Faculty of Science and Engineering

BSc (Hons) Computing Games Development (Top-Up)

ON CAMPUS COURSE GUIDE 2016/7
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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Faculty of Science and Engineering MI154, Wulfruna Campus, 01902 322129</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>MI024, MI Building, Wulfruna Campus Or log a call on e:Vision</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Shufan Yang, Course Leader, (S.Yang@wlv.ac.uk)

Course Management and Staff Involved with the Course
As Course Leader, Shufan Yang, can be contacted via email at s.yang@wlv.ac.uk or 01902 518594.

If you are interested in becoming a Student Representative for your course or faculty please contact the Student Support team in MI155, by email FSEStudentSupport@wlv.ac.uk or telephone 01902 322129.

For programme advice and help with University procedures, please contact Student Support team in MI155, by email FSEStudentSupport@wlv.ac.uk or telephone 01902 322129

Faculty Enabling Tutor
Katie Wood e: K.Wood@wlv.ac.uk, t: 01902 321845
Course Structure for Undergraduate courses

Students will study:

**Full-time:** normally modules worth 120 credits each academic year

**Part-time:** normally modules worth no more than 80 credits each academic year.

### Level 5 (2)

<table>
<thead>
<tr>
<th>Year long modules</th>
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<tbody>
<tr>
<td>O</td>
<td>5MM006</td>
<td>Industrial Placement</td>
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<table>
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<tr>
<th>Semester 1 Level 5/6</th>
<th>Semester 2 Level 5/6</th>
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<tbody>
<tr>
<td>C 5CS006 Software Engineering Practices</td>
<td>C 5CS005 Games Programming</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>C 5CS003 Systems Programming</td>
<td>C 6CS001 Advanced Multimedia Authoring</td>
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<td>20</td>
<td>20</td>
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<tr>
<td>C 6CS006 Digital Media Technology</td>
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### Level 6 (3)

<table>
<thead>
<tr>
<th>Semester 3 Level 6</th>
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</thead>
<tbody>
<tr>
<td>C 6CS004 Games Development</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>C 6CS003 Computer Graphics and Artificial Intelligence</td>
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<td>20</td>
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<table>
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<tr>
<th>Year long modules Level 6 (Semester 2 start)</th>
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<tbody>
<tr>
<td>C 6CS007 Project and Professionalism</td>
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<td>20</td>
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### Module Descriptions

**Module Code:** 5MM006  **Industrial Placement**

| Credit value | 40   |
| Pre-requisites | 5MM008 Employability Skills |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | Derek Beardsmore |
| Telephone     | 01902 321479 |
| Email         | D.I.Beardsmore@wlv.ac.uk |
| Staff Room Number | MI140 |

**Module description**

The Industrial Placement provides an opportunity for professional development in the work place and as such, greatly enhances the prospects for you to find a rewarding employment
at the end of your course. You will have an opportunity to develop your technical skills, key skills and especially your personal skills, through being involved in a ‘real world’ placement. Normally, academic staff visit you once during the placement period, but contact is continual with the University throughout the 48 week (minimum) placement.

Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting or Pass/Fail</th>
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<tbody>
<tr>
<td>Placement</td>
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<tr>
<td>Report</td>
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</table>

Module Code 5CS003 Systems Programming

| Credit value | 20 |
| Pre-requisites | 4CS003 Object Orientated Analysis, Design and Programming OR 4CC001 Introduction to Computer Systems Engineering |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | Derek Beardsmore |
| Telephone | 01902 321479 |
| Email | D.I.Beardsmore@wlv.ac.uk |
| Staff Room Number | MI140 |

Module description

The aim of the module is to enable you to understand the foundations of developing systems programming level applications through the use of an appropriate systems programming language. You will gain experience in developing systems programming applications in a number of programming environments.

Assessment

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<tr>
<th>Description</th>
<th>Weighting or Pass/Fail</th>
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<tbody>
<tr>
<td>Portfolio</td>
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</table>

Module Code 5CS005 Games Programming

| Credit value | 20 |
| Pre-requisites | 4CS003 Object Orientated Analysis, Design and Programming OR experience of an OO programming language |
| Co-requisites | None |
Module description

The module provides you with an introduction to computer games programming, through the use of an industry standard programming language and formal development process. It includes the architecture of computer games, game artificial intelligence (AI) and games related maths and physics. On completion of the module, you should be able to understand the principles of computer game architectures and be able to understand how to produce your own computer games.

