



Course Handbook

MA Games Design

(By Distance Learning)

2018/19

Course Leader: Karl K. Jeffries
School of Art, Design & Fashion



Ether One (White Paper Games, 2014).

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

The MA Games Design (By Distance Learning) course has been developed to provide students the opportunity, support and guidance to fully explore the activity of researching games and their design. It seeks to encourage the inquiry into generally accepted 'game design practice' and strive to push the boundaries of what is achievable in this young discipline.

The focus of the course is rooted in the development of the individual's creative response to a wide variety of related topics. It seeks to challenge all aspects of game development and through informed research synthesise new responses to practice and research.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Games Design culminating in the Postgraduate Project / Dissertation response at the end of the course.

At the end of the course, the students will have had the opportunity to build up a personal body of work that represents their personal developmental journey, and reflect a personal response to their discipline.

Fundamental to the philosophy of the course is the provision of an opportunity for students to explore and realise their individual aspirations and potential, creating a framework for developing more fully as skilled and informed professional games design practitioners and researchers. This is enabled through discussion and feedback with the course team and relevant peer groups.

Kind regards,

Karl.

1.1 Rationale, aims and learning outcomes of the course

The overarching aims of your course are to:

<ul style="list-style-type: none">• To provide the opportunity for students to demonstrate a systematic and creative understanding of games design research, informed by the forefront of advanced scholarship and professional practice relevant to games design.
<ul style="list-style-type: none">• To provide an education in Games Design that will enable the student to direct their programme according to their own specific specialist interests.
<ul style="list-style-type: none">• To provide a coherent learning process that offers the opportunity for continuous professional development relevant to creative practice and advanced scholarship
<ul style="list-style-type: none">• To equip students with an intellectual capacity to investigate and critically evaluate a specialist area of Games Design.
<ul style="list-style-type: none">• Challenge students to take a practical position in relation to existing theories and generate new connections in their chosen field of study.
<ul style="list-style-type: none">• To develop e-learning skills.

These aims have been used to define the content of the modules that you are studying, and also to develop a set of learning outcomes, that are the educational attainments that you will have achieved on successful completion of each module and your course.

The overarching learning outcomes of your course are listed within the programme specification included as an appendix to this handbook.

1.2 Course Team

The course team consists of academic staff who will take responsibility for the delivery of the content of your modules. Tuition for all modules on the MA Games Design is delivered by the main staff below, but other academic staff may provide tuition depending on specific research methods (see below *Staff Contact Details*).

Karl K. Jeffries: Karl is the course director for the MA Games Design (By Distance Learning); he also is coordinator for the school's postgraduate distance learning course. Karl can be contacted on kjeffries@uclan.ac.uk

Peter Bottomley: Pete is an associate lecturer for the MA Games Design (Distance Learning) and part of the academic team for our postgraduate distance learning courses, and can be contacted via email on pbottomley@uclan.ac.uk

1.3 Expertise of staff

All teaching staff on the MA courses have worked in industry and/or academia; they each have a high level of practical and academic experience that they are able to share with their students. All staff hold at least an MA or MSc qualification, often they will hold postgraduate qualifications such as MPhil and PhD. Staff are also engaged in, and have experience with, national and international research. During the course, staff will discuss their own research, projects, expertise and working methods but students should feel free to approach any UCLan teaching staff to further develop their research.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might

have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk



1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Most distance learning students initially access their UCLan e-mail address via remote access, but later in the course, for convenience, set up a forwarding feature to send to a personal email account.

As a distance learning student, the majority of our communication will be face-to-face using web based video conferencing (such as Skype or Adobe Connect). Our intention is that you should have virtually as much opportunity for communication with lecturers and other students as campus-based students do. You will communicate primarily by electronic mail and electronic conferencing although we expect that occasionally you may need to use telephone, fax, land or airmail.

All our distance learning students and alumni have a dedicated discussion groups for the course that are based within LinkedIn (and we will introduce you to this early during the course). Furthermore, the information needed for the course and individual modules will be available through Blackboard. We expect you to communicate frequently with lecturers (often on a weekly basis), and students who do not regularly communicate will be contacted to ascertain their progress and to discover any difficulties they are experiencing.

Coursework is normally submitted by Blackboard, Turnitin, or email. Where there is temporary difficulty with either your or the university's e-mail system, other forms of communication will be allowed (such as fax, file transfer or even post).

