



HIGHER EDUCATION
BA (Hons) Computer Games
PROGRAMME HANDBOOK 2018/19



Foreword from the Principal

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Foreword from the Principal



I am delighted to have this opportunity to welcome you to Leeds City College. Thank you for choosing to study a Higher Education course with us.

Our provision continues to be commended externally. In a recent HE inspection, carried out by the Higher Education Quality Assurance Agency in May 2016 (The QAA inspects all Universities and colleges) the high quality of our HE programmes was confirmed and it was noted that our approach to supporting and facilitating scholarly activity and the implementation of our new Virtual Learning Environment were areas of good practice.

We regularly seek the views of our students on the quality of their courses and use this information to make improvements. Student satisfaction is consistently high, with students commenting on the level of support provided and the quality of feedback they receive on their work.

At Leeds City College we know that the whole HE experience is at the heart of student success. That's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.

A handwritten signature in black ink that reads "Col. Booth". The signature is written in a cursive style.

Colin Booth
Chief Executive & Principal

Introduction

This handbook is designed to provide you with a range of information relevant to your Honours programme. We endeavour to ensure that the information is as accurate and up-to-date as possible. Statements of policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of policy and procedure are the Academic Regulations which can be found on our website and on the VLE.

Any significant changes to the practices and procedures detailed in this handbook will be notified to students by email and the electronic copy of the handbook made available on the website and the VLE.



1 General Information and Support

1.1 Higher Education Development Office Contacts

The Higher Education Development Office (HEDO) has an overarching responsibility for the operation of the Higher Education provision.

We are committed to providing a supportive and positive environment for all members of our community. However, we recognise that there will be times in everybody's University life when things do not go as well as you would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Development Office (HEDO). If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.



Dean of Higher Education

Janet Faulkner

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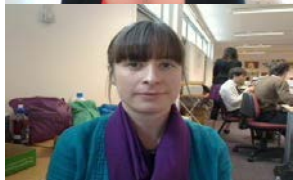
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Higher Education Admissions Officer

Jenna Wilkinson

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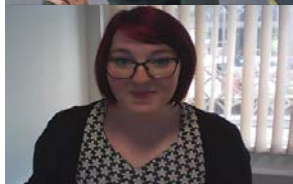
Higher Education Registrar Co-ordinator

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Higher Education Learning Support Officer

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Higher Education Business Development Manager

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Higher Education Events and Social Media Officer Apprentice

Alex Jennings

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Heart NCOP Activities and Events Officer

Sophie Clayton

Contact:

0113 2162086






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1.2 Curriculum Department Contacts

Welcome to the Creative Arts School which sits in the University Centre. In particular, welcome to the BA Honours Computer Games Degree.

The department has a number of roles that are assigned to staff. Listed below are the team members and their key roles and research interests.

	<p>Head of Department Tom Poultney</p> <p>0113 2162138 tom.poultney@leedscitycollege.ac.uk</p>	<p>Likes Memes from the West Midlands. Research interests include Memes and internet culture.</p>
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	<p>Programme Manager Tim Balmforth</p> <p>0113 3087932 tim.balmforth@leedscitycollege.ac.uk</p>	<p>Sound and Music for Interactive Games. An exploration of Composition, Sound Design and Implementation in an interactive game environment.</p> <p>Research: The role of sound in video games to enhance the user experience and aid immersion into the game world. Practising Landscape photographer.</p>
	<p>Pathway Leader Adam Harrison</p> <p>0113 3087932 adam.harrison@leedscitycollege.ac.uk</p>	<p>Specialist Practical Project and Indie Game Level.</p> <p>Research: Teaching Practice and Methodologies. Use of Gamification and Gaming to aid an educational institute.</p>
	<p>Module Lecturer Ed Hanley</p> <p>0113 3087932 Edward.hanley@leedscitycollege.ac.uk</p>	<p>3D Modelling and Concepts and Prototypes.</p> <p>Research: Game's development and investigation into the latest tools and techniques. Actively working in the games industry with leading developers and incorporating industry standard workflows and techniques into the curriculum.</p>
	<p>Module Lecturer Mathew Price</p> <p>0113 3087932 Mathew.price@leedscitycollege.ac.uk</p>	<p>Production Management, Professional Development and Working in the Games Industry.</p> <p>Research: The use of virtual reality for the strategy game genre. Additional interests include military history and 3D.</p>
	<p>Module Lecturer Rob Reed</p> <p>0113 2161781 rob.reed@leedscitycollege.ac.uk</p>	<p>Games Culture and Game Story.</p> <p>Research: Chomsky and the Stand Up Comedian. A postmodern approach to the role of the comedian as prophet in contemporary culture.</p>

	<p>Module Lecturer Tony O'Keeffe</p> <p>0113 3861809 tony.o'keeffe@leedscitycollege.ac.uk</p>	<p>Research: Painting, illustration, narrative and digital applications in traditional practice.</p>
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In case of absence from College, you should contact Tim Balmforth on 0113 3087932 or e-mail at tim.balmforth@leedscitycollege.ac.uk.

1.3 Programme Rationale and Aims

The course provides you with the technical skills of computer games that will enable you to achieve the work you want in varied situations. It is essential that you know your equipment and can apply the relevant tool to the task. This must be coupled with a contextual and historical understanding of computer games so you know why you are working in a particular manner. The final facet of your learning is the application of this knowledge to industry-based situations, which will be experienced through live-briefs and work practice simulations.

The aims of the course are to:

- Provide a challenging high quality vocational program in computer games, including core and specialist modules, which facilitate access and progression for a wide range of students from diverse backgrounds.
- Offer a robust and vocationally relevant degree in computer games that will allow students to develop their interests personally and professionally.
- Develop graduates who have the ability to reflect and learn from their workplace experience in the computer games industry and relate this experience to relevant theory and practical projects.
- Develop graduates who have a balance between subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable in the computer games industry.
- Develop graduates who have an analytical and reflective understanding of computer games in the context of the workplace today and in relation to the wider social and cultural environment.

1.4 Programme Learning Outcomes

	Knowledge and Understanding
A1	Apply critical awareness to the development of a major creative project.
A2	Demonstrate a comprehensive and detailed understanding of Game Design practice by critically analysing a variety of ideas, contexts and frameworks.
A3	Critically analyse and evaluate the impact of ethical and legal issues relevant to the development of computer games.
	Cognitive Skills
B1	Interrogate and evaluate evidence from appropriate sources to critically analyse a variety of ideas, contexts and frameworks.
B2	Demonstrate intellectual flexibility and openness to new ideas, within approaches to creative Game Design.
B3	Synthesize evidence from a variety of sources and apply to the development and design of practical projects.
	Practical/Professional Skills
C1	Act autonomously with limited supervision or direction.
C2	Use a developmental creative processes to produce technically excellent outcomes.
C3	Work ethically by applying knowledge and understanding to a wide range of creative approaches within computer games.
	Key Transferable Skills
D1	Demonstrate both employment potential and the ability to manage future professional development in the game industry.
D2	Communicate effectively and appropriately in a range of contexts.
D3	Recognise and evaluate factors which enhance working processes and practices in the game industry.

The grids at the end of this handbook show where and how these outcomes will be covered and assessed.



1.5 Programme Structure

Computer Games	Skills	Practical	Academic	WRL
Semester 1	Research (20 Credits) 1. Contextual Review 50% 2. Presentation of findings 50%	Indie Game level (40 Credits) 1. Production Bible 40% 2. Game Level 60%	Major Project (40 Credits) 1. Practical Project 60% 2. Dissertation 40%	
Semester 2				Indie Game Enterprise (20 Credits) 1. Indie games case study 40% 2. Feasibility study 60%

Concept Art	Skills	Practical	Academic	WRL
Semester 1	Research (20 Credits) 1. Contextual Review 50% 2. Presentation of findings 50%	Interactive Graphic Novel (40 Credits) 1. Production Bible 40% 2. Game Level 60%	Major Project (40 Credits) 1. Practical Project 60% 2. Dissertation 40%	
Semester 2				Indie Game Enterprise (20 Credits) 1. Indie games case study 40% 2. Feasibility study 60%



1.6 Communication

We adopt a friendly and informal approach wherever possible and it is usually very easy to meet with individual members of staff. Academic teams adopt an 'open door' culture and will make every attempt to deal with student issues or queries as a matter of urgency. You will have specified individual tutorial time with your tutors but in addition can set up appointments at other times with them. In addition to this you can contact them via email and will find that they will make every attempt to get back to you as soon as possible.

You may also find that at times you will receive emails or letters from the Higher Education Development Office (HEDO). These are likely to be regarding matters such as results and graduation arrangements. If you change your address during the course of the year (either your home or term-time address), please inform the Higher Education Registrar Co-ordinator via the contact details above, and your Head of Department.

1.7 Personal Tutors

All undergraduate students are assigned a Personal Tutor. The Personal Tutor for your programme is Tim Balmforth who can be contacted via the contact details above.

All students should meet regularly with their Personal Tutor to discuss their academic progress. Throughout the year, the Personal Tutors are available to discuss any queries about academic, social or general matters. If a student is experiencing any problems, their Personal Tutor is the first person they should go to.

Broadly speaking, a Personal Tutor's function is to provide academic advice and pastoral support. Students should regard their Personal Tutor as someone with whom they can always discuss academic issues and personal problems which are causing stress or anxiety and interfering with their work. There is of course no obligation on students to bring problems to their Personal Tutor. Many students get through University perfectly happily with the support of friends, family, and/or the staff they get to know as teachers. All of these individuals play an invaluable role in helping students to cope with the considerable adjustments involved in leaving school, home and family.

If a student's personal problems become so large that they interfere seriously with their academic performance, it is very important that they see their Personal Tutor and have a frank discussion with them. It is vital that students do not let problems pile up without seeking help. If, for any reason, a student falls behind with their work, they should never give in to the temptation to miss classes in order to avoid the module tutor. That will only lead to more issues and the longer the problems persist the harder it will become to face up to it. Students should

see their module tutor as soon as possible and explain the situation. If that is difficult for the student, they should first see their Personal Tutor who will then liaise as necessary.

One of the roles of the Personal Tutor is to write references and recommendations on students' behalf. However if a student needs a written reference from an academic tutor, they can of course ask any of the permanent members of staff who teach them to write on their behalf. The best references are written by members of staff who can convey their personal experiences of teaching the student.

1.8 The Virtual Learning Environment (VLE)

All programmes are supported by the College's VLE which provides a range of resources, activities and information for students. The College utilises Google Classroom as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need.

1.9 Students' Union

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

1.10 Student Monitoring

Engagement with taught sessions/lectures is essential for your success and as a result, programme teams are required to monitor your academic engagement and progress. This gives them an opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be facing. Non-attendance at taught sessions is a signal to the Department that you are not fully engaging with your degree. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

Should you have any health problems or other difficulties that prevent you from fulfilling these requirements you must advise your personal tutor and module tutor as soon as possible. A doctor's note or medical certificate will be required for absences of longer than seven days and to support any claims for Mitigation.

Please be aware that you will be contacted should we become concerned about your absences. The college policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Programme Manager/Award Leader if you are going to be absent for any length of time.

Please note – Those students who are eligible for a bursary will find that their payments will be cancelled if they have not met the minimum attendance requirement, and we do not receive a sick note covering

any periods of absence, and/or are not up-to-date with their assessed work. (Please see the Bursary Policy on the VLE for full details).

1.11 The Learning Resource Centre

Leeds City College has five LRCs located across its campuses and centres. The main HE-supporting LRCs are located at Park Lane Campus and Technology Campus. LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, accessible from the 'Zones' menu of the College's Student Intranet, from the 'Portal' menu on the College website, or as an app in the College's G Suite for Education app menu.

1.12 Learning and Research Resources

The LRC's learning and research resources are provided in a range of formats relevant to student needs, including:

- an extensive collection of printed books and e-books, including reading list titles and other academic books, fiction, non-fiction, and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks, and games; and
- academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items can be borrowed for a two-week period, renewable twice (online or in-person) unless reserved by another student. There are also one-week loan items, and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to overdue loans.

The LRC's online resources are made available through the LRC website, which is accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'.

1.13 LRC Advice and Support

HE students are supported by a team of librarians, based both in the LRCs and in the Study Zone at the University Centre. Librarians work with curriculum staff to ensure that relevant, accessible resources are available to students. Librarians provide dedicated support to HE students in developing their academic literacy and study skills. Support sessions are available on Web and LRC-based research skills, academic referencing, academic reading and writing, and study skills. One-to-one and group support sessions may be booked with librarians in person, by email, or through the LRC website. Students will be introduced to their support librarian during College induction.

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the College's learning and study resources.

1.14 Study Facilities

Our newly refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone. Here you will find a combination of individual, small group and group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campus' also provide HE specific study spaces which will be pointed out to you during your induction

1.15 IT Facilities

Students are expected to be computer literate. You will need to make use of computers for word processing, access to the Library catalogue and its collection of on-line resources. All students need to acquire these skills during the first term of their first year.

PCs are available to students in many parts of the campus', notably the Study Zone in the University Centre and the Learning Resource Centres at other campus'. In addition some programmes may provide students with Chromebooks for their personal study use. The Study Zone in the University Centre provides working spaces with access to power for students wishing to work on their Chromebooks or lap-tops.

As a BA (Hons) Computer Games student, have access to:

- HE workspaces containing a suite of PCs
- Teaching rooms containing high spec PCs
- Access to high spec laptops
- Industry standard software application
- Drawing tablets
- VR kit
- 3D printer



you will also

2 Teaching, Learning and Assessment

2.1 Lectures, Seminars and Tutorials

Lectures are an essential part of the learning experience, and will play a central role in your learning. They are never a substitute for reading, but they will give you a broad framework within which to understand the main themes of the module and the particular material you are reading. Listening to a lecture is not a passive activity. You will need to give serious attention to developing your skills in note-taking if you are to get the most out of the lectures.

Apart from your Personal Tutor, your main source of academic help will be your module tutors. The module taught sessions are your most important regular commitment, and attendance is compulsory. If you have to miss a taught session, always let your personal tutor know as soon as possible the reasons for your absence (preferably in advance).

A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures. Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The course has three core strands; practical skill, contextual understanding and work-based learning. This strategy is key to the course structure and we aim to make these elements work together. The BA (Hons) Computer Games course is Higher Education and you must make your own notes. You need to write enough to ensure you have a good understanding of the subject, as a starting point for further reading and research and as a basis for your assignment work. A good set of notes, built up week by week, is the most valuable learning resource of all.

2.2 Assessment

Formative assessments are an important part of the learning experience and are utilised to ensure that all necessary preparations for summative assessments have been made. The deadlines set for these will differ from module to module, and so you must make sure that you know the dates on which each of these are due, and you must plan your work well ahead in order to avoid a last minute rush. Feedback relating to formative assessments will provide a useful foundation for the way in which you then approach the summative assessment.

- There is an emphasis towards practical workshop learning, which underpin both context and industry relevant topics
- The lecture programme will impart the necessary principles and concepts.
- Group work will allow students to develop their research, communication and teamwork skills.
- The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.
- Tutor and peer led reflective feedback form the basis of student learning programmes.
- Tutorials will take the form of individual support and feedback for student guidance

You will find a schedule at appendix 4 which provides full details of your assessment calendar for the year.

2.3 Assessment Submission

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **In the majority of cases work will be submitted via Turnitin.** Alternative arrangements for assessments that cannot be submitted in this way will be outlined in the module handbook. Please note for work submitted via Turnitin there is no additional requirement to also submit a hard copy.

2.4 Word Limits

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed course work. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her course work, he/she will be subject to the Student Disciplinary action.

The word limit does not include footnotes and bibliographies (or appendices if relevant).

2.5 Draft Submissions

You are encouraged to submit drafts of your assessment in order to gain feedback on your progress. Please note that the latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment and the draft should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted. Only one draft submission per assessment is permitted. Please see the Draft Submission Policy which can be found on the VLE for full details.

2.6 Assessment Feedback

All students will normally receive written feedback on their summative assessments within **3 working weeks**. The feedback will provide students with some sense of what the tutor regarded as the strengths and the weaknesses of the work. It will also offer some distilled advice in the form of several highlighted 'Ways to Improve' that can be applied to future pieces of work. Students will also receive feedback on examination performance. Again, the emphasis will be on strengths and weaknesses, and on 'Ways to Improve'. All staff will continue to have office hours during the summer term and students are encouraged to contact them to discuss the feedback on their assessed work. All marks are subject to ratification by an examination board. In addition to written comments about your work, you are also likely to get verbal feedback either in class or on a one-to-one basis, and feedback from peers. Previous students have advised that it is important that you:

- Are not afraid to acknowledge your successes
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or concern
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will tell you why and if you haven't, it will suggest ways in which you can improve
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve
- Try not to take negative feedback personally. It is given to help improve

- Are not afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

2.7 Extensions

Students are expected to plan their schedules allowing for the possibilities of minor disruptions in the writing period. Extensions for summative assessed work may only be granted for serious medical issues, or for severely difficult personal circumstances. Computer failure is not a valid reason for an extension and students are encouraged to back up their work regularly, and on an external or virtual device.

Extensions are only granted if applied for in advance of the deadline. If this has not been possible, then the Departmental Special Circumstances committee may agree to waiving any lateness penalties if evidence is submitted.

- A **Short Extension** of up to 5 working days, usually for one module only (not available for a reassessment attempt);
- Alternatively, if your problems are outside your control, you can apply for **Mitigating Circumstances**.

2.8 Mitigating Circumstances

Extenuating or mitigating circumstances are those events which will have a detrimental effect on your study. It is in your interest to draw the department's attention to them and ask for them to be considered in order to mitigate underperformance. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation. Please note that pressure of work is not considered to constitute Extenuating Circumstances. Further guidance can be found on the VLE via the following [link](#).

We understand that for many students it may be difficult to disclose the details of these kinds of circumstances to those outside their family. However, we are fully supportive of students in difficult circumstances and want to assist if at all possible. All information received is treated confidentially. If you feel inhibited from talking to a personal tutor or other member of staff in the first instance, you may also consider talking to a member of HEDO or the Students' Union for initial, informal advice.

Clearly, though, in order for your circumstances to be considered, they must be conveyed formally. We expect that you will discuss your circumstances before Exam Boards meet, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, we do expect that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in so doing. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

Remember, any application you make has to be approved and may not be granted.

Students can apply for Extensions, or Mitigating Circumstances for all forms of summative assessment. You can also apply for Mitigating Circumstances for reassessment opportunities offered by the relevant Examination Board. However, Short-Extensions will not normally be allowed for reassessment because of the need for timely progression to the next stage at the beginning of the academic year.

It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

Do

- Review the grounds for applying for extenuating circumstances (see Student Guide to Extensions and Mitigation).
- Seek guidance from your Programme Manager or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate.
- Request an extension where you are unable to meet the deadline.
- If applying for Mitigation submit an application that covers all module assessments you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Mitigating Circumstances within 5 working days from the submission or examination date.
- Complete all sections of the form.
- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

Don't

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

2.9 Fit to Sit

The College's Extenuating Circumstances and Mitigation regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.

If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Mitigation panel.

In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.

If extensions are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by extensions or mitigation will be penalised in accordance with the Assessment regulations.

2.10 Penalties for Late Submission

If you fail to submit work by the published date without approval, but submit within six working days it will be marked and then subject to the following penalties.

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

2.11 Grading and Classification

Presentation, style, grammar and spelling are important aspects of the ability to communicate ideas with clarity. Students are expected to familiarise themselves with the Style Guide and get into the habit of following its recommendations on presentation, footnoting, bibliography, etc. Poorly written assessments are less likely to meet the criteria laid down for a particular class than well-written ones.

For each module, you will complete one or two assessments which may contain a number of tasks. At the end of the module an overall module mark is awarded based on the evidence of the summative assessments, with 40% being the pass mark.

Please refer to the Assessment Regulations, which can be found via the following [link](#), for full details.

Grading

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

Classification

The Examination Board will determine the Honours classification using all Level 6 modules studied, weighted at 100%.

Honours degrees are classified as:

% Overall	Classification
70+	First class
60-69	Upper second class
50-59	Lower second class
40-49	Third class
0-39	Fail

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please refer to the Assessment Regulations which can be found on our website via the following [link](#).

2.12 Re-sit

If you have submitted an assessment and are deemed by the Module Tutor not to have passed the assessment (but it is considered that you have made a genuine attempt), or if you have failed to submit anything (non-submission) following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one re-sit opportunity is possible for any assessment component.

Suitable feedback will be provided to students who are offered a re-sit and a hand-in deadline will be set for the re-sit.

Key points

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations via the following [link](#) for full details.

2.13 Graduation and Beyond

Information regarding the University Centre's degree ceremonies will be sent to you once you have completed your award and your results have been ratified by a Board.

On successful completion of the BA (Hons) Computer Games, there are many possible paths open to you. You will have the skills to help you set up as an independent games company or work as a freelancer. Or you may have developed specialist skills which will allow you to apply for work in a larger company.

Career choice will vary for each pathway. The computer games pathway will typically provide the opportunity for students to progress to employment in a studio as game designers and developers, 3D artists, Modellers or sound designers. The Concept Art pathway will typically provide the opportunity to work as game environment artist, game level designers, concept artists, illustrators, animators, digital painter or storyboarder. Both pathways have been designed to teach students the skills needed to work freelance in the games industry.

3 Policies and Procedures

3.1 British Values, Equality and Diversity

We follow governmental principles on British Values throughout college, these are: Liberty, Justice, Democracy and Respect. Full details can be found on our website via the following [link](#).

At Leeds City College we are proud of the social and cultural diversity of our community and see it as a strength that inspires innovation and creativity.

We aim to provide a stimulating and enriching educational experience for all of our learners, which enables them to reach their full potential and develop a range of skills in preparation for employment and other opportunities when they leave us.

The College is home to people from a wide range of cultures and backgrounds with diverse beliefs, values and abilities. We believe that everyone should be treated with dignity and respect. In keeping with these principles, we are committed to building an inclusive and safe learning and working environment where the values of respect and tolerance are at the heart of College life.

To help us achieve this, we have adopted a zero tolerance approach to any form of discrimination, bullying or harassment in our learning or workplace environments.

We are constantly striving to move beyond legal compliance towards best practice in promoting and celebrating equality and diversity. We have published a wide range of equality information that outlines how we intend to achieve our goals in relation to inclusion and fairness and how we will drive the equality and diversity agenda forward over the next few years.

3.2 Social Media

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, livestreams, social bookmarking, wikis and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help protect staff and students and to prevent them damaging the college either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion.

Leeds City College is committed to the responsible use of social media. The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

For further information and full details please refer to the Student IT and Social Networking Policy which can be found on the Student Intranet.

3.3 Student Complaints

If you feel you have legitimate grounds for complaint, you should raise your concerns as soon as you become aware of the problem or issue arising. This should be in person, by e-mail or writing to the relevant person or your Personal Tutor. If this does not lead to a satisfactory outcome there is a formal academic complaints procedure, full details of which are provided on the VLE.

3.4 Academic Appeals

Your module lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal you will need to contact the HE Quality and Student Engagement Officer to put forward a claim for an academic appeal. For details of grounds under which Academic Appeals can be made please refer to the Assessment Regulations which can be found on the VLE.

Please note: You may not appeal on the grounds of academic judgement.

3.5 Research Ethics

All dissertations and research projects need to gain ethical approval via the College's Research Ethics Process. Information and links to the application form can be found on the VLE.

3.6 Academic Misconduct

Training in issues surrounding plagiarism and poor scholarly practice is offered in first year modules, however if you require any further training you should refer to your Programme Manager. Plagiarism is a serious offence and if proven leads to action which could have a detrimental impact on your award.

Students should always identify sources for specific information and, where appropriate, the ideas used in assessed work. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Poor, sloppy or negligent practice may not result in formal action being taken but will receive lower marks in line with the marking and classification criteria. The Department uses plagiarism software to identify plagiarism in students' assessed work. This also highlights cases of self-plagiarism.

In order to avoid academic misconduct, the College is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Advice and guidance from the Students' Union.
- Facility for students and staff to use plagiarism e:detection software - Turnitin
- Briefings on academic misconduct provided at student induction events and during relevant modules

What follows is a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Student Guide to Academic Misconduct which is available on the VLE. You are strongly recommended to read the guide. It provides a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

Academic misconduct is defined by the College as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following two types:

Academic Negligence: This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.

Academic Malpractice: This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the College. The processes and penalties are described in The Student Guide to Academic Misconduct. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The following tips may help you to avoid academic misconduct:

Do

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

Don't

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing web sites don't always keep their promises and have been known to inform universities of students who have purchased work).

3.7 Assessment Regulations

The full assessment regulations can be found on our website [here](#)



4 Quality Assurance

A range of checks and safeguards is in place to ensure that the qualification you receive at the end of the course continues to be current and acceptable to the College, HE institutions and employers.

4.1 Student Voice

Regular feedback from students plays an important part in planning modules and developing teaching skills within the department. In order to ensure that students can make a direct impact on the ways in which they are being taught, every tutor asks students to complete a questionnaire at the end of each module and circulates a written report on this feedback prior to discussing with the students concerned any resulting changes. At the end of the year a further questionnaire will be circulated which considers the programme as a whole.

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or your course VLE. The faculty also provides updates on action taken through the "You said, We did" posters prominently displayed around our campus'.

Students wanted more access to Classroom and resources. Rooms were opened up for longer periods of time and resources such as Graphics Tablets and a 3D Printer were bought.

4.2 Course Committee Meetings

Course Committees are made up of student representatives, members of academic staff and library representatives. They provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the departments to receive feedback from students, particularly if changes to a course are proposed.

Each course is asked to elect a minimum of one student representative from each year of study, and meetings are held twice a year. Any student who wishes to raise an issue concerning a particular module, their programme or any other departmental issue should raise it with their student representative. Student representatives will be provided with training relating to their role and will also be invited to meet with student representatives from other programmes. We take matters raised through Course Committee Meetings and by student representatives very seriously.

Course Committee Meetings for your programme are as follows:

Dates for academic year 2018/2019 TBC

All meeting papers will be made available on the VLE.

4.3 Moderation

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation. A range of checks and safeguards is in place to

ensure that that the qualification you receive at the end of the course continues to be acceptable to the College, HE institutions and employers.

The Awarding Body is The Open University. In order to be able to offer this qualification, the College has been subject to stringent approval processes with the university, considering aspects such as staffing, resources and quality systems. The Open University also monitors the quality of the awards through a range of ongoing measures and activities. The College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally each year your tutors are observed teaching by the College's Learning Observation Team.

4.4 End of Year Procedures

Once all assessments have been marked, moderated and seen by the External Examiner, your mark profile will be compiled and submitted to the Examination Board. The Examination Board considers the mark profiles of each student and will confirm achievements and classifications.

NB. If you have not paid your fees in full your profile will not be presented to the Examination Board and you will not be able to receive your award.

Within 15 working days of the Board, the Chair of the Examination Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, you think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Higher Education Quality and Student Engagement Officer within 10 days of the results being published (not 10 days after receiving your results).

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see the Student Guide to Appeals, which can be found on the VLE, for further information.

N.B. It is your responsibility to ensure that your Programme Manager/Award Leader has your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registrar Co-ordinator on (0113 2162563) to obtain a replacement letter.