Assessment

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<tr>
<th>Description</th>
<th>Weighting or Pass/Fail</th>
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<td>1 Portfolio</td>
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Module Code      5CS006    Software Engineering Practices

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<th>Credit value</th>
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<tbody>
<tr>
<td>Pre-requisites</td>
<td>4CS001 Introductory Programming and Problem Solving</td>
</tr>
<tr>
<td></td>
<td>4CS003 Object Oriented Analysis, Design and Programming</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited combinations</td>
<td>None</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Ian Kenny</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 321460</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:ikenny@wlv.ac.uk">ikenny@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>MI113</td>
</tr>
</tbody>
</table>
Module description

On successful completion of this module, students will be able to create a useful software application, from initial design to testing and deployment. The module will make use of an object-oriented systems programming language (such as Java) and associated CASE tools. Modern development methods will be used, which may include techniques such as test-driven development and continuous integration. Students will also learn how a medium sized object-oriented application can be well structured by applying heuristics such as the Law of Demeter, the DRY principle and others. Good software engineering practices will be emphasised throughout the module.

Assessment

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<tr>
<th>Description</th>
<th>Weighting or Pass/Fail</th>
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<tr>
<td>Portfolio</td>
<td>100%</td>
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</table>
Module Code       6CS001       Advanced Multimedia Authoring
Credit value       20
Pre-requisites     5CS001 Creative Digital Media
Co-requisites      None
Prohibited
combinations      None
Module Leader      Dr Tom Hartley
Telephone          01902 321481
Email              T.Hartley2@wlv.ac.uk
Staff Room Number  MI138

Module description
This module builds on the foundation of digital media. The module extends basic concepts and introduces you to additional dimensions into digital media. The lecture sessions cover new media technologies such as interactive 3D (i3D), Virtual Reality, animation, video and streaming media. Other topics include project management related to multimedia applications and Human Computer Interaction (HCI) and usability studies. Important workshops include industry standard software packages that support content generation and applications development. The contents of the workshop are practical, you will be learning 3D modelling, texturing, animation, and basic scripting. As team work in the digital media industry is crucial for a project’s success, students are trained to work together as teams, each contributing their specialist skills for the collective benefit of the project assessment. The platform for developing the project uses industry-standard tools for 3D content generation and application development. The aim for using these tools is to prepare you for the industry.

Assessment

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<tr>
<th>Description</th>
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<tr>
<td>Portfolio</td>
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</table>

Module Code       6CS003       Computer Graphics and Artificial Intelligence
Credit value       20
Pre-requisites     Any level 5 programming module
Co-requisites      None
Prohibited
combinations      None
Module Leader      Dr Sarah Slater
Telephone          01902 321492
Email              S.I.Slater@wlv.ac.uk
Staff Room Number  MI138
Module description

In this module you will look at aspects of the twin topics of Computer Graphics and Artificial Intelligence, both of which are important not only in the Computer Games industry, but also in the wider computing discipline. Through a variety of lectures, practical activities and self-directed research you will develop your skills, knowledge and understanding of these topics. Whilst the module will complement materials covered on the Computer Games modules, study of those modules is not a prerequisite for this module.

Assessment

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<tr>
<th>Description</th>
<th>Weighting or Pass/Fail</th>
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<tr>
<td>Portfolio</td>
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Module Code  6CS004  Games Development

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<tr>
<th>Credit value</th>
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<tbody>
<tr>
<td>Pre-requisites</td>
<td>5CS005 Games Programming</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited combinations</td>
<td>None</td>
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<tr>
<td>Module Leader</td>
<td>Tom Hartley</td>
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<tr>
<td>Telephone</td>
<td>01902 321481</td>
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<tr>
<td>Email</td>
<td><a href="mailto:T.Hartley2@wlv.ac.uk">T.Hartley2@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>MI138</td>
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</table>

Module description

This module builds on the principles and methodologies introduced in Games Programming. You will learn about games related technologies such as game engines for the rapid prototyping of games, network programming for multiplayer games and mobile games technologies. The work on AI and Physics introduced in the previous Games Programming module will be investigated further and subsequently you will apply these to create more intelligent characters in your games. The main theme of the module is the development of a game prototype that you will be expected to work in teams to produce. This prototype will be accompanied by a report that you will be expected to produce detailing the work that you conducted.

