

PROGRAMME QUALITY HANDBOOK 2023-24

Bsc (Hons) Interactive Digital Immersion

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Message to all HE Students (DRAFT)

The current situation with the COVID-19 pandemic means the College is having to constantly review how it operates with regards to its curriculum delivery. The health and wellbeing of staff, students and the general public is of the utmost importance to the College. While the College is planning for all students to be able to spend time at the Kings Road site, this will only happen in line with the most up-to-date guidance from the Government, Public Health England and the Health and Safety Executive. With this in mind, there will be some aspects of your course delivered using online methods and some in person. Our incredible teaching staff have adapted brilliantly to the virtual delivery of their courses and the majority of students have found it easy to adapt to this new way of working.

This Programme Quality Handbook outlines the details of your course including delivery hours and assessment methods. The details within this handbook outline our 'best case scenario' plans, however, these will be subject to change in line with guidance.

We assure you that in-light of the current situation, we have made all reasonable efforts to enable students to complete their studies, for achievement to be reliably assessed and for qualifications to be awarded securely. We will continue to provide a high quality learning experience utilising technology solutions as required to accommodate a blended learning approach.

Programme Specific Messaging

Planning has taken into account room capacity that enables social distancing. We have tried to maintain a balance between having students onsite and making use of Discord.

Possible Programme Teaching and Learning changes being undertaken:

In the event another COVID outbreak affects the college, we will continue to deliver content virtually. Practical elements of the course may be affected and alternative methods may need to be adopted instead of physical components.

Possible Programme Assessment changes being undertaken:

In the event another COVID outbreak affects the college, there will need to be practical/in-person elements of the programme assessment adapted to suit the COVID conditions, for example a presentation to the class may be amended to a video presentation or the presentation will take place online over Discord.



WELCOME AND INTRODUCTION

1. Welcome and Introduction to Interactive Digital Immersion Bsc. Hons

Welcome to the Bachelor of sciences in Interactive Digital Immersion a single, final year (level-6) 'top-up' award. Students may progress from within City College Plymouth, from programmes such as FdA Games Design and Production and FdSc Virtual Reality and 3D Modelling; or, they may arrive with qualifications and experience not gained within City College Plymouth. The programme suits delivery for both full and part time students, enabling learners positioned to commit to a full academic year of study or wishing to gain this bachelor's degree alongside work and other life commitments to engage. Study is undertaken within the College setting, in Plymouth, with sessions following what we describe as circular lessons within computer laboratories, where peer-support and technical and personal development, encouraged through introduction, discussion, demonstration and undertaking of the topics, occurs.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: the information in this handbook should be read in conjunction with the current edition of the College / University Student handbook available at <http://hemoodle.cityplym.ac.uk/course/view.php?id=3305> which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

1. Programme Specification

This Programme Specification contains no information pertaining and / or referring to individual members of staff and therefore is appropriate to be employed as a public document.

PS1. Programme Details

Awarding Institution:	Plymouth University
Teaching Institution:	City College Plymouth
Accrediting Body:	Plymouth University.
Language of Study:	English
Mode of Study:	Full Time / Part Time.
Final Award:	Bsc (Hons) Interactive Digital Immersion
Intermediate Award:	Ordinary Degree
Programme Title:	Interactive Digital Immersion
UCAS Code:	I004

JACS Code: 100368

Benchmarks: Informed by QAA Benchmark statement for Business and Management (2019), Communication, media, film and cultural studies (2019) (Production or Practice), QAA Benchmark statement for Computing (2019)

Date of Programme Approval: Tuesday 9th June 2020 (Stage 2 Approval)

PS2. Brief Description of the Programme

The following is a description of the programme that clarifies both its position within City College Plymouth and Plymouth University's respective portfolios and provides material that may be directly used for promotion of the programme.

The bachelor of science in Interactive Digital Immersion applies related games technology in order to solve real world problems. Interactive Digital Immersion reaches beyond entertainment and games to provide solutions in; health, commerce, science, art and technology.

Students on the BSc (Hons) Interactive Digital Immersion degree critically engage with knowledge and understanding of the subject and the realities of industry, the production of immersive products and the presentation and justification of concepts and product designs. Harnessing music, sound and 3D visualisation tools to create the immersive experience that engages cognition and sparks emotion. Developing knowledge and skills, artistic expression and the confidence to innovate, for progression into employment. Exploring the ethics and morality of this field, to assist them in safeguarding their own values as they progress through careers as broad as appropriate to the application of interactive digital immersion.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism It is also a platform from which you can undertake additional vocational and academic qualifications.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

No exceptions to regulations.

PS5. Programme Aims

to:

Harness digital tools and technology in order to create Interactive Digital Immersion that solves real world problems.

Enable proficiency across a range of complex technical digital platforms.

Embed industry working practices and legal requirements.

Enable individual autonomy and intellectual enquiry to support a subject specialism and portfolio development.

Develop practical and interpersonal skills required for the successful delivery of a client-based product.