4.5 External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The external examiners' reports are made available to students on the VLE.

The external examiner for your course is Saeed Malekshahi Gheytsasi who works at Brighton University. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Manager.



5 Safety, health and well-being

5.1 Notification of Infectious Disease

If you have been diagnosed with or have had contact with an infectious disease, you must notify us in writing within 24 hours of diagnosis. You must not return to College until a medical practitioner's certificate of clearance has been submitted.

5.2 Fire Safety Procedures

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing our College no-smoking policy

5.3 Fire Information

Fire information is present on Fire Action Notices displayed in all College buildings. These are normally present in corridors or inside classrooms.

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of fire fighting equipment and the location of fire assembly points.

All fire exit routes are clearly identified. You should take the opportunity to familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies.

If you discover a fire

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire by calling 999 – indicated on the Fire Action Notice.

Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

Fire evacuation

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Please assist visitors.

Follow the route to get out of the building and continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building.

Take appropriate action to assist mobility impaired persons or wheelchair users to a safe refuge.

- Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs.
- Do not attempt to use the lifts.
- Do not restrict emergency service access routes.
- Do not re-enter building until officially authorised to do so

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

5.4 Students with Disabilities

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair.

If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you, as appropriate.

5.5 First Aid

First Aid Notices (green and white) are displayed in all College buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. Each first Aid Notice gives the following information:

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team on 2166334.

5.6 Accident and Incident Reporting

All accidents, incidents and dangerous occurrences must be reported to, and recorded by College staff.

Accident report forms (HS1) are available on the intranet.

5.7 Policy Statement

Leeds City College Corporation accepts both moral and legal responsibility as an employer to ensure; so far as is reasonably practicable, the safety, health and welfare at work of all its employees. The College will ensure to conduct its undertakings in such a way that persons not in direct college employment (i.e. students, contractors and members of the general public) who may be affected, are not exposed to risks to their safety and health. In addition the College will actively endeavour to limit the adverse affects on the environment in which operations are carried out.

All safety, health and welfare matters will be treated as a management responsibility equal to that of any other managerial function.

Leeds City College Corporation is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout the college.



Appendix 1 Higher Education Calendar 2018-19

College Week	Commences Monday	Note	Prog. Week
1	30-Jul-18		
2	6-Aug-18		
3	13-Aug-18		
4	20-Aug-18		
5	27-Aug-18	Bank Holiday – 27 August 2018	
6	3-Sep-18		
7	10-Sep-18	Enrolment and Induction Week	
8	17-Sep-18	Semester 1 Starts	1
9	24-Sep-18		2
10	1-Oct-18		3
11	8-Oct-18		4
12	15-Oct-18		5
13	22-Oct-18	Friday 26th October Staff Development Day	6
14	29-Oct-18	Reading Week	
15	5-Nov-18		7
16	12-Nov-18		8
17	19-Nov-18		9
18	26-Nov-18		10
19	3-Dec-18		11
20	10-Dec-18		12
21	17-Dec-18		13

22	24-Dec-18	Bank Holidays – 25 and 26 December 2018	
		Christmas Holidays (College Closed 27 – 29 December 2018)	
23	31-Dec-18	(staff off 31 December 2018)	
		Bank Holiday – Tuesday, 1 January 2019 (New Year’s Day)	
24	7-Jan-19	Tuesday 8th January Staff Development Day	14
25	14-Jan-19		15
26	21-Jan-19		16
27	28-Jan-19		17
28	4-Feb-19		18
29	11-Feb-19		19
30	18-Feb-19	Reading Week	
31	25-Feb-19		20
32	4-Mar-19		21
33	11-Mar-19		22
34	18-Mar-19		23
35	25-Mar-19		24
36	1-Apr-19	Easter Holidays	
37	8-Apr-19	Easter Holidays	
38	15-Apr-19		25
		Bank Holiday (Good Friday) – 19 April 2019	
39	22-Apr-19	Bank Holiday (Easter Monday) – 22 April 2019	26
40	29-Apr-19		27
41	6-May-19	Bank Holiday – College Closed 6 May 2019	28

42	13-May-19		29
43	20-May-19		30
44	27-May-19	Bank Holiday – College Closed 27 May 2019	
		Reading Week	
45	3-Jun-19		
46	10-Jun-19		
47	17-Jun-19		
48	24-Jun-19		
49	1-Jul-19		
50	8-Jul-19		
51	15-Jul-19		
52	22-Jul-19		

NOTES:

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.
- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.
- Students may take additional leave for festival days associated with their practised religion. Tutors must be notified in advance.

Appendix 2 Learning Outcome Grids

Computer Games Curriculum Map

Level	Study module/unit	Programme outcomes											
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
3	Major Project	/	/	/	/	/	/		/	/		/	
	Indie Game level	/				/	/	/	/		/		/
	Research Project		/		/	/				/		/	
	Indie Game Enterprise			/	/			/			/		/

Concept Art Pathway Curriculum Map

Level	Study module/unit	Programme outcomes													
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2
3	Major Project (Concept Art)	/	/	/	/		/		/	/		/		/	
	Interactive Graphic Novel	/					/	/	/		/			/	/
	Research Project		/		/					/		/		/	
	Indie Game Enterprise			/	/			/			/				/

Learning outcomes E1 and E2 are Concept Art Pathway Specific and are written to replace learning outcomes B2 and D3 from the Computer Games pathway, designed to differentiate and reflect the different output between the two pathways.

Appendix 3 Assessment Grids

Level 6								
	Practical Project	Dissertation	Case Study	Feasibility Study	Contextual Review	Presentation	Game Level	Production Bible
Major Project	60%	40%						
Indie Game Enterprise			40%	60%				
Research Project					50%	50%		
Indie Games Level							60%	40%

Appendix 4 Assessment Timetable

Assessment Chart		
Module Titles and Level	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Major Project (Level 6)	<p>Task 1: Work in Progress – Week 10</p> <p>Task 2: Work in Progress – Week 12</p> <p>Task 1: Draft - Work in progress – Week 20</p> <p>Task 2: Draft - Work in progress – Week 22</p> <p>Task 1: Draft submission week 24</p> <p>Task 2: Summative Submission week 26</p>	<p>Summative</p> <p>Task 1: Practical Project - Week 26</p> <p>Task 2: Dissertation – Week 28</p>
Indie Game Level (Level 6)	<p>Project Research – Week 3</p> <p>Project Proposal – Week 5</p>	<p>Summative</p> <p>Task 1: Game Level – Week 27</p> <p>Task 2: Production Bible – Week 30</p>

	<p>Production Schedule – Week 7</p> <p>Early Prototype – Week 12</p> <p>WIP 1 - Week 18</p> <p>WIP 2 - Week 21</p> <p>Draft Prototype Game - Week 23</p> <p>Draft submission production bible - week 27</p>	
<p>Research Project (Level 6)</p>	<p>Draft Submission – Task 1 Contextual Review – Week 6</p> <p>Draft Submission – Task 2 Presentation – Week 9</p>	<p>Summative</p> <p>Task 1: Contextual Review - Week 8</p> <p>Task 2: Presentation - Week 10</p>
<p>Indie Game Enterprise (Level 6)</p>	<p>Draft submission – Task 1 – Indie Games Case Study - week 18</p> <p>Draft submission – Task 2 - Indie Games feasibility study – week 22</p>	<p>Summative</p> <p>Task 1: Indie Games Case Study – Week 19</p> <p>Task 2: Feasibility Study – Week 24</p>

BA Computer Games Level 6

Commences Monday	Level 6 – Computer Games	Prog. Week
10-Sep-18	Enrolment and Induction Week	
17-Sep-18	Semester 1 Starts	1
24-Sep-18		2
1-Oct-18		3
8-Oct-18		4
15-Oct-18		5
22-Oct-18		6
29-Oct-18	Reading Week	
5-Nov-18		7
12-Nov-18	Research Project Task 1 – Contextual Review Submission	8
19-Nov-18		9
26-Nov-18	Research Project Task 2 – Presentation Submission	10
3-Dec-18		11
10-Dec-18		12
17-Dec-18		13
24-Dec-18	Bank Holidays – 25 and 26 December 2018	
	Christmas Holidays (College Closed 27 – 29 December 2018)	
	(staff off 31 December 2018)	
31-Dec-18	Bank Holiday – Tuesday, 1 January 2019 (New Year's Day)	
7-Jan-19		14
14-Jan-19		15
21-Jan-19	Semester 2 Start	16
28-Jan-19		17

4-Feb-19		18
11-Feb-19	Indie Game Enterprise Task 1 – Indie Game Case Study Submission	19
18-Feb-19	Reading Week	
25-Feb-19		20
4-Mar-19		21
11-Mar-19		22
18-Mar-19		23
25-Mar-19	Indie Game Enterprise Task 2 – Feasibility Study Submission	24
1-Apr-19	Easter Holidays	
8-Apr-19	Easter Holidays	
15-Apr-19		25
22-Apr-19	Major Project Task 1 – Practical Submission	26
29-Apr-19	Indie Game Level Task 1 – Practical Submission	27
6-May-19	Major Project Task 2 – Dissertation Submission	28
13-May-19		29
20-May-19	Indie Game Level Task 2 – Production Bible Submission	30
27-May-19	Bank Holiday – College Closed 27 May 2019	