Assessment

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<td>Portfolio</td>
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</table>
Module Code          6CS006     Digital Media Technology

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<tr>
<th>Credit value</th>
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<tbody>
<tr>
<td>Pre-requisites</td>
<td>4CC001: Introduction to Computer Systems Engineering</td>
</tr>
<tr>
<td>Co-requisites</td>
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</tr>
<tr>
<td>Prohibited</td>
<td>None</td>
</tr>
<tr>
<td>combinations</td>
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<tr>
<td>Module Leader</td>
<td>Dr Tom Hartley</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 321481</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:T.Hartley2@wlv.ac.uk">T.Hartley2@wlv.ac.uk</a></td>
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<tr>
<td>Staff Room Number</td>
<td>MI138</td>
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</table>

Module description

This module introduces those aspects of computer science which support multimedia applications. You will learn about hardware such as high-performance processors, graphics and sound cards (including the associated physical and computational principles and techniques) and peripheral devices. On the software side, you will learn how to program a modern RIA framework and how to use content manipulation packages. The module’s assessment structure will test your ability to combine what you have learned in order to develop a multimedia application demonstrating holistic knowledge of the field.

Assessment

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<th>Description</th>
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<td>1 Portfolio</td>
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Module Code          6CS007     Project and Professionalism

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<th>Credit value</th>
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<tbody>
<tr>
<td>Pre-requisites</td>
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<tr>
<td>Co-requisites</td>
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<tr>
<td>Prohibited</td>
<td>None</td>
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<tr>
<td>combinations</td>
<td></td>
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<tr>
<td>Module Leader</td>
<td>Derek Beardsmore</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 321479</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:D.I.Beardsmore@wlv.ac.uk">D.I.Beardsmore@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>MI140</td>
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</tbody>
</table>
Module description
In this module you will start by looking at the Professional issues related to working in the Computing and IT industry. You will consider professional conduct and the social, legal and ethical implications related to the profession – in-line with BCS guidelines.
In the first semester you will also start to consider the subject of your final year project. Following discussions with staff members you will produce a project proposal document and start a literature review on your chosen topic. You will be assigned a project supervisor who will meet with you at regular intervals to provide you with feedback on your work as it progresses.
In your second semester you will continue to work individually on the main part of your final year project with regular meetings with your supervisor. This supervisor plus another member of staff will assess your project.

Assessment

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<th>Description</th>
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About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Course Leader, Shufan Yang, can be contacted via email at s.yang@wlv.ac.uk or 01902 518594

The educational aims of the course are:

We have designed our BSc (Hons) Computing Games Development (Top-Up) course to meet the needs of those students with a relevant HND or Foundation Degree who wish to develop skills in Games Development.

This course enables you to develop the skills necessary to contribute to the development of computer games. As a student on this course you will have the opportunity to gain an understanding of and experience in, the theory, practice and applications of games development.

The course learning outcomes are:

**BSc non-Honours Degree**

At the completion of **60 level 6 credits** you, the student, will be able to:

1. Apply a full understanding, knowledge and experience of the principles of computer games technology (e.g. computer graphics, artificial intelligence, simulation, visualisation, animation, physics and game engines) and its applications to the design and production of computer games products;

2. Demonstrate and apply knowledge of computer hardware and software with
particular reference to the application of computing practice to the delivery of high quality computer games.

