UNIVERSITY OF PLYMOUTH

PROGRAMME QUALITY HANDBOOK 2025-26

FdA Game Design and Production

Welcome and Introduction

Welcome to the Foundation Degree in Game Design and Production a holistic approach to game design and production that will guide you through the theory and application of design principles, whilst ensuring you have a higher understanding of the academic theory behind player motivation and psychology. In order to ensure you are “work ready” there is considerable focus on the development of practical skill sets in programming, art and level creation. The Foundation Degree in Game Design and Production culminates in the final year with a group to create a fully working game for release onto the market. As is becoming increasingly the case in the game development sector we are fully aware that without sufficient promotion your skill set may well go unnoticed and therefore the final module of this course of study is designed specifically with self- promotion in mind.

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Programme Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
  - available in your Google Classroom
- Your Module, Teaching, Learning and Assessment Guide
  - available in your Google Classroom
- University of Plymouth's Student Handbook
  - available at:

https://www.plymouth.ac.uk/your-university/governance/student-handbook

Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	City College Plymouth
Accrediting Body:	University of Plymouth
Language of Study:	English
Mode of Study:	Full Time / Part Time.
Final Award:	Foundation Degree
Intermediate Award:	N/A
Programme Title:	Game Design and Production
UCAS Code:	I620
JACS Code:	I620
Benchmarks:	Informed by QAA Benchmark statement for Communication, media, film and cultural studies (2008) and QAA Benchmark statement for Computing (2007) QAA Foundation Degree Qualification Benchmark (2010)
Date of Programme Approval:	Wednesday 19th March 2014 (Stage 2 Approval)

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.

Our Game Design and Production programme will enable students to develop the creative, technical and employability skills essential for working in today's rapidly growing games industry. From the pre-production process of research, context and conceptualisation, to the game design process and final realisation of a fully working product. Students will embrace the multidisciplinary nature of working in the creative industries, through reflective individual practice and collaborative problem solving. Students will be critically aware of their product in the context of the games industry and its potential social and economic viability.

Inspired by the International Game Developers Association Curriculum Framework the programme will work to emulate the development and production process applied in the games industry whilst promoting the academic rigour essential to contextualisation and critical reflection.

Lecturers from specialist disciplines and those with industry relevant experience will contribute to the delivery of the programme using a variety of teaching methods and approaches to include; practical

workshops, traditional lectures, student collaboration and promotion. Summative and formative feedback as well as social media to provide support beyond the classroom and enabling both student and industry networking will support learning.
Work related learning would be implicit through student collaboration, subject networking and product promotion for example. The nature of the programme dictates that game technology will be necessary to methods of assessment and therefore true to the industry, however practical assessment will be combined with traditional modes of assessment (such as essays and reports) to ensure the promotion of high academic standards required to equip students for a potential year at Plymouth University.

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

N/A though the programme has been designed in response to the IGDA (International Games Development Agency) Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th 2003.

Exceptions to Plymouth University Regulations

No exceptions to regulations.

Programme Aims

The Programme will deliver:

1. Historical, cultural and critical understanding of the games industry and its social significance, in order that students actively participate in shaping the evolution of this growing creative industry.
2. Creative disciplines that promote innovative responses to audience requirements in the context of the games industry and helps students identify areas of growth and significance for creative development.
3. Industry working practices in order to provide students with practical industry relevant skills that with peer collaboration will enable the design, development and production of a viable working product.
4. A framework to enable students to develop a social network of technical support for game design and production through internet forums, blogs and other social media. The development of students' online networking skills will be applied towards the promotion of the game product in the marketplace and will by default raise the students profile as potential employees in the games industry.
5. The tools to enable students to become independent learners in both technical and theoretical subjects and to pursue higher level knowledge for both academic critical understanding and the vocational requirements of the industry.
6. An industry relevant skill as identified by the International Game Developers Association IGDA and allow for progression to an honours degree programme at Plymouth University.

Programme Intended Learning Outcomes (ILO)

By the end of this programme, the student will be able to:

1. Evidence a range of technical skills through the application of the design development and production of an electronic game or games.
2. Apply academic understanding to critically analyse the social and cultural significance of the electronic games industry.

3. Implement a creative and innovative approach to game development via pre-production plans and to identify growing areas within the industry in both an appropriate academic format and conceivably through proactive involvement in that area of growth.
4. Nurture an entrepreneurial appetite for collaboration and enterprise, students will prepare production and promotional documentation and build links within the local game developer community
5. Assess the effectiveness of his or her self-directed professional learning and practice through critical reflection in order to identify areas for development and further investigation.
6. Combine academic knowledge with technical skills in order to develop solutions for game development and production.

Distinctive Features

- The programme unites the technical skills necessary to the design and production of an electronic game with the academic application of game design theory in order to promote creative, structured and innovative solutions towards active production.
- Students will develop practical skills in game design and production as identified by the International Game Developers Association, encompassing design, production, promotion and cultural significance.
- The programme will provide opportunity for students to integrate with the local game developer community and promote their skill set whilst nurturing an entrepreneurial attitude and partaking in a more diverse learning environment. The virtual nature of the game product will require students to develop a physical network (Meetings with Business and Marketing students and possibly previous Games students for feedback and advice) as well as develop a virtual social network of support, for example through fan sites or their own development forums which will in turn raise the profile of their product. Given that the games industry openly recruits via the internet such collaboration with business and marketing students as well as the global network will promote the skills of Game Design and Production (and potentially Business and Marketing students) students to potential employees.
- The programme will embrace the cultural and social significance of electronic games in order to better understand and respond to the requirements of the audience and the market.
- This is an innovative programme that aims to embrace the language of electronic games as an evolving medium of increasing social and cultural significance and to directly impact on the future of this evolution.
- The programme provides an opportunity to learn from lecturers from different disciplines; for example lecturers from design backgrounds and software engineering specialists, as well as to learn from industry professionals (through guest speakers and virtual conferences) in order to forge links with those active in the growing Indie developer sector.
- The programme will provide a critical approach to subject study that integrates academic theory with the voices of opinion leaders active in social and electronic media.