Apply ethical analysis to issues that arise from Interactive Digital Immersion as the industry continues to develop.

Provide a framework to enable students to develop cooperative working relationships with other sectors within the college and beyond.

Pursue intellectual academic enquiry via research into Interactive Digital Immersive solutions.

Allow for innovative artistic responses to the development of Interactive Digital Immersion.

PS6. Programme Intended Learning Outcomes (ILO)

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- 1) A reflective and critical understanding of the scope and complexity of Interactive Digital Industries to reach beyond entertainment and provide innovative solutions.
- 2) Knowledge and understanding of the operation of current specialist technological equipment.
- 3) Industry professional standards and expectations for working practice.
- 4) An understanding of psychological impacts from digital immersion and ethical implications.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) The ability to apply creative skills and exercise significant judgement in the complex process of interpreting a brief.
- 2) The skills to identify and select appropriate strategies and techniques to solve complex problems and implement creative design solutions.
- 3) The level of inquiry to critically analyse new, novel and or abstract information or data using established techniques to judge the appropriateness of the methodologies used.
- 4) The ability to critically evaluate and assess the appropriateness of the methodologies used.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Demonstrate personal management and responsibility in alignment with professional practice.
- 2) Set the criteria for and be effective in professional communication in a range of situations.
- 3) Apply problem-solving skills via engagement with digital technology.
- 4) Plan and conduct autonomous work within a flexible context.
- 5) The ability to operate in complex and unpredictable contexts.

8.4. Employment related skills

On successful completion graduates should have developed:

- 1) The utilisation of specialist skills processes and procedures related to specific production activities for interactive technologies.
- 2) The ability to synthesise client and customer considerations to deliver a viable digital product.
- 3) The integration of understanding, knowledge and skills to explore solutions for a real-world problem enabling forward-looking work.
- 4) The ability to reflect on performance and identify how this might be evaluated.

8.5. Practical skills

On successful completion graduates should have developed:

1. The ability to creatively utilise current specialist digital technological tools in line with professional practice.
2. The ability to select appropriate digital tools and equipment for the development of an interactive and immersive product.
3. An advanced skill set in one or more specialisms for interactive digital immersion.
4. Apply recognised methodologies to the streamlining of production.

PS7. Distinctive Features

- Immersion within digital experiences engages the user cognitively and emotionally; add the interactive element, typical of modern digital immersion, and the user exerts already held attributes and further develops knowledge, skills and behaviours. These extend far beyond those gained through the more familiar entertainment and games applications to, likely, endless potential for immersive digital interaction being an embedded part of the development of people, personally and professionally. From health to commerce, science to art, technology to mental wellbeing, and beyond, the breadth of societal needs and wants are relevant. A future at the heart of this potential is the target for graduates from this BSc (Hons) Interactive Digital Immersion degree.

- Students on the BSc (Hons) Interactive Digital Immersion degree critically engage with knowledge and understanding of the subject and the realities of industry, the production of immersive products and the presentation and justification of concepts and product designs. Harnessing music, sound and 3D visualisation tools to create the immersive experience that engages cognition and sparks emotion.

Developing knowledge and skills, artistic expression and the confidence to innovate, for fledgling progression into employment. Exploring the ethics and morality of this field, to assist them in safeguarding their own values as they progress through careers as broad as appropriate to the application of interactive digital immersion.

- As a single, final year (level-6) 'top-up' award to BSc, students may progress from within City College Plymouth, from programmes such as FdA Games Design and Production and FdSc Virtual Reality and 3D Modelling; or, they may arrive with qualifications and experience not gained within City College Plymouth. The programme suits delivery for both full and part time students, enabling learners positioned to commit to a full academic year of study or wishing to gain this bachelor's degree alongside work and other life commitments to engage. Study is undertaken within the College setting, in Plymouth, with sessions following what we describe as circular lessons within computer laboratories, where peer-support and technical and personal development, encouraged through introduction, discussion, demonstration and undertaking of the topics, occurs.

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PS8. Student Numbers

The following provides information that should act as a guide to assure the quality of the student experience, progression opportunities, and staff and resource planning:

Approximate minimum student numbers = **6**

Target student numbers per stage = **10**

Approximate maximum student numbers = **20**

PS9. Progression Route(s)

Students who successfully pass the Foundation Degree may gain entry to a range of professions or pursue additional vocational and academic qualifications at Plymouth University