3. Apply appropriate theory, tools and techniques (e.g. practice of programming, object-oriented data systems, design and construction of web systems, networks) to the analysis, design and synthesis of solutions to requirements in the domain of computing;

4. Demonstrate mastery of the essential facts, concepts, principles, theories and practices enabling graduate employment in applications of computing (e.g. system support and management, systems engineer, web system development);

5. Demonstrate a range of transferable skills in: problem solving; communication; project management; working individually and in teams; self-management; and the ability to gather, evaluate and reflect on information from relevant sources and synthesise new knowledge and solutions to requirements in the domain of applications of computing;

6. Demonstrate a range of social, legal, ethical and professional skills required for continuing professional development in the computing discipline within a worldwide context.

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**BSc Honours Degree**

At the end of level 6 you, the student, will be able to:

1. Apply a full understanding, knowledge and experience of the principles of systematic software development (e.g. best practice methodologies in software design and development, testing and evaluation, object oriented design methods) and its applications to the design and production of dependable computer systems.

2. Demonstrate and apply knowledge of computer hardware and software with particular reference to the application of software development practice to the delivery of high quality software systems.

3. Apply appropriate theory, tools and techniques (e.g. practice of programming, object-oriented data systems, design and construction of web systems, networks) to the analysis, design and synthesis of solutions to requirements in the domain of computing;

4. Demonstrate mastery of the essential facts, concepts, principles, theories and practices enabling graduate employment in applications of computing (e.g. system support and management, systems engineer, web system development);

5. Demonstrate a range of transferable skills in: problem solving; communication; project management; working individually and in teams; self-management; and the ability to gather, evaluate and reflect on information from relevant sources and synthesise new knowledge and solutions to requirements in the domain of applications of computing.
6. Demonstrate a range of social, legal, ethical and professional skills required for continuing professional development in the computing discipline within a world-wide context.

These will be achieved through the following learning activities:

You will engage with a range of learning activities which will include lectures, tutorials, workshops and on-line forums and in class discussions. The learning activities on your course will develop distinctive graduate attributes that will make you stand out and enhance your employability. These skills will be embedded into the curriculum throughout your course. Examples include:

**Games Development:** This course builds on the principles and methodologies in Games Programming. You will learn about games related technologies such as game engines for the rapid prototyping of games, network programming for multiplayer games and mobile games technologies. The course includes work on AI and Physics introduced in the second year of study, and then in the final year of study you will apply these to create more intelligent characters in your games.

**Digitally Literacy:** All Computing Games Development graduates will surely be users of advanced technologies. However, on your course you will develop your skills to encompass literacy more fully such as learning how to find information and how to take best advantage of digital resources and the Internet to make you effective in the Information Age.

**Global Citizenship:** On each level of your course you will learn about social, legal and ethical aspects of Computing, which will broaden your understanding of the way the world works and how communication and collaboration are evolving.

**Knowledgeable and Enterprising:** Throughout your course you will build up your professional and employability skills and learn to apply the knowledge you have acquired in an enterprising way. You will constantly nurture your own intellectual curiosity. The tools, methodologies and techniques that you will learn have been carefully selected to prepare you with the skills that employers demand and the opportunities for work based learning and placements will allow you to gain the vital experience that they often expect.

The course is accredited, endorsed or approved (depending on the professional body requirements) n/a

**Contact Hours**

At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.
Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**University Academic Calendar**

University Academic Calendar

**Timetables**

Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).

**Student Voice**

The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

**Responding to Student Feedback “You said/We did”**

We are committed to improving our services and as such we welcome your suggestions and opinions. You will be given many opportunities throughout your study to provide feedback on your
course and modules which will enable us to make improvements to your course. This will benefit not only you, but future students

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following
Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Collette Gavan, Edge Hill University
Christopher Bowerman, University of Sunderland

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.
Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

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<th>Top-Up Honours Degrees</th>
<th>Full Time Students</th>
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<td>Honours degree (180 credits)</td>
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Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

Course Information
Reference points
- Framework for Higher Education Qualifications
- QAA Subject Benchmark for Computing
- HEA Employability Profiles for Computing
- Skills Framework for the Information Age
- e-Skills
- British Computer Society
- Special Needs Disability Act 2001
- Race Relations Amendments Act
- University Documents
- SCIT Documents

Blended learning
All our students are entitled to:

1) Have access to a digital copy of all lecturer-produced course documents.
All modules will have a Wolf topic that will include a link to the module guide, lecture slides and notes, workshop and tutorial exercises, assessment briefs and marking criteria, mock test papers.