- Teaching will be innovative mixing traditional academic lectures with debriefing sessions as implementing in the “scrum” nature of the industry.
- Assessment will be both formative and summative whilst students will be actively encouraged to seek feedback through the wider audience of social media and subject specific forums.
- Partnership with Plymouth University provides access to a broad range of additional learning resources and academic and professional integration and validation.

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 per stage = **12**
Target student numbers per stage = **15**
Approximate maximum student numbers per stage = **20**

Progression Route(s)

Students who successfully pass the Foundation Degree may progress to one the following:
BSc (Hons) Interactive Digital Immersion (City College Plymouth)
BA (Hons) Game Arts and Design (University of Plymouth)

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.

Admissions Criteria

Qualification(s) Required for Entry to this Programme:	**Details:**
Level 2: Key Skills requirement / Higher Level Diploma:	Functional skills level 2 Maths/ English where no GCSEs grade C or above along with an evident interest in games design and production (subject to success at interview where required).
and/or	
GCSEs required at Grade C or above:	5 GCSE’s with Maths and English at grade C or equivalent qualification.
Level 3: at least one of the following:	
A Levels required to meet AS/A2/UCAS Points Tariff:	48 UCAS points
Advanced Level Diploma:	In relevant subject area e.g. IT or Multimedia.
BTEC National Certificate/Diploma:	Pass in relevant subject at the equivalent of 48 UCAS points, to include Extended Diplomas Pass in relevant subject at the equivalent of 48 UCAS points, to include Extended Diplomas. An evident interest in games design

	and production is essential along with a mature attitude to study requirements (subject to success at interview where required)
HNC/D:	Pass, to include related subject areas (IT Multi-Media Games) an evident interest in games design and production is essential (subject to success at interview where required)
VDA: AGNVQ, AVCE, AVS:	N/A
Access to HE or Year 0 provision:	Pass, to include related subject (IT, Multi-Media, Games)
International Baccalaureate:	26 points
Irish / Scottish Highers / Advanced Highers:	48 UCAS points
Work Experience:	Any related work experience will be beneficial and considered towards entrance
Other non-standard awards or experiences:	Considered on individual merit.
APEL / APCL possibilities:	All accreditation of certificated learning and accreditation of prior experiential learning arrangements will be dealt with on an individual basis in line with City College Plymouth and Plymouth University regulations.
Interview / Portfolio requirements:	Interviews may be required by the admissions tutor.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

Programme Structure

Full Time FdSc

Stage 1			
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**
CITY1048	Conceptual Game Design	20	Core

CITY1121	Programming Concepts	20	Core
CITY1096	Human Computer Interaction	20	Core
CITY1114	Programming for Games	20	Core
CITY1113	Game Narrative and Contextual Play	20	Core
CITY1097	2D and 3D Art for Computer Games	20	Core
Stage 2			
CITY2125	Game Engines	20	Core
CITY2166	Character Design and Dialogue	20	Core
CITY2157	Optimising for VR	20	Core
CITY2126	Sound and Animation	20	Core
CITY2045	Game Production	20	Core
CITY2154	Promotion and Enterprise	20	Core

Part Time FdSc

Stage 1			
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**
CITY1048	Conceptual Game Design	20	Core
CITY1121	Programming Concepts	20	Core
CITY1096	Human Computer Interaction	20	Core
CITY1114	Programming for Games	20	Core
Stage 2			
CITY1113	Game Narrative and Contextual Play	20	Core
CITY1097	2D and 3D Art for Computer Games	20	Core

CITY2125	Game Engines	20	Core
CITY2166	Character Design and Dialogue	20	Core
Stage 3			
CITY2157	Optimising for VR	20	Core
CITY2126	Sound and Animation	20	Core
CITY2045	Game Production	20	Core
CITY2154	Promotion and Enterprise	20	Core

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:

Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended LO's**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Informed by QAA Foundation Degree Qualification Benchmark (2010) Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice.Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials.	1,2,3,5	1,2,6,	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, Digital sketchbooks, video tutorials, presentations/demonstrations.	CITY 1048 CITY 1121 CITY 1096 CITY 1114 CITY 1113 CITY 1114
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All units will embed knowledge and understanding through a variety of teaching and learning methods which are to be assessed at various stages in the programme.					
Cognitive and Intellectual Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for: a threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice.Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials.	1,2,3,5	1,2,3,5	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/ demonstrations.	CITY 1048 CITY 1121 CITY 1096 CITY 1114 CITY 1113 CITY 1114

	Practical Workshops.				
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: All units will work together to equip students with the cognitive and intellectual skills necessary in solving problems that arise in electronic games, this will involve the application of theory and practical development techniques along with creative problem solving in order to develop a working electronic game prototype.					
Key Transferable Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for: a threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,2,3,5	1,2,3,6	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, Digital sketchbooks, video tutorials, presentations/demonstrations.	CITY 1048 CITY 1121 CITY 1096 CITY 1114 CITY 1113
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Students will develop a range of skills that could be transferred to a variety of different disciplines within and beyond the creative media industries, from cognitive problem solving, to intellectual reasoning in order to develop creative solutions, as well as time management, group work and research.					
Employment Related Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,2,3,5.	1,2,3,	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, Digital sketchbooks, video tutorials, presentations/demonstrations.	CITY 1048 CITY 1121 CITY 1096 CITY 1114 CITY 1113
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: An essential element of this programme is the focus on industry relevant knowledge and skills in order to develop working products, this will result in students developing listening and communication skills,					

crafting time managements and group work relationships and applying practical skills necessary in the electronic games industry.					
Practical Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for:A threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,3,5	1,3,	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, Multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/demonstrations.	CITY 1121 CITY 1096 CITY 1114 CITY 1113
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: students will be equipped with a sound understanding of programming methods and techniques in order to develop game related software, The nature of an electronic game and the demands on industry mean that students will also need to create viable narratives for their game world and to create and implement suitable artisticenhancements from such as 2D and 3D graphics.					

Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended LOs**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for:A threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice.Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials.	1,2, 3,4, 5,6	1,2,3, 4,5,6	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/demonstrations.	CITY2125 CITY2166 CITY2157 CITY2045 CITY2154

An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All units will embed knowledge and understanding of academic theory, social implications and the demands of the games industry in relation to the unit studied.					
Cognitive and Intellectual Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,2, 3,4, 5,6	1,2,3, 4,5,6	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/demonstrations.	CITY2125 CITY2166 CITY2157 CITY2045 CITY2154
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: All units will work together to equip students with the cognitive and intellectual skills necessary in solving problems that arise in electronic games, this will involve the application of theory and practical development techniques along with creative problem solving in order to create and effectively promote a working electronic game.					
Key Transferable Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,3, 4,5	1,3,4, 6	Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/demonstrations, reports,	CITY2125 CITY2166 CITY2157 CITY2045 CITY2127
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:					

Students will develop a range of skills that could be transferred to a variety of different disciplines within and beyond the creative media industries, from cognitive problem solving, to intellectual reasoning in order to develop creative solutions, as well as time management, group work, enterprise, promotion and research.					
Employment Related Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,3, 4,5, 6	1,3,4, 5,6	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/demonstrations, reports.	CITY2125 CITY2166 CITY2157 CITY2045 CITY2154
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: An essential element of this programme is the focus on industry relevant knowledge and skills in order to develop working products and viable business / development relationships, this will result in students developing listening and communication skills, crafting time management and group work relationships (including virtual networking) and applying practical skills necessary in the electronic games industry. At the end of this programme, students are expected to have substantially contributed to a fully working electronic game and through networking promoted the game into the industry.					
Practical Skills: Informed by QAA Foundation Degree Qualification Benchmark (2010). Designed in response to the IGDA Curriculum Framework (The Study of Games and Game Development) Version 2.3 beta February 25th. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Lectures, Seminars, Self-Directed Learning, Shared Research, Reflective practice. Teacher demonstrations, Guest Speakers, Peer feedback and support, Research and online tutorials. Practical Workshops.	1,4, 5,6	1,3,4, 5,6	Essay, Electronic portfolio evidence, Game Design Documents (extended written work) Seminar/ Discussions, multimedia portfolio or presentation, digital sketchbooks, video tutorials, presentations/demonstrations.	CITY1121 CITY1096 CITY1113 CITY1114 CITY2125 CITY2166 CITY2157 CITY2045 CITY2127

An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: students have been equipped with a sound understanding of programming methods and techniques along with the ability to create artistic enhancements. At this stage in the programme students will be expected to bring together these practical skills, implement sound and animation, and create a fully working product viable for launching into the games industry.

Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, programmes, through at least Work Related Learning. Therefore, the following section is applicable to all pro

Level:4					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Research	On-going throughout the programme and across most units, using a variety of sources (primary and secondary)	2,5	2	Essay, Electronic Multimedia Portfolio, Presentations and Seminars.	CITY1048 CITY1121 CITY1096 CITY1114 CITY1113 CITY1114
Identify and propose game design concepts through Game Planning	Investigation of industry techniques :Sketches and Designs, Game Treatment, Game Design Documentation, Presentations. Q & A sessions, Group Work	1,3,6	3,4,	Produce a game treatment and game design document including digital sketches and diagrams	
Game development: Creating game assets (Graphics. 3D models, 3D animations and Sounds for computer games) Creating game narratives.	Teacher demos, Guest speakers, Accessing web based tutorials ,Electronic resources (hardware and software) available at CityCollege Plymouth. Experiential and Self-directed learning, Peer support and collaboration.	1,3,4,5,6	1,3,4,	Produce a digital scrapbook / electronic portfolio of the asset creation process.	
Reflection	On-going	1,6,	2,5,	Present a critical reflection on application of the production processes and	

				methods in light of working practices in the creative media industry.	
WBL or WRL is essential to the vision of this programme, and will be embedded across all units. Game development and design is both academic and practical: students will need to develop the academic understanding of theories whilst mastering the complexities of different software and combine this knowledge in order to develop a viable working product in accordance with methods used in industry.					

Level:5					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Research	On-going throughout the programme, using a variety of sources (primary and secondary)	5,6	1	Essay, portfolio of investigation, video reviews and recommendations, presentations, seminars	CITY2125 CITY2166 CITY2157 CITY2045 CITY2127
Recommend (Game Engine). Propose (systems of play).	Teacher demos and lecturers Guest speakers, Accessing web based tutorials, electronic resources (hardware and software) available at CityCollege Plymouth.	1,2,3,5,6	4,6	Essay, portfolio of investigation, video written reviews and recommendations, game design documentation and plans, presentations, seminars	
Implement (production and enterprise)	Teacher demos, Guest speakers, Accessing web based tutorials, electronic resources (hardware and software) available at CityCollege Plymouth. Experiential and Self-directed learning, Peer support and collaboration.	1,2,3,5,6	1,3,6	Produce a digital scrapbook / electronic portfolio of the production process. Present final product for peer feedback and teacher assessment.	
Enterprise (business knowledge, career networking, industry	Lecturers, Guest Speakers, Student collaboration, Interviews and Surveys, Social Media, Industry related news and media, Creative techniques,	1,2,3,4,6.	6	Create a product identity. Evidence the development of business relationships (across faculties) Evidence the development of social media relations.	

commerce and promotion)	Opportunities within the games industry (Steam Greenlight /Kickstarter)			Propose a product launch procedure / timetable.	
Reflection	On-going throughout units.	1,2,3,6	2,3,5,	Essay or presentation assessing the social and cultural implications of venture into the games industry. Assessing success of own production. Critically reflecting on methods for releasing and promoting own game.	
WBL or WRL is essential to the vision of this programme, and will be embedded across all units accumulating in collaborative work across two academies whereby games Students work with Business and Marketing students. Students will need to integrate their knowledge of game theory with their practical game development skills in order to create a viable working product and launch their game into the market place. This programme aims to take the student through the full process of developing and producing a game: from clarifying and sharing initial ideas, though the development process and finally to the launch and promotion of the game. It is envisaged that students will work collaboratively across faculties in order to promote the game into the market place.					

Module Records

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

MODULE CODE: CITY1048	**MODULE TITLE: Conceptual Game Design**

CREDITS: 20	**FHEQ Level:** 4.	**JACS CODE:** I600

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:
This module requires students to understand the driving components of electronic game play in terms of player engagement and motivation. Students will research and identify audience receptions to historically significant game developments that have standardised game play conventions. Students will apply the rules of conceptual game design to their own proposal and assess the effectiveness of their proposals in line with industry leaders.

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To develop students understanding of theoretical approaches to Game Design in order to inform their own game design documentation and proposals.

1. Deconstruct and evaluate the implementation of components of play in academically acclaimed and cult games.
2. Analyse the effects of game play developments through investigation into the reception of recognised innovative electronic games.
3. Drawing on critical analysis and research to recommend own conceptual game design and apply to relevant documentation.
4. Identify the validity of own conceptual game design in relation to historical developments and assessment.

ASSESSED LEARNING OUTCOMES

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

LO1 Evidence critical understanding of the components of game play
LO2 Present research on the reception of electronic games
LO3 Produce a conceptual game design document
LO4 Critically reflect and assess the validity of own conceptual game design.

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER:**	City College Plymouth
DATE(S) OF APPROVED CHANGE:	.	**TERM:**	Autumn

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jo Cocksey	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

Rules. Dynamics. Play Mechanics. Goals. Rewards and Progression. Player Motivation. Gameplay Spaces (look and feel).Spatial Perception. USP. Audience Preferences.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	
Practical Guided Workshops	60	

Independent Study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay(demonstrate understanding of game play components in relation to game reception) Report(conceptual game design document with reflection)	50% 50%	LO1 and LO2 LO3 and LO4

Updated by: Jo Cocksey	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Ferguson, T. S. (2008) Game Theory, UCLA

Alexander, C. (2012) The Nature of Order: An Essay on the Art of Building and the Nature of the Universe, Centre for Environmental Structure.

Thompson, J. et al (2007) Game design: Principles, Practice and Techniques – The Ultimate Guide for the Aspiring game designer.

Salen, K. & Zimmerman, E. (2003) Rules of Play: Game Design Fundamentals.

Schell, J. (2008) The Art of Game Design: A book of lenses.

http://www.gamasutra.com/

http://www.edge-online.com/

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

MODULE CODE: CITY1121	**MODULE TITLE: Programming Concepts**

CREDITS: 20.	**FHEQ Level:4**	**JACS CODE: I310**

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR:
An understanding of the general principles and concepts of programming will allow learners to create simple programs and test applications and produce appropriate documentation for simple applications.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***	
COURSEWORK	
C1	100**%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The aims of this module are to enable the student to:
1. Understand and use the basic concepts of algorithms and data types
2. Design and develop code using structured programming methods
3. Produce appropriate documentation for a given program application
4. Create and apply appropriate test schedules

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
LO1 Produce fully working programs from specifications.
LO2 Apply and use documentation in the development of programs.
LO3 Fully debug and test programs using recognised techniques.
LO4 Understand and fully explain designed algorithms.

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER**	City College Plymouth
DATE(S) OF APPROVED CHANGE:	Sept 2019	**TERM:** Autumn	

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jo Cocksey	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

An understanding of the general principles and concepts of programming will allow learners to create simple programs and test applications and produce appropriate documentation for simple applications. The programming language taught is C#.

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

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	
Practical Guided Workshops	60	
Independent study	110	As directed by module tutor.
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C2	Report	50%	LO1 LO2
Coursework	C1	Report	50%	LO3 LO4

Updated by: Jo Cocksey Date: August 2025	Approved by: Hollie Galpin-Mitchell Date: August 2025

Recommended Texts and Sources:

Metzler, N. (2018) C# for Beginners: An Introduction to C# Programming with Tutorials and Hands-On Examples
Jenkins, B. (2018) C#: C# Programming.A Step-by-Step Guide for Absolute Beginners
Bond, J. G. (2017) Introduction to Game Design, Prototyping, and Development: From Concept to Playable Game with Unity and C# (2nd Edition)
Chamillard, A.T. (2015) Beginning C# Programming with MonoGame

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

MODULE CODE: CITY1096	**MODULE TITLE: User Interfacing**

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** I600

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR: This unit will develop a student's understanding of User Interfacing and how it can be successfully implemented in their own game designs. With a focus on graphical interfaces, students will also look at usability and feedback and learn how to assess and evaluate their own designs and implementations.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***			
COURSEWORK		PRACTICE	
C1	40 **%**	**P1**	60 **%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module will develop a student's understanding of HCI and how it can be successfully implemented in their game designs. With a focus on graphical interfaces, students will also look at usability and learn how to assess and evaluate their own designs and implementations and understand the history and theory of human computer interfacing.

- Plan methods of interfacing for control and feedback in electronic games.
- Prototype a game interface using appropriate techniques
- Assess and reflect on the effectiveness of own HCI application

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
LO1 Evidence critical awareness of the history and underlying concepts of Human Computer Interaction.
LO2 Analyse and evaluate the use of Human Computer Interaction in computer and video gaming systems.
LO3 Apply appropriate theory of Human Computer Interaction to the design and development of gaming systems.
LO4 Assess usability and application of own User Interface Design

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER**	City College Plymouth.
DATE(S) OF APPROVED CHANGE:		**TERM:**	Semester 2

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: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jo Cocksey	**OTHER MODULE STAFF:**.

SUMMARY of MODULE CONTENT

History of HCI in Video Game Development: Hardware; graphics; VR
Principles of HCI: perception; models of behaviour; Human Information Processing; Usability
Design for Interaction: design for input; design of output;
Development: Prototyping; Tools; Specifications
Measures of Effectiveness: speed; usability; cost/benefits
Testing and evaluation: methods; environments; play testing; evaluations

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	
Guided Practical / Workshop	60	
Independent Study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay: History and Underlying concepts of HCI	100%	LO1 and LO2
Practice	P1	Presentation: Demonstration of Prototype with justification of usability.	100%	LO3 and LO4

Updated by: Jo Cocksey	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Shneiderman, B. (2004) Designing the User Interface. Pearson
Dix, A et al (2003) Human Computer Interaction, Prentice Hall
Moggridge, B. et al (2006) Designing Interactions, MIT Press
Norman, D. (1998) The Design of Everyday Things, MIT Press
Saffer, D. (2009) Designing for interaction, New Riders
Adams, E. Fundamentals of Game Design, New Riders

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

MODULE CODE: CITY1114	**MODULE TITLE: Programming for Games**

CREDITS: 20	**FHEQ Level:** 4.	**JACS CODE:**I610

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: An understanding of the general principles and concepts of games programming will allow learners to apply 2D and 3D programming methods used in games.

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

1. Investigate and understand the conventions of 2D games engines and the logic of related programming languages for implementation.
2. Investigate and understand the conventions of 3D games engines and the logic of related programming languages for implementation.
3. To use and amend example programs in order to understand methods for simulating real world phenomenon within games.
4. To be able to use recognised documentation methods for the design and testing of games.
5. To understand basic physical models used in games and basic artificial intelligence techniques.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
LO1 Research and design 2d and 3D Games
LO2 Implement 2D and 3D games
LO3 Evaluate algorithms for implementation in games

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER:**	City College Plymouth
DATE(S) OF APPROVED CHANGE:	June 2017	**TERM:**	Spring

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Rhys Lamble	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

An understanding of the general principles and concepts of games programming will allow learners to apply 2D and 3D programming methods used in games.
C# used to show basic gaming and programming techniques within games including collision detection, physics models and AI within games.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	
Practical Guided Workshops	60	
Independent study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Research and Design 2D and 3D Games Implement 2D and 3D Games Evaluate algorithms for implementation in games.	30% 35% 35%	LO1 LO2 LO3

Updated by: Rhys Lamble	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Dawson, C. (2010) Beginning C++ Through Game Programming.
Lischner, R.(2003) C++ In a Nutshell: A Desktop Quick Reference
Madhav. S. (2013) Game Programming Algorithms and Techniques: A Platform-Agnostic Approach
Kelly, C. (2012) Programming 2D games
Millington, I. (2013) Essential 3D Game Programming
Felinto, D. & Pan, M. (2013) Game Development with Blender
www.3dbuzz.com
http://unity3d.com

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

MODULE CODE: CITY1113	**MODULE TITLE: Game Narrative and Contextual Play**

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** I620

PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Yes**
SHORT MODULE DESCRIPTOR: An understanding of methods for implementing narrative through the contextualisation of game play and the game environment. *This practical assessment will take place in person and on-site at CCP as specified on the Assignment Brief. However, if at the time of the assessment, government guidelines on social distancing make this inappropriate then it will take place remotely online. Any changes will be communicated via the DLE.*		

COURSEWORK		PRACTICE	
C1	30%	**P1**	70%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This Module aims to develop learners understanding of game narrative creation techniques and to provide learners with the skills needed to write immersive game narratives.

- To critique the impact of the historical evolution of narrative in electronic games
- To identify and assess methods for creating engaging and believable game narrative
- To propose methods for creating engaging and convincing game narratives in response to a brief.
- To implement and evaluate emerging methods for creating player focused game narrative.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
LO1 Evidence a critical understanding of the historical evolution of narrative in electronic games
LO2 Assess methods for creating engaging and believable game narrative

LO3 Propose application of methods for creating engaging and convincing game narratives in response to a brief. LO4 Effectively implement methods to create engaging and convincing game narrative in an electronic game

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER**	City College Plymouth.
DATE(S) OF APPROVED CHANGE:	June 2017	**TERM:**	Spring

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jo Cocksey	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT Story History. Story Creation and Lore. Discourse. Alternate Fixed Story. Emergent Narrative Approaches. Interactive Story, Character Dialogue, Environmental (Revealed storytelling).

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	
Practical Guided Workshops	60	
Independent study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***

Coursework	C1	Essay (historical impact to assessment of methods to proposal)	30%	LO1LO2 LO3
Practice	P1	Presentation / Demo explaining implementation of methods and addressing effectiveness of decisions made.	70%	LO4

Updated by: Jo Cocksey	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Crawford C – *Chris Crawford on Interactive Storytelling* (New Riders, 2004)
Dille F and Platten J Z – *The Ultimate Guide to Video Game Writing and Design* (Lone Eagle, 2008)
Krawczyk A and Novak J – *Game Development Essentials: Game Story and Character Development*
(Thompson Delmar Learning, 2006) ISBN 978-1401878856
Miller C H – *Digital Storytelling: A Creator's Guide to Interactive Entertainment, 2nd Edition* (Focal Press, 2008)
Despain, W. (2008) Professional Techniques for Video Game Writing
Suckling, M. & Walton, M. (2012) Video Game Writing from Micro to Macro
Ince, S. (2006) Writing for Video Games
Swink, S. (2009) Game Feel A Game Designers Guide to Virtual Sensation
Poole, S. (2001) Trigger Happy: The Inner Life of Video Games.

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

MODULE CODE: CITY1097	**MODULE TITLE: 2D and 3D Art for Computer Games**

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** I630.

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:
This module aims to develop the students' ability to understand the importance of artistic representation in the game environment. Students will learn how to convey their game visuals through digitally drawn concept art, how to use graphics packages to create 2D game art and how to use 3D modelling techniques to create low poly game components.

COURSEWORK	
C1	100 **%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To assess the impact of artistic representation on player responses to the game world and understanding of contextual narrative.
- To develop technical skills required for the production of digital landscapes, characters and game look.
- To use graphics tablets and relevant software to create 2D Graphics backdrops, characters and obstacles in accordance with chosen house style.
- To use 3D modelling software and apply techniques of modelling, topology, unwrapping and texturing in order to create low poly models.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
LO1 Critique the relationship between player immersion and artistic representation of the game environment.
LO2 Produce concept art that clearly conveys proposed game graphics

LO3 Produce 2D graphics for computer games (interface or in game for example platformer) LO4 Produce low poly 3D models as in game components.

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER**	City College Plymouth
DATE(S) OF APPROVED CHANGE:	Sept 2017	**TERM:**	Spring

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Musaab Garghouti	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

Audience preferences. Genre Conventions. Free hand concept Art. Visual Design. Art Styles (look and feel). 2D Graphics. 3D Modelling.

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

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture and Demonstrations	20	
Practical Guided Workshops	70	
Independent study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Critically assess immersion and artistic representation	20%	LO1
		Create 2D game graphics (digital portfolio) with related digital concept art.	40%	LO2 and LO3
		Create 3D game components (digital portfolio) with related digital concept art.	40%	LO4 and LO2

Updated by: Musaab Garghouti	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Solarski, C. (2012) Drawing Basics and Video game Art
Irrational Games, (2013) The Art of Bioshock Infinite
Bentkowska-kafe, A, (2009) Digital Visual Culture: Theory and Practice (Computers and the History of Art)
3D Total, (2013) Art Fundamentals: Colour, Light, Composition, Anatomy and Depth.
www.gimp.org
Blender.org www.blenderartists.org

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

MODULE CODE: CITY2125 **MODULE TITLE: Game Engines**

CREDITS: 20 **FHEQ LEVEL: 5** **HECOS CODE(S) 101020 Computer Games Programming**

PRE-REQUISITES: N/A **CO-REQUISITES: N/A** **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This unit introduces the concept of a game engine and will give the students an opportunity to examine and contrast the architectures of a number of popular engines. In particular, it will look at 3D engines, such as UDK and Unity, and assess their architecture and features, through the implementation of a small game. Other 3D and 2D engines will also be examined as appropriate.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*

E1 (Examination)		**C1** (Coursework)	40%	**P1** (Practical)	60%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Remotely Delivered Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: n/a

MODULE AIMS:

This module will ensure that students are aware of the common game engines, and their architecture. It will allow students to evaluate their architecture by providing the opportunity to develop games in a variety of engines, both in 3D and in 2D.

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

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Critique the history and underlying concepts of Game Engines	**PILO 2**: Critically analyse the social and cultural significance of the electronic games industry. **PILO 5**: Assess the effectiveness of his or her self-directed professional learning and practice through critical reflection in order to identify areas for development and further investigation. **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.
2. Assess the function and components of a game engine	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.
3. Analyse and evaluate the different 3D Games engines	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.

4.Develop games using 2D and 3D game engines	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 3**: Implement a creative and innovative approach to game development via pre-production plans and identify growing areas within the industry. **PILO 4:** Nurture an entrepreneurial appetite for collaboration and enterprise, students will prepare production and promotional documentation and build links within the local game developer community **PILO 5**: Assess the effectiveness of his or her self-directed professional learning and practice through critical reflection in order to identify areas for development and further investigation. **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.

DATE OF APPROVAL: Originally 19-03-2014	**FACULTY/OFFICE: Partnerships**
DATE OF IMPLEMENTATION: September 2025	**SCHOOL/PARTNER: City College Plymouth**
DATE(S) OF APPROVED CHANGE: March 2025	**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

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2025/26 **NATIONAL COST CENTRE: 121**
MODULE LEADER: Jo Cocksey **OTHER MODULE STAFF:**

Summary of Module Content

History of Game Engine: Game Programming; Game Modding; Scripting; Editors
Features if game engines: Rendering; Collision Detection; AI; Audio; Physics; Lighting
Functions of Game Engines: Graphics rendering; Lighting; Editing; Animation; AI; Modelling
Using 2D Game Engines: Level Creation; importing Assets; Animation Testing;
Using 3D Engines: Level Creation; importing Assets; Animation Testing; Genres; Lighting; Triggers

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	30	
Practical Guided Workshops	60	
Independent study	110	As directed by module tutor.

Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 Essay: game engine architecture review with Analysis and Evaluation LO1 LO2	100%
Practical	P1 Presentation: show how the analysis and evaluation of different 3D Games engines has led to the selection for development of games using specific 2d /3d engines. LO3 LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	P1 Presentation: show how the analysis and evaluation of different 3D Games engines has led to the selection for development of games using specific 2d /3d engines. LO3 LO4	100%

Coursework	C1 Essay: game engine architecture review with Analysis and Evaluation LO1 LO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jo Cocksey Date: August 2025	**Approved by**: Hollie Galpin-Mitchell Date: August 2025

Recommended Texts and Sources:

Lander, J., et al, (2009) Game Engine Architecture, CRC Press

Lander, J., et al, (2014) Game Engine Architecture 2nd Edition, CRC press

McShaffrey, M., (2012) Game Coding Complete 4th Edition, Delmar Cengage Learning

Thorn, A., (2012) UDK Game Development. Delmar Cengage Learning

Beginning 3D (2013) Game Development with Unity 4, APRESS

Norton, T., (2013) Learning C# by Developing Games with Unity 2D, PACKT Publishing

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: CITY2166 **MODULE TITLE: Character Design and Dialogue**
CREDITS: 20 **FHEQ LEVEL: 5** **HECOS CODE(S) [max 3 with % weightings]: 101019 Computer Game Graphics**
PRE-REQUISITES: N/A **CO-REQUISITES: N/A** **COMPENSATABLE: Y**
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Character design and dialogue has a significant impact on the play experience. It can enable player connection, enhance immersion and drive the play journey through investment in character and engagement with game narrative.This module will enable students to understand the impact of strong visual character design and dialogue and to develop and apply specialist industry skill sets necessary to implement these concepts.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)		**P1** (Practical**)**	**100%**
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Remotely Delivered Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To provide exploration of and development in:

- Character design for supporting immersion and player agency

- The impact of Dialogue in supporting narrative engagement, though world building (lore) and emotion
- Professional procedures for the creation of 3D Digital Characters
- Methods for conveying personality and purpose whilst supporting verisimilitude
- Professional practice in script writing for voice actors
- Assessment of the application of processes used to support character creation and dialogue
- Media formats of presentation for a targeted audience

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

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. To identify the requirements of and present a response to a character design and dialogue brief	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.
2. To utilise professional industry practice and technical skills in order to design a 3D Character	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 3**: Implement a creative and innovative approach to game development via pre-production plans and identify growing areas within the industry. **PILO 4:** Nurture an entrepreneurial appetite for collaboration and enterprise, students will prepare production and promotional

	documentation and build links within the local game developer community **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.
3. To utilise professional practice and technical skills in order to create a character script for a voice actor	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 3**: Implement a creative and innovative approach to game development via pre-production plans and identify growing areas within the industry. **PILO 4:** Nurture an entrepreneurial appetite for collaboration and enterprise, students will prepare production and promotional documentation and build links within the local game developer community **PILO 6**: Combine academic knowledge with technical skills in order to develop solutions for game development and production.
4. To appraise and present own practice in an accessible digital format	**PILO 1**: Evidence a range of technical skills through the application of the design, development, and production of an electronic game or games. **PILO 5**: Assess the effectiveness of his or her self-directed professional learning and practice through critical reflection in order to identify areas for development and further investigation.

Additional information required for apprenticeship programmes:

Apprenticeship Standard:	**N/A**

Applicable knowledge, skills & behaviours:	**N/A**

DATE OF APPROVAL: XX/XX/XXXX	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 01/09/2025	**SCHOOL/PARTNER: City College Plymouth**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2 (Spring)**
MODE OF DELIVERY: campus taught/blended learning/distance learning (please specify)	**Campus taught**

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

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law

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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2025/26 **NATIONAL COST CENTRE: 121**
MODULE LEADER: Jo Cocksey **OTHER MODULE STAFF: Alper Ure**

Summary of Module Content

The role of characters in video games; understanding character archetypes and semiotics of representation; ethical considerations, authenticity and research; concept creation, visual design and personality construction; retopologizing, UV unwrapping, Texture Painting, Baking and Decals; Branching Dialogue; Rhythm, Speech and emotion; Presenting a script for a voice actor.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	60	
Practical Guided Workshops	30	
Independent Study	110	As directed by module tutor
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**

Practical	Planning Presentation (L01) *To present their ideas and plans in response to a brief to design a character and dialogue* Reflective presentation (LO2, LO3, L04) *To present their final product, detail their technical approaches, identify application of theory and appraise their methods and final product.* .	25% 75% 100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework (in lieu of the original assessment)	Report - detailing plans for character design and dialogue, listing their methodology and theoretical approaches and appraising their final product. LO1 LO2 LO3 LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jo Cocksey Date: 22/04/2025	**Approved by**: Partnerships Quality Date: June 2025

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

MODULE CODE: CITY2126	**MODULE TITLE: Sound and Animation**

CREDITS: 20.	**FHEQ Level:** 5.	**JACS CODE:** W615

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:
This module aims to develop a critical understanding of the role of sound and animation in the psychology of video games and immersion of play. Students will learn techniques for creating immersive sounds and music for their video games. Students will learn the principles of animation and rigging of 3D objects for inclusion in video games.

ELEMENTS OF ASSESSMENT

Practical		COURSEWORK	
P1 (formally scheduled)	20**%**	**C1**	80 **%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This Module aims to develop an understanding of the commercial nature of games and to provide learners with the knowledge of techniques used to drive and deliver hard and virtual products in the gaming society.

- To assess the immersive and psychological impact of sounds in video games.
- To understand rules of movement and physics and their application in animation.
- To develop technical skills in the use of industry standard sound engineering / creation software.
- Use 3D software to develop rigging and animating skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to: LO1 Propose immersive sounds and methods of creation. LO2 Plan and propose a system of movement for animated game components. LO3 Create sounds for a video game. LO4 Create animations for a video game.

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER**	City College Plymouth
DATE(S) OF APPROVED CHANGE:	Sept 2017	**TERM:**	Spring

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Musaab Garghouti	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT Psychology of sound for games. Foley sounds. Sounds for feedback and interfacing, Sounds for Immersion: atmosphere and game story. Animation techniques and principles, understanding the mechanics of game objects, rigging and weight painting.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture and Demonstrations	30	
Practical Guided Workshop	60	
Independent study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Practical	P1	Psychological impact of sounds and methods of animation.	100%	LO1 & LO2

Coursework	C1	Create sounds for video games (labelled audio files) Create animated game components (demonstration and submission of digital files)	100%	LO3 LO4

Updated by: Musaab Garghouti	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Collins, K. (2008) Game Sound: an Introduction to the History, Theory, and Practice of Video Game Music and Sound Design.

Marks, A. & Novak, J. (2008) Game Development Essentials: Game Audio Development.

Collins, K, (2013) Playing with Sound: A Theory of Interacting with Sound and Music in Video Games

Papapetros.S, (2012) On the Animation of the Inorganic: Art, Architecture, and the Extension of Life.

Wells, P. (1998) Understanding Animation

Mullen, T. (2011) Introducing Character Animation with Blender

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

MODULE CODE: CITY2045	**MODULE TITLE:** Game Production

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** P310.

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:
To develop learners autonomy by undertaking and participating in the production of a working game product in response to a brief. Guiding students through the process of selecting team members, organising a project plan, maintaining related documentation, monitoring and achieving targets in order to deliver the project outcome.

COURSEWORK	
C1	100 **%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Identify the requirements and skill sets necessary to meet a project brief.
- Investigate and understand methods of working with others in order to identify individual strengths.
- Understand the requirements for producing a professional project plan.
- Evaluate the necessity of maintain development documentation.
- Develop professional time management skills and collaborative negotiation skills in order to drive a project forward and meet deadlines.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

LO1 To select and organise a team in order to respond to a brief.
LO2 To present a project plan.
LO3 To maintain related development documentation.
LO4 To deliver the project outcomes.

DATE OF APPROVAL:	19-03-14	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2014	**SCHOOL/PARTNER**	City College Plymouth
DATE(S) OF APPROVED CHANGE:		**TERM:**	Spring

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jo Cocksey	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT Team Selection. Lifecycle. Workflow. Dynamics. Documentation. Production Values. Quality and Testing.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	20	
Practical Guided Workshops	70	
Independent study	110	As directed by module tutor.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Report (project proposal and plan) Game Documentation (Report) with exe file of working game.	40% 60%	LO1 & LO2 LO3&LO4

Updated by: Jo Cocksey	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Maxwell Chandler, H. (2013) The Game Production Handbook

Dunlop, R. (2014) Production Pipeline Fundamentals for Film and Games

Brathwaite, B. (2011) Breaking Into the Game Industry: Advice for a Successful Career from Those Who Have Done It.

www.valvesoftware.com/company/Valve_Handbook_LowRes.pdf

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: CITY2154	**MODULE TITLE: Promotion and Enterprise**	
CREDITS: 20	**FHEQ LEVEL: 5**	**HECOS CODE: 101221 enterprise and entrepreneurship**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
To enable learners to understand the nature of the game industry, in order to identify areas for commercial development. To promote virtual networking, social media and promotion techniques in order to construct their own social networks and structures for the promotion and marketing of own game.

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

C1 (Coursework)
100%

SUBJECT ASSESSMENT PANEL to which module should be linked: **Computing/Game Design**

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
● To investigate industry methods for identifying areas of commercial development and potential growth
● To forge networks and relationships towards promotion of own game.
● To analyse successful industry methods of promoting and marketing in order to develop own marketing strategy.
● To analyse the effectiveness of self- directed media enterprise.

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 Critically assess marketing strategies implemented for the promotion of digital games. LO2 Evidence ability to forge networks and relationships in order to promote own game.	

LO3 Implement a method for promotion and media relations for own game. LO4 Analyse the effectiveness of self-directed media enterprise.	

DATE OF APPROVAL: 19-03-2014	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2014	**SCHOOL/PARTNER: City College Plymouth**
DATE(S) OF APPROVED CHANGE: June 2020	**SEMESTER: Semester 2**

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.

ACADEMIC YEAR: 2025/26	**NATIONAL COST CENTRE:** 121

MODULE LEADER: Jo Cocksey	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT Industry methods. Connections and Networking. Media Relations. Positive Promotion. Collaboration. Campaigns. Sales and Predictions.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	
Practical Guided Workshop	60	
Independent study	110	As directed by module tutor.
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay Evidence networking and collaboration in order to launch marketing campaign.	30% 70%	LO1 LO2 LO3 LO4

Updated by: Jo Cocksey	Date: August 2025	Approved by: Hollie Galpin-Mitchell	Date: August 2025

Recommended Texts and Sources:

Chaffey, D. & Ellis-Chadwick, F. (2012) Digital Marketing: Strategy, Implementation and Practice.
Edery, D. &Mollick, E. (2008) Changing the Game: How Video Games are Transforming the Future of Business.
Nichols, D. Et al (2005) Brands and Gaming: The Computer Gaming Phenomenon and its Impact on Brands and Businesses**.**
Gamasutra.com
http://kotaku.com

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: CITY2157 **MODULE TITLE:** Optimising for VR

CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100358 - Applied Computing

PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The aim of this module is to enable students to port and/or create 3D interactive experiences for VR. It will include an appraisal of 3D Game Engines appropriate to this. An understanding of the practical considerations for VR world creation (e.g. Headset V Dome, perspectives and line of sight) as well as an understanding of associated ethical and legislative responsibilities.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
C1 (Coursework)	40%	**P1** (Practical**)**	60%

SUBJECT ASSESSMENT PANEL to which module should be linked: Game Design and Production

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- An introduction to the critical characteristics of VR and associated ethical and legislative responsibilities.
- Explore and assess VR hardware and its appropriateness for VR Game Play and 3D Games Engines for VR Game Play within design conventions.
- Analyse an existing 3D Game environment appropriate for porting to VR.
- Develop technical skills for porting a 3D game environment to VR.
- Develop a critical understanding of applied game play within VR.

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	Programme Learning Outcomes contributed to
1. Explore the use of 3D game engines for implementing VR Game play within Design Conventions. 2. Assess an existing 3D Game environment for porting to VR. 3. Develop and apply technical skills to port a 3D Game environment to VR. 4. Assess the success of application for interaction and identify associated ethical and legislative responsibilities.	1. Evidence a range of technical skills through the application of the design development and production of an electronic game or games. 3. Implement a creative and innovative approach to game development via pre-production plans and to identify growing areas within the industry in both an appropriate academic format and conceivably through proactive involvement in that area of growth. 5. Assess the effectiveness of his or her self-directed professional learning and practice through critical reflection in order to identify areas for development and further investigation. 6. Combine academic knowledge with technical skills in order to develop solutions for game development and production.

DATE OF APPROVAL: March 2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2014	**SCHOOL/PARTNER: City College Plymouth**
DATE(S) OF APPROVED CHANGE: Sept 2022	**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.

ACADEMIC YEAR: 2025/26 **NATIONAL COST CENTRE:** 121
MODULE LEADER: Mussaab Garghouti **OTHER MODULE STAFF:**
SUMMARY OF MODULE CONTENT:

Characteristics of VR, Hardware, associated peripherals and software, 3D Game Engines. Applying solutions in consideration of Projection Mapping, Dome projection, immersion, vertigo, locomotion, interactions, play mechanics, environment, and spatial perception. Optimisation merging code. Working in line with ethical and legislative frameworks. Reviewing and assessing development procedures and final product in keeping with professional standards.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	30	
Practical Guided Workshops	60	
Independent study	110	As directed by module leader.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**

Coursework LO1 LO2	Research to propose the implementation of a VR Solution (Hardware, associated peripherals and Software) for the porting of an existing 3D Game Environment within design conventions.	100%
Practical LO3 LO4	Presenting the application of appropriate technical skills for the porting of a 3D Game Environment, with critical evaluation of the success of solution in light of ethical and legislative responsibilities.	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework LO1 LO2	Report	100%
Practical as CW LO3 LO4	Report	100%

READING LIST

Calleja, G**.** (2011). *In-game*. Cambridge, Mass: MIT Press.
Linowes, J. (2018). *Unity virtual reality projects*. 2nd ed. PACKT Publishing.
Bucher, J. (2017). *Storytelling for virtual reality*. 1st ed. Routledge.
Harris, B. (2019). *The History of the Future*. Dey Street Books.
Lanier, J. (2018). *Dawn of the new everything*. New York, N.Y.: Picador/Henry Holt and Company.
Jerald, J. (2016). *The VR book*. [San Rafael]: Morgan & Claypool.
Murray, J. (2017). *Building virtual reality with Unity and SteamVR*.
Switzer, L. (2019). *Virtual Reality Locomotion Systems in a Hands-Only World*. [online] AR/VR Journey: Augmented & Virtual Reality Magazine. Available at: https://arvrjourney.com/virtual-reality-locomotion-systems-in-a-hands-only-world-91fe66710548 [Accessed 24 May 2019].
Boletsis, C. (2017). The New Era of Virtual Reality Locomotion: A Systematic Literature Review of Techniques and a Proposed Typology. *Multimodal Technologies and Interaction*, 1(4), p.24.

Murray, J. (2017). *Building virtual reality with Unity and SteamVR*.
Calleja, G**.** (2011). *In-game*. Cambridge, Mass: MIT Press.

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Musaab Garghouti **Date:** August 2025	**Approved by**: Hollie Galpin-Mitchell **Date:** August 2025