PS10. Admissions Criteria

Requirements for BSc (Hons) Interactive Digital Immersion	
Progression from Level 5 Study	Students may apply from technological level-5 programmes. Either progression will be already defined within the Programme Specification of those level-5 programmes or they will be considered by admissions tutors on individual merit, based on prior technology-focused study to level-5 and its alignment with setting the individual student up for completion to meet the PILOs of this programme.
APEL/APCL	Prior Certificated Learning and Prior Experiential Learning are two broad ways a potential student may wish to present their applicability to join this level-6, final year of a degree, top-up programme. APEL/APCL will be considered as per Plymouth University regulations, which includes the possibility to APL 240 credits against a 360 credit BSc (Hons) degree. For mapping either APCL or APEL the admissions tutor for the relevant college should refer to the learning outcomes of their level-5 programmes that have progression to this top-up agreed. Where that isn't immediately applicable, the admissions tutor may consider L5 programmes from other colleges that deliver this L6 top-up programme.
Capability Requirements, and Disability	Each institution has dedicated learning support. Applying students who have a disability or have concerns over their capability to undertake any aspects of the programme are encouraged to declare those aspects on application so they can be discussed appropriately,

	and solutions sought in the interest of inclusion onto the programme.
GCSE's required at grade 4 or above	Maths and English

PS11. Academic Standards and Quality Enhancement

The programme will follow Plymouth University's Current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards.

Programme Structure for the Foundation Degree in Games Design and Production (Full Time)

2019/20

Course Code UFI003

Year 1 full time

Module Code	Module Title	No. of Credits	Core / Optional	Semester
CITY3034	Digital Soundscaping	20	Core	Semester 1
CITY3035	Environmental Digital Architecture	20	Optional	Semester 1
CITY3036	Programming 3D Development Tools	20	Optional	Semester 1
CITY3037	Client Driven Production	20	Core	Semester 1
CITY3038	Ethical Immersion	20	Core	Semester 2
CITY3039	Innovative Digital Implementation	40	Core	Semester 2

Year 1 Part time				
Module Code	Module Title	No. of Credits	Core / Optional	Semester
CITY3034	Digital Soundscaping	20	Core	Semester 1
CITY3035	Environmental Digital Architecture	20	Optional	Semester 1
CITY3036	Programming 3D Development Tools	20	Optional	Semester 1
CITY3037	Client Driven Production	20	Core	Semester 2
Year 2 Part time				
CITY3038	Ethical Immersion	20	Core	Semester 2
CITY3039	Innovation Digital Implementation	40	Core	Semester 2

PS12. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Core Modules																						Compe nsation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical	
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills					Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3			4
L e v e l 6	CITY3034 Digital Soundscaping	x	x	x		x	x		x	x	x	x	x		x	x		x	x	x	x		Y	P1 20% C1 80%
	CITY3037 Client Driven Production	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Y	C1 80% P1 20%
	CITY3038 Ethical Immersion	x		x	x	x	x	x	x				x	x			x						Y	C1 100%
	CITY3039 Innovative Digital Implementation	x	x	x	x	x	x		x	x	x	x	x	x	x		x		x	x	x	x	N	C1 40% P1 60%
Level 6 LOs		4	3	4	3	4	4	1	4	3	3	3	4	3	3	2	2	2	3	3	3	2		
Confirmed Award LOs		4	3	4	3	4	4	1	4	3	3	3	4	3	3	2	2	2	3	3	3	2		

ELECTIVE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.
 Insert rows and columns as required.

Core Modules																						Compen sation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical	
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills					Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3			4
L e v e l 6	CITY3035 Environmental Digital Architecture	x		x		x	x	x	x	x	x			x	x	x	x	x	x	x	x	Y	P1 100%	
	CITY3036 Programming 3D Development Tools		x	x			x	x	x	x		x	x		x		x	x	x		x	X	Y	C1 30% P1 70%
Level 6 LOs		1/0	0/1	2	0	1/0	2	2	2	2	1/0	2	0/1	0	2	1/0	2	2	2	1/0	2	2		
Total Confirmed Award LOs		5	2/3	6	3	5/4	6	3	6	5	4/3	5	4/5	3	5	3/2	4	5	5	4/3	5	4		

Core Modules																						Compe nsation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam	
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills					Employment related skills				Practical skills					

		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4		E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
L e v e l 6	CITY3034 Digital Soundscaping	x	x	x		x	x		x	x	x	x	x		x	x		x	x	x	x		Y	P1 20% C1 80%
	CITY3037 Client Driven Production	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Y	C1 80% P1 20%
	CITY3038 Ethical Immersion	x		x	x	x	x	x	x				x	x			x						Y	C1 100%
	CITY3039 Innovative Digital Implementation	x	x	x	x	x	x		x	x	x	x	x	x		x		x	x	x	x	N	C1 40% P1 60%	
Level 6 LOs		4	3	4	3	4	4	1	4	3	3	3	4	3	3	2	2	2	3	3	3	2		
Confirmed Award LOs		4	3	4	3	4	4	1	4	3	3	3	4	3	3	2	2	2	3	3	3	2		

ELECTIVE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.
 Insert rows and columns as required.