2) **Formative assessment/s opportunities on line with meaningful electronic assessment feedback**
Some modules will provide regular online formative tasks to accompany your self study and allow you to gauge your progress with the module. For example, weekly multiple choice exercises may be available on Wolf or a system tailored to the subject. On other modules, formative learning tasks will be set on Wolf and you may get feedback on your performance from your tutor at scheduled meeting, tutorials or workshops.

3) **Have opportunities to collaborate on line with others in their learning cohort**
There will be a Course Café on every module’s Wolf topic that will enable you to communicate with your colleagues about the module. Additionally, some modules may provide forums or wikis for discussing topics such as those relating to coursework tasks or providing notes and support documents that may be open for you to contribute to.

4) **Have the opportunity to participate in electronic Personal Development Planning (ePDP)**
On each level of your course there will be a module that will develop your skills of Personal Development Planning (ePDP). Throughout the course you will construct an e-portfolio on PebblePad. On some modules PebblePad will this act as the submission system for your work and will enable you to build a portfolio or work that you can use to demonstrate your skills to potential employers.

5) **Submit all (appropriate) assessments online**
You will have the opportunity to submit all appropriate assessments (e.g. those that were prepared on a computer) through Wolf, PebblePad or a system integrated into the software used on your modules.

6) **Opportunities to engage in interactive learning during all face to face sessions**
All modules will include face-to-face interactive sessions including workshops, seminars, tutorials and meetings. Some modules and subject areas may provide additional surgeries where you may receive extra help and support.

**Assessment methods**

Formative assessments provide feedback and are not used in the grading process. Their purpose is to provide both tutors and students with a gauge of progress.

Summative assessments are used in the grading process. Most summative assessments (with a notable exception of exams) also have a formative aspect to them in that tutors provide written feedback on the work. Students should use this feedback to improve their performance on future assessments. Feedback on an assessment on one module may help with assessments on other modules. Assessment methods are closely linked to the learning and teaching approaches used.

Below are examples of the assessment methods that you may encounter;

**Assignments** – task based and report based assignments. Coursework frequently requires the writing of reports documenting the development of solutions. It is
frequent practice to ask students to reflect on their learning experience as part of the coursework.

**Case studies** – based on realistic scenarios. Analysis, application and evaluation skills are developed via case studies as appropriate for the topic areas.

**Practical exercises** – tutorials and workshop sessions. These aid understanding and application of knowledge using a variety of IT tools within practical settings in workshops as well as assessing depth and breadth of understanding and application of subject knowledge. Practical exercises are the primary mechanisms for assessing analysis and evaluation. The tasks undertaken involve well-defined problems with varied level of complexity. Some practical exercise may involve interactive learning tools that are able to provide formative feedback.

**Portfolios / e-portfolios** – contain samples of work demonstrating what the student has accomplished. This is a good way to assess learning and development which is illustrated by multiple examples of work, opportunities for self-assessment and reflection chartering over a period of time. Tasks set relate to outcomes being assessed thus documenting evidence of development towards mastering the identified outcomes and skills. Enhances the assessment process by demonstrating a range of skills and understandings of the subject area by the student. Some portfolios are sometimes called Learning Journals.

**Formal presentations** - you may be required to present your work to a group of tutors or to the rest of the class. This may be a demonstration of practical work or something you developed or built or may present the results of a study. These are an important way of assessing your communication skills.

**Examinations and Time-Constrained Assessments (tests)** - may follow a traditional format or on-line alternatives. They are used to ensure breadth of knowledge has been acquired. TCA and examinations, some of which are case study based, emphasise application of knowledge and skills.

**Group Project Work** - where group work is assessed, mechanisms are used to allow individual contributions to be reflected in the grading as appropriate e.g. peer assessment of individual group members, individual reflection on the process and the product.

**Peer-group assessment** – using student feedback, particularly in group assessments to identify each student’s contribution to the work.

**Individual Project Work** - All courses require at least one module of individual project work where students work individually on a large task. This type of work is supported by either regular meetings with a named project supervisor or through seminars.