You will need to have signed up with an internet service provider so as to be able to use the internet or have internet services already available to you. In general, if you have worked your way through the course website then you should have the technology to engage with the course.

Unfortunately, we cannot help you with problems with your own computer system or your own internet service. You should ensure that you have arranged sufficient help with those systems if they prove problematic. However, we can help with the various aspects of the systems provided by the University in relation to its student online support. During the beginning of the course you will have contact with teaching staff as we prepare for you to enrol.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

The External Examiner for the MA Games Design course is:

James Butcher, at the University of Staffordshire School of Art and Design

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.



2. Structure of the course

2.1 Overall structure

The MA Games Design is only delivered part time, and by distance learning. Part-time students will complete their studies in just over 2 years in real time, but this will span three academic years in practice. You will study each of the modules shown in the diagram below.

Level	Module Code	Module Title	Credit rating	Awards and Credits*
Level 7	XB4021 XB4022	Investigating Games Design Issues and methodologies for researching into Games Design	30 30	Exit Award Postgraduate Certificate of Higher Education Games Design requires 60 credits.
Level 7	DD4921 DD4922	Dissertation Project 1 and 2 Dissertation Project 3 and Evaluation	30 30	Exit Award Postgraduate Diploma of Higher Education Games Design requires 120 credits.
Level 7	DD4991	Dissertation Project	60	MA Degree Games Design requires 180 credits

2.2 Modules available

The course has a modular structure that allows for a variety of potential exit points should a student not complete the full course of study. Each module is a self-contained block of learning with defined aims, learning outcomes and assessment: module titles and module codes are given above. It is important to note that students will not be awarded all of these qualifications; simply the relevant qualification at their point of exit from the course. This course offers three named exit awards:

Masters Degree: To obtain an MA degree with the award title "Games Design", you must have successfully completed 180 credits of the course programme as XB4021, XB4022, DD4921, DD4922, and DD4991.

Post Graduate Diploma of Higher Education: The named University award of Post Graduate Diploma of Higher Education Games Design will be available as an exit award if you have successfully completed 120 credits of the course programme as: - XB4021, XB4022, and DD4921, DD4922.

Post Graduate Certificate of Higher Education: The named University award of Post Graduate Certificate of Higher Education Games Design will be available as an exit award if you have successfully completed 60 credits of the course programme as: - XB4021, and XB4022

2.3 Progression Information

Discussions about your progression through the course normally take place after each semester's grades have been released to the students.

2.4 Study Time

2.4.1 Weekly timetable

Your personal timetable for the year is available to view on-line.

: <https://apps13.uclan.ac.uk/weeklyTimetable>

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes online tutorials and time spent in private study. Your modules have been designed for teaching and independent learning to be completed in a set amount of time, so a 30 credit module will require you to commit to 300 learning hours and a 60 credit module, 600 learning hours. Part-time students study modules for the same amount of time on a module as full-time students, they just study less modules within an academic year. If you need advice or guidance about the amount of time you should spend in study, then please discuss this with your tutors.

2.5.3 Attendance Requirements



You are required to attend all tutorials for each module. No modules or tutorial sessions are optional. Be aware that your attendance is monitored and may affect decisions taken about you in assessment boards, or other formal settings. However, we appreciate that occasionally you cannot attend tutorials. When this situation occurs, please contact your course leader or module tutor immediately. **Do this well before the start of your tutorial if possible.**

Illness, accident or serious family problems are things beyond your control, but you may wish to have time off for other, less serious, reasons. You must discuss this potential

absence with your tutors as soon as you can – often a short, ‘authorised’ absence will be granted if you are able to agree a way of making up the time lost and so long as no other student is penalised.

If the proposed period of absence occurs at a time when there is an assessment, it is unlikely that an authorised absence will be granted. However, in exceptional circumstances, you may be given an extension to an assignment deadline. Extensions cannot be granted in retrospect, so you must agree the extension prior to missing the assessment deadline. When allowing extensions, there are a limited range of reasons that can be accepted – these are the same as for Extenuating Circumstances.

If your absence is likely to be for more than a week, do the following without fail:

- Inform your Academic Advisor, Course and Module Tutor. If this is not possible you should contact your administrative hub.
- Throughout your absence, keep in regular contact with all your tutors.
- Collect documentary evidence to prove your case, such as a Doctor's Certificate. (*Note: This must be obtained at the time of your illness - it cannot be obtained in retrospect.*)

If you are absent (or expect to be absent) for an extended period, it may not be possible for you to successfully complete the learning outcomes for the modules you were studying, or indeed even to begin study in a particular semester. If this is the case, you are advised to take a formal leave of absence, normally of a maximum of a year; this is referred to as ‘Intercalating’. Speak to your Academic Advisor or Course Tutor if you think you may have reasons to intercalate.

Note: If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you will be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as your last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your MA is delivered online, via distance learning, using Blackboard (an electronic resource used to deliver courses for distance learning at UCLan). Students are able to access all course documentation, as well as teaching materials from Blackboard. As detail above, we also use Skype for our one-to-one tutorials, and a closed discussion group on LinkedIn.

The teaching learning and assessment strategies in the MA Games Design are an integral part of your learning process in games design research. As the assessments are part of the learning process they will reflect and reinforce your learning process. There are no formal examinations and all modules are assessed on course work

The teaching across the MA Games Design enables you to move from tutor directed learning to self-directed or self-managed learning. Eventually this enables you to apply the specialist, key and personal transferable skills related to creativity research with a high degree of independence.

The modules are in two groups. The first group of modules introduces you to aspects and issues in games design and games design research. The second group of modules deals with you developing your own specialist interest. You do this by either undertaking a Dissertation or a Project.

3.2 Study skills

Your study skills will be developed through your tutorial contact with staff, as each student is often unique in their needs staff are able to offer advice and signpost to various information available both within and outside of UCLan.



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive [Resources](#) are available to support your studies provided by UCLan's LIS – library and IT staff. If you wish to, you may take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. As a distance learner most of the relevant resources for you will be online. For example, from the library home page there are links to external internet sites and free access to our journal subscriptions. LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. More specific resources will be available through blackboard.

3.4 Personal development planning

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses. Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed, but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development.



3.5 Preparing for your career

To make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part which will help you to show future employers how valuable your degree is.

4. Student Support

This section of the handbook lists some of the support mechanisms that are available to you and your colleagues. **Never be afraid of asking for help!**

- If you have a problem that is module-related, speak with the tutor(s) that deliver that module;
- If you have a problem that crosses two or more modules but is an academic rather than personal problem, speak to your course leader
- If you have a problem that is personal but that currently or may in the future affect your learning, speak to your personal tutor.
- If, for whatever reason, you cannot speak to the course team please make an appointment to speak to principal lecturer, Bev Lamey, blamey@uclan.ac.uk
- If your problem is not specifically related to the content of your course, or your ability to attend or time-manage, the University has a range of support systems to help you. Either visit the 'I' in Foster Foyer, or log on to the student section of the UCLan website – the URL for this:

http://www.uclan.ac.uk/information/current_students/index.php

Here you'll find many sources of information, such as the 'Bottled Up' scheme that has been designed especially for male students; financial support; child care support; and support for depression and mental illness.



4.1 Academic Advisors

You will have been allocated an Academic Advisor at the point of enrolment. See section 1.4 of this document for more information about Academic Advisors.

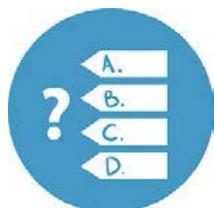
4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

You are expected to attempt all assessments for every module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The pass mark for each postgraduate assignment in the UCLan is 50%; therefore the minimum pass mark for each module is also 50%. To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. all work that accounts for 25% or more of a module will be assessed by at least 2 staff members; all work that receives a fail grade (below 50%) will also be assessed by at least 2 staff members;
2. our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

5.2 Notification of assignments and examination arrangements

The requirements for assessment are listed in your module's assignment briefs – occasionally further information is provided by your tutors in other documents. If you are in any doubt about deadlines, the application of assessment criteria, practical assessment or written or media submission arrangements, speak to your module tutors.

5.3 Referencing

Your written work should be referenced using the most current version of APA style. The LIS provides assistance on referencing and also speak to your tutors if you are unsure how to apply APA when citing references. .

5.4 Confidential material

Although your tutors and other staff at UCLan do not seek to limit your right to express yourself in any way, we are charged with upholding common levels of decency and to protect unsuspecting members of the University and wider communities. Consequently it is your responsibility to discuss fully the content and context of your work with your tutors. You and your supervising tutor should 'risk assess' any potentially offensive work that enters the public domain in exactly the same way that you would consider the Health and Safety aspects of your work. If, after consultation, your tutor feels that your work contains elements that are not suitable for the public domain, we may ask you to:

- i) Present the work to tutors only
- ii) Present the work to an invited audience only
- iii) Alter or withhold these elements
- iv) Place, in waiting and entrance areas, clear warning signs that explain the nature of the work you are presenting.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

For most students who successfully complete 180 credits of study at level 7 (as listed in the previous section), the APM -the average mark calculated from their 'counting' modules- will identify the classification of their award.

true APM	APM used to calculate award	Award
70%+	69.50+	distinction
60-69.99%	69.50-69.49%	merit
50-59.99%	49.50-59.49%	pass

0-49.99%	0.00-49.49%	fail
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7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus
3. University Department/Centre	School of Art, Design and Fashion
4. External Accreditation	Not applicable
5. Title of Final Award	MA Games Design
6. Modes of Attendance offered	Distance Learning

7. UCAS Code	Not applicable
8. Relevant Subject Benchmarking Group(s)	No subject benchmarking statements currently exist for this subject or a related subject.
9. Other external influences	Framework for Higher Education Qualifications: Masters Level 7
10. Date of production/revision of this form	Apr 2016
11. Aims of the Programme	
<ul style="list-style-type: none"> • To provide the opportunity for students to demonstrate a systematic and creative understanding of games design research, informed by the forefront of advanced scholarship and professional practice relevant to games design. • To provide an education in Games Design that will enable the student to direct their programme according to their own specific specialist interests. • To provide a coherent learning process that offers the opportunity for continuous professional development relevant to creative practice and advanced scholarship • To equip students with an intellectual capacity to investigate and critically evaluate a specialist area of Games Design. • Challenge students to take a practical position in relation to existing theories and generate new connections in their chosen field of study. • To develop e-learning skills. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On completion of this course the student will be able to:

- A1. Display a mastery of a specialist area of Games Design
- A2. Challenge both context and methodologies of the Games Design process
- A3. Show a knowledge of recent advances relating to the role of the Games Designer within the creative process
- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules, with the exception of DD4991. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

B. Subject-specific skills

On completion of this course a student will be able to:

B1. Display awareness of issues in Games Design within a domain specific context: for example, within the existing and developing markets for games

B2. Effectively present concepts and complex issues

B3. Modelling (virtual and physical) of proposals to test suitability

B4. Appraise and respond to existing and emerging audience opportunities

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules, with the exception of DD4991. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

C. Thinking Skills

On completion of this course a student will be able to:

- C1. Develop a higher application of the design process to assist in the definition and development of creative proposals and concepts
- C2. Identify, interpret and react to information from a wide range of alternative sources.
- C3. Recognise and validate problems
- C4. Recognition of the role and nature of Games Design relative to the wider sphere of interactive entertainment

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules, with the exception of DD4991. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

D. Other skills relevant to employability and personal development

On completion of this course a student will be able to:

D1. Communicate effectively, by visual, oral or written means of information, complex ideas and

arguments

D2. Use information technology regarding the gathering, processing and presentation of data

D3. Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities

D4. Show initiative, work independently and be self-reliant

Teaching and Learning Methods

Lectures, tutorials, self-study, structured tasks and assignments, research, project work.

Assessment methods

Assessment is by coursework and measures the demonstration of the learning outcomes. There is formative and summative feedback for all modules, with the exception of DD4991. Formative feedback is given on a mid-module assignment; the final module mark and summative feedback is based 100% on an end of module assignment.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	XB4021	Investigating Games Design	30	Exit Award Post Graduate Certificate of Higher Education Games Design requires 80 credits Exit Award Post Graduate Diploma of Higher Education Games Design requires 120 credits Masters Degree Games Design requires 180 credits
	XB4022	Issues and Methodologies for Games Design	30	
	DD492 1	Dissertation Project Research 1 and 2	30	
	DD492 2	Dissertation Project Research 3 and Evaluation	30	
	DD499 1	Dissertation Project	60	
15. Personal Development Planning				
<p>Students of the course will be required to reflect and evaluate their development as a researcher as they develop throughout the course. The course team aims to support this process of self-reflection on learning and career development predominantly through tutorial discussion and feedback. For example, the framework of the Dissertation Project Research modules enables a negotiation to take place on individual strengths and aspirations in relation to career and personal development.</p>				

16. Admissions criteria*

(including agreed tariffs for entry with advanced standing)

*Correct as a date of approval. For latest information, please consult the University's website.

In order to be considered for admission to the course, the applicant must demonstrate achievement of any one (1) of the following:

- (1) Receipt of a 2.2 degree, or higher from a British university
- (2) A high level of achievement in undergraduate studies at a university elsewhere (e.g. for North American students a minimum overall GPA of 3.3 on a 4.0 scale)
- (3) Professional experience in the field or a related field in their home country

Applicants from individuals with non-standard qualifications, relevant work or life experience, and who can demonstrate the ability to cope and benefit from post graduate level studies are welcome. Informal inquiries are welcomed. Further information on the Universities' Admissions Policy can be obtained from:

<http://www.uclan.ac.uk/courses/pg/admissions.htm#3>

International Students are required to show competence in written and spoken English in addition to meeting the course entry requirements. The following English Language Tests or qualifications are acceptable, as evidence of this competence: **International English Language Testing Service (IELTS)** - minimum 7.5

In order for applications to be considered fully, and places to be allocated fairly on merit, the Course Leader will set a deadline for applications.

Applicants who meet the application deadline will be notified if they have been offered a place on the course 6 weeks after the application deadline (applicants will also be notified if they have been placed on a wait-list or if their application for admission has been rejected). If places remain available after this time, those on the wait-list may be contacted with an offer of a place and/or applications received after the deadline may be considered for admission at this time. In order to apply applicant will be required to submit the following:

- (1) An online Application form, with the following:
- (2) A personal statement (500 words in length) indicating (a) how the student's academic preparation and/or experience makes them suitable for admission to the course; (b) what the student hopes to gain from undertaking this course of study; (c) the student's goals following completion of the course.
- (3) At least two academic or professional references from individuals who are familiar with the student's previous academic work or professional experience. These references should testify to the student's background, potential to successfully complete this course, and potential to make a

contribution to the field. These referees should complete the reference forms provided within the application form, but an additional typed reference is required and should be on letterhead paper, signed and dated.

(4) Official transcripts of all previous university coursework undertaken (if available) or, for UK students in the third year, a list of the modules undertaken pursuant to their degree.

(5) A Curriculum Vita is optional but may also be submitted. This may be particularly relevant for those applicants seeking admission on the basis of professional experience rather than university qualifications.

17. Key sources of information about the programme

- **University website** <http://www.uclan.ac.uk/>
- **Course webpage**
http://www.uclan.ac.uk/courses/ma_games_design_distance_learning.php
- **School website** <http://www.uclan.ac.uk/schools/art-design-fashion/index.php>
- **Student course handbook** (available via Blackboard)

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes											
				Knowledge and understanding				Subject-specific Skills				Thinking Skills			

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 7	XB4021	Investigating Games Design	COMP				Y		Y	Y	Y		Y			Y	Y	Y	Y
	XB4022	Issues and Methodologies for Games Design	COMP		Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y

DD4921	Dissertation Project Research 1 and 2	COMP		Y	Y			Y	Y	Y		Y	Y		Y	Y		Y	
DD4922	Dissertation Project Research 3 and Evaluation	COMP		Y				Y	Y			Y	Y		Y	Y	Y	Y	Y
DD4991	Dissertation Project	COMP	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of **PGCert in Games Design**:

- A2. Challenge both context and methodologies of the Games Design process
- A3. Show a knowledge of recent advances relating to the role of the Games Designer within the creative process
- B1. Display awareness of issues in Games Design within a domain specific context: for example, within the existing and developing markets for games
- B2. Effectively present concepts and complex issues
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities
- C2. Identify, interpret and react to information from a wide range of alternative sources.
- C3. Recognise and validate problems
- C4. Recognition of the role and nature of Games Design relative to the wider sphere of interactive entertainment

Learning outcomes for the award of **PGDip in Games Design**:

- A2. Challenge both context and methodologies of the Games Design process
- A3. Show a knowledge of recent advances relating to the role of the Games Designer within the creative process
- A4. Evaluate and deploy theoretical and practical concepts appropriate to the activity of Games Design
- B1. Display awareness of issues in Games Design within a domain specific context: for example, within the existing and developing markets for games
- B2. Effectively present concepts and complex issues
- B3. Modelling (virtual and physical) of proposals to test suitability
- B4. Appraise and respond to existing and emerging audience opportunities
- C2. Identify, interpret and react to information from a wide range of alternative sources.
- C3. Recognise and validate problems

C4. Recognition of the role and nature of Games Design relative to the wider sphere of interactive entertainment