Core Modules																						Com pen sation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical		
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills					Employment related skills				Practical skills						
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3			4	
L e v e l 6	CITY3035 Environmental Digital Architecture	x		x		x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	Y	P1 100%	
	CITY3036 Programming 3D Development Tools		x	x			x	x	x	x		x	x		x		x	x	x		x	X	Y	C1 30% P1 70%	
Level 6 LOs		1/ 0	0/ 1	2	0	1/ 0	2	2	2	2	1/ 0	2	0/ 1	0	2	1/ 0	2	2	2	2	1/ 0	2	2		
Total Confirmed Award LOs		5	2/ 3	6	3	5/ 4	6	3	6	5	4/ 3	5	4/ 5	3	5	3/ 2	4	5	5	5	4/ 3	5	4		

PS13. Work Based/Related Learning

Adding value through innovative pedagogy and contemporary work-focused content, this programme will be distinctive in that the modules offered will emphasise the importance of professional learning in design, content and assessment. The programme is designed to use and incorporate learning in the workplace and provides a wide range of opportunities through direct engagement, where possible, with clients in order to develop a technical specialism and deliver a digital product. Students will understand how to formulate and maintain appropriate documentation, to make estimates, cost predictions, to manage revisions and additional expenses and how to optimize and streamline via the production pipeline. Students will research the role of 1st 2nd and 3rd party developers and consider their future in light of emerging immersive technologies. The programme will also have a focus on the skills required for students to work freelance across the creative digital sector. Digital creatives might provide developer tools, 3D printed models, virtual walkthroughs, animations, 3D visualisations etc. for various clients. Freelancing allows for the honing of a technical specialism and requires excellent personal and interpersonal communication, as well as adherence to legal and professional expectations.

1. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: CITY3034

MODULE TITLE: Digital Soundscaping

CREDITS: 20

FHEQ LEVEL: 6

HECOS CODE: 100222

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Music powerfully influences engagement, shaping the verisimilitude of the virtual world, impacting the mindset of the participant by steering emotion and influencing behaviour. Understanding the role of music for immersion and developing competency in specialist digital recording software enables the creation of these soundscapes, which can be more powerful still when integrating 3D sound or Ambisonics.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (Examination)	C1 (Coursework)	80%	P1 (Practical) 20%
E2 (Clinical Examination)	A1 (Generic assessment)		
T1 (Test)			

SUBJECT ASSESSMENT PANEL to which module should be linked:

Interactive Digital Immersion

Professional body minimum pass mark requirement:

MODULE AIMS: to provide for the introduction and exploration of:

- the impact of immersive soundscapes.
- the compositional process of digital sampling.
- the individual components required in creating atmospheric soundscapes for a specified environment.
- the use of digital sound libraries and samples to mix and master atmospheric music for immersion.
- the professional quality of the final product and the potential for creating a 3D sound or ambisonic experience.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Identify and define atmospheric requirements when creating music for a specified environment.	Knowledge and Understanding 8.1.1, 8.1.3 Cognitive and Intellectual Skills 8.2.1, 8.2.2 Key Transferable Skills 8.3.1,8.3.2,8.3.4 Employment Related Skills 8.4.1,
LO2 Utilise specialised techniques and practices to mix and master atmospheric music for immersion.	Knowledge and Understanding 8.1,2, 8.1.3 Cognitive and Intellectual Skills 8.2.2 Key Transferable Skills 8.3.3 Employment Related Skills 8.4.2, 8.4.1 Practical Skills 8.5.2, 8.5.1,8.5.3
LO3 Critically evaluate the professional quality of the final product to enhance immersion making judgements on ability to act with minimal supervision	Cognitive and Intellectual Skills 8.2.4 Employment Related Skills 8.4.2, 8.4.4
LO4 Investigate and evaluate the use of digital sound libraries and samples to mix and master atmospheric soundscapes for immersion.	Knowledge and Understanding 8.1.3 Key Transferable Skills 8.3.1,8.3.4

DATE OF APPROVAL: 09/06/2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 14/09/2020

SCHOOL/PARTNER: City College Plymouth

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SEMESTER: Semester 1

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-2021

NATIONAL COST CENTRE: 121

MODULE LEADER: Hector Mazzotti

OTHER MODULE STAFF:

Summary of Module Content

Understanding the process and terminology of composition, acoustics, rhythm, melody, harmonies, chords, pitch and timbre and their psychological impact. Contextualising atmospheric requirements for a virtual environment via references and roughs. Utilising specialist recording software and digital sound libraries to select samples / sounds for mixing and mastering to create a digital soundscapes. Reflecting on the impact of their soundscapes and investigating pathways for implementing 3D sound or Ambisonics.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture / Seminar	30	Typically theory orientated to contextualise within immersion, psychology, science with questions from the class, supported by formative in class assessment tasks.
Practical guided workshops	60	Typically demonstrations with students emulating techniques and moving towards own experimentation supported by formative feedback
Independent Study	110	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	P (LO1) Presentation "Defining Requirements"	100%
Coursework	CW (LO2 LO3) Project "Atmospheric Soundscape"	60%
	CW (LO4) Essay	40%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical as CW	(LO1) Report	100%
Coursework	CW (LO2 LO3 LO4) Alternate Essay	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

Recommended Text and Sources

Cheng, W. (2014) *Sound Play: Video Games And The Musical Imagination* Oxford University Press.

- Kamp, M. Summers, T. Sweeney, M (2016) *Ludomusicology: Approaches to Video Game Music (Genre, Music and Sound)* Equinox Publishing Ltd.
- Novak, D. Sakakeeny, M. (2015) *Keywords in Sound* Duke University Press Books .
- Phillip, W. (2017) *A Composer's Guide to Game Music* MIT Press.
- Roginska, A. (2017). *Immersive Sound*. Oxford: Taylor and Francis.
- Rumsey, F. (2001). *Spatial audio*. Focal Press.
- Savage, S. (2014) *Mixing and Mastering in the Box: The Guide To Making Great Mixes And Final Masters On Your Computer* Oxford University Press
- Sweet, M. (2014) *Writing Interactive Music for Video Games: A Composer's Guide (Game Design and Development)* Addison Wesley

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: CITY3035

CREDITS: 20

MODULE TITLE: Environmental Digital Architecture

FHEQ LEVEL: 6

HECOS CODE:101019

PRE-REQUISITES: None

CO-REQUISITES:

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Internal and external environments induce a visceral response and aid spatial awareness necessary for successful navigation. Advanced 3D technical tools and methodologies enable the creation of realistic visualisations and accurate architectural representations via 3D scanning and Photogrammetry, whilst 3D printing enables the transference of these digital models into real world objects.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (Examination)	N/A	C1 (Coursework)	P1 (Practical) 100%
E2 (Clinical Examination)	N/A	A1 (Generic assessment)	
T1 (Test)	N/A		

SUBJECT ASSESSMENT PANEL to which module should be linked:

Interactive Digital Immersion

Professional body minimum pass mark requirement:

MODULE AIMS: to provide for the introduction and exploration of:

- the role of industries, software and hardware platforms involved with immersive environments.
- the requirements of creating assets for a specified environment.
- judgements made from industry standards and formats for integration.
- professional procedures in order to use 3D assets for immersion.
- the professional quality of the final product and investigate pathways for creating a virtual environment.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>LO1 Define requirements of creating assets for a specified architectural 3D environment. (CAD / Buildings)</p>	<p>Cognitive and Intellectual Skills 8.2.1, 8.2.2 Key Transferable Skills 8.3.2 Employment Related Skills 8.4.2 Practical Skills 8.5.2</p>
<p>LO2 Utilise professional techniques and practices to create 3D assets for immersion. (360 stills & video)</p>	<p>Knowledge and Understanding 8.1.3 Cognitive and Intellectual Skills, 8.2.2 Key Transferable Skills 8.3.1,8.3.3 Employment Related Skills 8.4.1, 8.4.3 Practical Skills 8.5.1, 8.5.3, 8.5.4</p>
<p>LO3 Evaluate the professional quality of the final product and investigate pathways for creating a 3D immersive environment.</p>	<p>Knowledge and Understanding 8.1.1, 8.1.3 Cognitive and Intellectual Skills, 8.2.3, 8.2.4 Employment Related Skills 8.4.4</p>

DATE OF APPROVAL: 09/06/2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 14/09/2020

SCHOOL/PARTNER: City College Plymouth

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SEMESTER: Semester 1

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-2021

NATIONAL COST CENTRE: 121

MODULE LEADER: Musaab Garghouthi

OTHER MODULE STAFF:

Summary of Module Content

Students will understand the role of environmental art and its impact on immersion, the methods, processes and terminology involved with creating architectural visualisations and 3D environments (BIM, CAD, Data conversion, 3D modelling, rendering, compositing, grading. 3D scanning, photogrammetry, photography, 360 filming and editing, 3D printing). They will develop competency in working with industry formats, reflect on the technical quality of their own productions in light of development cost and investigate innovative solutions to creating environmental art

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture/ Seminar	30	Typically theory orientated to contextualise within, science and business practice with questions from the class, supported by formative in class assessment tasks.
Practical guided workshops	60	Typically demonstrations with students emulating techniques and moving towards own experimentation supported by formative feedback
Independent Study	110	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	P (LO1) Interview in response to a brief	30%
	P (LO2) (LO3) Demonstration of process used to achieve end product with evaluation of alternate pathways.	70%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical as Coursework	CW (LO1, LO2 LO3) Alternate Report with video	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

Recommended Texts and Sources

Calleja, G. (2011) *In-Game: From Immersion to Incorporation* MIT Press.

De Paolis, L. and Bourdot, P. (2018). *Augmented reality, virtual reality, and computer graphics*. Cham: Springer.

Grau, O. (2004) *Virtual Art: From Illusion to Immersion* MIT Press.

Lanier, J. (2018). *Dawn of the new everything*. New York, N.Y.: Picador/Henry Holt and Company.

Luhmann, T. (2014). *Close-range photogrammetry and 3D imaging*. Berlin: De Gruyter.

Swink, S. (2008) *Game Feel A Game designers Guide to Virtual Sensation* Routledge

Wujec, T. (2017). *The future of making*. Melcher Media.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: CITY3036	MODULE TITLE: Programming 3D Development Tools	
CREDITS: 20	FHEQ LEVEL: 6	HECOS CODE: 101020
PRE-REQUISITES:	CO-REQUISITES:	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Immersive environments are typically realised through utilisation of a games engine. Advanced application of the game engine with higher level programming and creative application of 3D algorithms enables the creation of bespoke tools and systems to generate game play systems with new tools regularly emerging on the market for generating virtual world elements.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (Examination) **C1** (Coursework) 30% **P1** (Practical)70%

E2 (Clinical Examination)
T1 (Test) **A1** (Generic assessment)

SUBJECT ASSESSMENT PANEL to which module should be linked:

Interactive Digital Immersion

Professional body minimum pass mark requirement:

MODULE AIMS: to provide for exploration and creation of:

- developer tools
- plugins and asset packs for Unity
- the professional quality of the final product weighing production costs against requirements and investigate pathways for creating a virtual environment

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Evaluate the viability of existing tools to solve a developer problem.	Knowledge and Understanding. 8.1.2 Cognitive and Intellectual Skills 8.2.3 Key Transferable Skills 8.3.1 Knowledge and Understanding. 8.1.3 Cognitive and Intellectual Skills 8.2.2

LO2 Justify and plan the production of a developer tool to support application development	Key Transferable Skills 8.3.4 Employment Related Skills 8.4.3
LO3 Use appropriate techniques to produce a tool for application development	Knowledge and Understanding. 8.1.3 Cognitive and Intellectual Skills 8.2.2 Key Transferable Skills 8.3.3 Employment Related Skills 8.4.1 Practical Skills 8.5.1, 8.5.3, 8.5.4
LO4 Draw on research to inform the evaluation of and reflection on the developer tool created	Cognitive and Intellectual Skills 8.2.4 Key Transferable Skills 8.3.1 Employment Related Skills 8.4.4

DATE OF APPROVAL: 09/06/2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 14/09/2020

SCHOOL/PARTNER: City College Plymouth

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SEMESTER: Semester 1

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-2021

NATIONAL COST CENTRE: 121

MODULE LEADER: Daryl Jones

OTHER MODULE STAFF:

Summary of Module Content

Students will understand the business of development tools, through assessing existing tools and identifying a need or gap in the market. They will design a development tool. Apply programming in C# to work with plugins, supportive applications, asset packs, reading and writing to xml to create and implement bespoke developer tools, reflecting on the technical quality of their work within a defined context.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture / Seminar	30	Typically theory orientated to contextualise within, science and business practice with questions from the class, supported by formative in class assessment tasks.
Practical guided workshops	60	Typically demonstrations with students emulating techniques and moving towards own experimentation supported by formative feedback.
Independent Study	110	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW LO1, LO2 Report (assess existing and plan a new developer tool)	100%
Practical	Product Presentation LO3 (create a developer tool and reflect on product)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW LO1, LO2 (Alternate Report assess existing and plan a new developer tool)	100%
Practical as coursework	Alternate Product Presentation by Video Submission LO3 (create a developer tool and reflect on product)	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

Recommended Texts and Sources

Averas, D. Dickinson, C.(2019) *Unity Game Optimization: Enhance and extend the performance of all* Packt Publishing.

Ekberg, F. (2012) *C# Smorgasbord* CreateSpace Independent Publishing Platform.

Martin, R.C.(2017) *Clean Architecture: A Craftsman's Guide to Software Structure and Design* Prentice Hall.

Sonmez, J. (2014) *Soft Skills: The software developer's life manual* Manning Publications; 1 edition.

Thomas, D. Hunt, A. (2019) *The Pragmatic Programmer: your journey to mastery, 20th Anniversary Edition Hardcover* Addison Wesley; 2 edition.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: CITY3037 **MODULE TITLE:** Client Driven Production
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE:** 101278
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Freelancing is commonplace across the creative digital sector. Digital creatives might provide developer tools, 3D printed models, virtual walkthroughs, animations, 3D visualisations etc. for various clients. Freelancing allows for the honing of a technical specialism and requires excellent personal and interpersonal communication, as well as adherence to legal and professional expectations.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	C1 (Coursework)	80%	P1 (Practical)20%
E2 (Clinical Examination)	A1 (Generic assessment)		
T1 (Test)			

SUBJECT ASSESSMENT PANEL to which module should be linked:

Interactive Digital Immersion

Professional body minimum pass mark requirement:

MODULE AIMS: to provide for introduction and exploration, with creation, of:

- the future scope of interactive digital immersion
- the role of 1st 2nd 3rd Party developers
- production and maintenance of comprehensive client based paper work

- the production of a client based product to professional standards
- delivery of a client-based product.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 To investigate and implement appropriate professional techniques for the production and maintenance of client based paper work.	Knowledge and Understanding 8.1.1, 8.1.2, 8.1.3 Key Transferable Skills 8.3.1, Employment Related Skills 8.4.1
LO2 To apply knowledge in the context of working with a client in order to negotiate and deliver a client orientated product.	Knowledge and Understanding 8.1.3, 8.1.4 Cognitive and Intellectual Skills 8.2.1, 8.2.2 Key Transferable Skills 8.3.2, 8.3.3, 8.3.4, 8.3.5 Employment Related Skills 8.4.2, 8.4.3 Practical Skills 8.5.1, 8.5.2, 8.5.3
LO3 To critically reflect on and evaluate working practices both in relation to client communication and in terms of the product delivered.	Cognitive and Intellectual Skills 8.2.4 Key Transferable Skills 8.3.4 Employment Related Skills 8.4.4 Practical Skills 8.5.4

LO4 To research and analyse the roles of 1st, 2nd and 3rd party developers, in relation to the future of immersive technologies.	Knowledge and Understanding 8.1.3 Cognitive and Intellectual Skills 8.2.4 Key Transferable Skills 8.3.4
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DATE OF APPROVAL: 09/06/2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 14/09/2020

SCHOOL/PARTNER: City College Plymouth

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SEMESTER: Semester 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-2021

NATIONAL COST CENTRE: 121

MODULE LEADER: Mussab Garghouti

OTHER MODULE STAFF:

Summary of Module Content

Students will work with a client in order to develop a technical specialism and deliver a digital product as agreed with their module leader. Students will understand how to formulate and maintain appropriate documentation, to make estimates, cost predictions, to manage revisions and additional expenses and how to optimize and streamline via the production pipeline. Students will research the role of 1st 2nd and 3rd party developers and consider their future in light of emerging immersive technologies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture / Seminar	30	Typically theory orientated to contextualise within business practice with questions from the class, supported by formative in class assessment tasks.
Practical guided workshops	60	Student lead in response to client needs with lecturer acting as advisor / consultant on practice providing formative feedback throughout
Independent Study	110	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW (LO1 LO2, LO3) Report	100%
Practical	P (LO4) Presentation	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW (LO1 LO2 LO3) Alternate Report	100%
Practical as Coursework	Practical as CW (LO4) Alternate Essay	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

Recommended Texts and Sources

Hill-Whittall, R. (2015) *The Indie Game Developer Handbook Paperback* Routledge; 1 edition.

Rickman, C. (2012) *The Digital Business Start-Up Workbook - The Ultimate Step-by-Step Guide to Succeeding Online from Start-up to Exit* Capstone; Workbook edition.

Veitch, L. (2014) *Stop Thinking Like a Freelancer: The Evolution of a \$1m Web Designer* CreateSpace Independent Publishing Platform.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: CITY3038 **MODULE TITLE:** Ethical Immersion
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE:** 100962
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Digital Immersive experiences have the potential for profound and impactful outcomes that may positively shape an individual's worldview. A proposed and fully justified immersive experience is likely to secure investment from a funding stream. The developer needs to consider the psychological, philosophical and ethical impact of immersion and base their arguments on stringent academic research.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

E1 (Examination)	C1 (Coursework)	100%	P1 (Practical)
E2 (Clinical Examination)	A1 (Generic assessment)		
T1 (Test)			

SUBJECT ASSESSMENT PANEL to which module should be linked:

Interactive Digital Immersion

Professional body minimum pass mark requirement:

MODULE AIMS: to provide for the introduction and exploration of:

- accessing and justifying the use of funding streams
- ethical implications of immersion
- conventions for conducting academic research.
- presentation of findings to a professional standard.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Appraise and select appropriate research techniques	Cognitive and Intellectual Skills 8.2.2, 8.2.4 Key Transferable Skills 8.3.4
LO2 Identify an area judged to have innovative potential for research	Knowledge and Understanding 8.1.1, 8.1.4 Cognitive and Intellectual Skills 8.2.3 Key transferable Skills 8.3.4 Employment Related Skills 8.4.3
LO3 Conduct research to a professional and academic standard	Knowledge and Understanding 8.1.3 Cognitive and Intellectual Skills 8.2.3 Key transferable Skills 8.3.4
LO4 Draw on findings in order to inform access to a funding stream	Cognitive and Intellectual Skills 8.2.1 Key and Transferable Skills 8.3.5

DATE OF APPROVAL: 09/06/2020

DATE OF IMPLEMENTATION: 14/09/2020

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: City College Plymouth

SEMESTER: Semester 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020-2021
MODULE LEADER: Jo Cocksey

NATIONAL COST CENTRE: 121
OTHER MODULE STAFF:

Summary of Module Content

Students will understand the impact of immersive experiences, analyse the ethical implications of immersion in order to critically assess their own proposals. Students will draw on established primary and secondary research techniques in order to select an area for innovative immersion, locate an appropriate funding stream, write a fully justified proposal supported by stringent academic research that presents their findings and addresses ethical considerations in order to support the value of their proposal.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture/ Seminar	30	Typically theory relating to psychology, philosophy, working practice (application to funding) and research techniques
Practical guided workshops	60	Practical research sessions with formative feedback and guidance from lecturer
Independent Study	110	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW (LO1, LO2) Essay	40%
	CW (LO3, LO4) Report	60%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW (LO1, LO2, LO3, LO4) Alternate Report	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

Recommended Texts and Sources

Damasio, A. (2006) *Descartes' Error: Emotion, Reason and the Human Brain* Vintage

Dewey, J. (2009) *Art as Experience* Perigee Books.

Isbister, K.(2017) *How Games Move Us: Emotion by Design (Playful Thinking)* MIT Press; Reprint edition.

Keogh, B. (2018) *A Play of Bodies: How We Perceive Videogames* MIT Press.

Lewis, D. (2001) *On the Plurality of Worlds* Wiley-Blackwell; New Ed edition

Perron, B. Barker, C. (2009) *Horror Video Games: Essays on the Fusion of Fear and Play* Paperback McFarland & Co

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: CITY3039 **MODULE TITLE:** Innovative Digital Implementation
CREDITS: 40 **FHEQ LEVEL:** 6 **HECOS CODE:** 100812
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides an opportunity for students to synthesise knowledge, understanding and skills to produce an Interactive Digital Immersive experience that has the potential to impact positively on real world problems. It will make use of appropriate digital technical platforms and act as a showpiece promoting the students specialisms.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	C1 (Coursework)	40%	P1 (Practical) 60%
E2 (Clinical Examination)	A1 (Generic assessment)		
T1 (Test)			

SUBJECT ASSESSMENT PANEL to which module should be linked:

Interactive Digital Immersion

Professional body minimum pass mark requirement:

MODULE AIMS: to provide for student led exploration of:

- the potential of the digital landscape to inclusively shape historical preservation, emotional healing, education and training opportunities.

- innovative digital solutions to solve a real-world problem.
- independent production of functioning innovative digital interactive experiences.
- showcasing an innovative digital interactive experience
- the impact, effectiveness and originality of the experience.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
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LO1 Evaluate potential of the digital landscape to inclusively shape historical preservation, emotional healing, education and training opportunities.	Knowledge and Understanding 8.1.1 Key Transferable Skills 8.3.1, 8.3.4
LO2 Identify a potential solution to an interactive digital problem.	Cognitive and Intellectual Skills 8.2.1, 8.2.2 Key Transferable Skills 8.3.1,8.3.4 Employment Related Skills 8.4.3
LO3 Design and Produce an immersive interactive digital experience.	Knowledge and Understanding 8.1.2, 8.1.3, Key Transferable Skills 8.3.1, 8.3.3, 8.3.4 Employment Related Skills: 8.4.1 Practical Skills 8.5.1,8.5.2,8.5.3,8.5.4
LO4 Appropriately manage the showcasing of an immersive interactive digital experience.	Key Transferable Skills 8.3.1, 8.3.2, 8.3.4, 8.3.5
LO5 Critically evaluate the impact, effectiveness and originality of the experience	Knowledge and Understanding 8.1.4 Cognitive and Intellectual Skills 8.2.4 Key Transferable Skills,8.3.1,8.3.4

DATE OF APPROVAL: 09/06/2020

DATE OF IMPLEMENTATION: 14/09/2020

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

Notes:

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: City College Plymouth

SEMESTER: Semester 2

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-2021

NATIONAL COST CENTRE: 121

MODULE LEADER: Jo Cocksey

OTHER MODULE STAFF: Musaab Garghouthi / Daryl Jones

Summary of Module Content

Students will understand the historical context of innovative digital solutions (Interactive digital immersion for healing, training, preservation, commerce and scientific research). They will draw on focused research to identify and investigate a problem that can be solved via an interactive immersive experience addressing the scope and limit of their concept. They will plan and design and implement the experience making appropriate use of selected digital technologies and application of professional expertise. The final product will be assessed via a panel interview after showcasing.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture / Seminar	15	Instructive talks regarding best practice and expectations
Practical guided workshops	165	Student lead with subject specialists on hand for consultation, guidance and advice.
Independent Study	220	
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW (LO1, LO2, LO3) Report	100%
Practical	P (LO3, LO4, LO5) Presentation and interview	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	CW (LO1, LO2) Alternate Report	100%
Practical	P (LO3, LO4, LO5) Alternate Presentation	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

Recommended Texts and Sources

Hollins, P. (2017) *The Science of Self-Discipline: The Willpower, Mental Toughness, and Self-Control to Resist Temptation and Achieve Your Goals* CreateSpace Independent Publishing Platform.

Sicart, M. (2011) *The Ethics of Computer Games* MIT Press.