**Work-based assessments** – used to assess the student’s work-based modules and enable feedback from work placement organisations. These are usually used for students who are industry-based and doing their course part-time or students doing a placement.
Assessments will also focus on skills such as team working, time-management and developing Continuing Professional Development (CPD) awareness, as well as discipline-specific skills related to the analysis, design, development, implementation, testing and evaluation of systems. Typical tasks include: production of technical documentation, reports for differing target audiences, presentations, demonstrations and viva, allowing assessment of the breadth and depth of knowledge, analysis and synthesis, communication, and evaluation within the subject area.

**Support for learning**

**University provided support:**
As well as providing general counselling support the University Counselling Service provides short courses on topics such as “Self Confidence”, "Stress Management and Relaxation" and "Life Skills". They also provide study skills and academic support, providing short courses such as provide help in areas such as "Writing and Assignment Skills", "Exam Techniques", "Enhancing Professional Skills", "Personal Development Planning" and "Making Choices for the Future.

University Learning Centres provide general academic skills support to all students. You can make an appointment with a study skills advisor for advice on areas such as academic writing, assignment planning, exam preparation, and time management. In addition, there is a regular timetable of drop-in and bookable workshops covering information and digital literacy skills, including academic referencing. School of Computing and IT students are supported by a designated subject librarian who is available to support research and project work.

**Course support:**
At the start of each year of your course you will be assigned a Personal Tutor who will guide you through the induction process and provide support and academic counselling throughout the year on an appointment basis. They should be able to offer you advice and guidance to help you liaise with other staff and support facilities in the School and University. You should meet your Personal Tutor at least 3 times a year, which must include meetings that you are invited to at critical points in your course.

The Academic Programme Advisor (APA) provides academic counselling and will be accessible throughout the week on a drop-in or appointment basis to discuss timetables, requests for extensions, requests for extenuating circumstances, general concerns about study and student life and general programme planning. The APA will act as a first point of contact in relation to leave of absence (including returning after leave), withdrawal, transferring to another course (internal and external) and changes to mode of attendance. Your Course Leader will be available thereafter for meetings by appointment to discuss leave of absence, withdrawal, transferring to another course (internal and external), changes to mode of attendance, returning after leave of absence and direct entrants.

**Subject support:**
Tutorials, workshops, seminars and meetings - provide the primary opportunities for students to interact with staff on topics relating to modules. All modules provide at least one of these forms of face-to-face support.

Formative feedback - tutors provide personalised written feedback on most summative assessments. The mechanism for feedback from purely formative tasks varies between assessments, but will always be provided in some form. Online formative tasks often
provide feedback straight away. On occasions tutors may provide generalised verbal feedback to the whole class on points relating to an assessment.

Assessment and subject-based surgeries provide additional student support for subjects that students often need extra help with. They are often concentrated around the times when assessments take place. Revision sessions are provided for many modules that have exam-like tests and enable you to interact with tutors to review parts of the course. Mock exams and tests may provide opportunities to experience an examination environment before the final summative test and give you feedback on your understanding.

**Distinctive features of the course**

In 2009, a team of our students won a BAFTA award after winning a national competition Dare to be Digital, a video games development contest organised with Channel 4.

We have a dedicated computer games laboratory for games development specialists, as part of our iconic IT Complex.

As a Games Development student you will have the opportunity to benefit from the support and expertise of your fellow students by joining our established ‘Games Society’, where you could find yourself competing in national competitions.

**Personal Tutor**

When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**

We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**

The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:
Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student’s Union website;
Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).
Plagiarism Detection
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

Penalties
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

Anonymous Marking
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

eVision helpdesk or your Student Centre

Academic and Course related queries
- Personal Tutor
- Course Leader
- Head of Department (by email)

Module related queries
- Module guide (on WOLF)
- Module Leader
- or Tutor

Support for Study Skills
W: www.wlv.ac.uk/skills
E: skills@wlv.ac.uk
T: 01902 32(2385)

IT Problems
W: www.wlv.ac.uk/ITServices
T: 01902 32(2000)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is
accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

**Leave of Absence** - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a **Leave of Absence** can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:
- Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
- The Students’ Union Advice and Support Centre.
- