study skills support and support of students.

Confetti's education support team also liaise regularly and attend appropriate training with regards to student finance, Safeguarding issues etc.

Subject and course team

The subject and course team consists of:

Mr Ian Mann - Confetti Faculty Link at DMU

Mr Eric Tatham - Module Leader - DMU

Ms Alison Gregson - HE Manager and programme leader - Confetti

Mr Mike Prince - Finance Director - Confetti

Mr Darren Bourne - Director of Education - Confetti

Mr Jon Laud - Head of Media (including Games Technology)

Ms Kelly Vero

Dr James Bentley

Mr Robert Hoare

Mr Chris Walton

Mr Gin Rai

Informal course team meetings will review student progress and satisfaction, together with other course specific issues. The course leaders at Confetti are responsible for the day to day management and organisation of the course and available for answering student queries. The course leaders and academic staff will have responsibility for the academic content and quality of the course and individual modules.

Course Handbook Descriptor

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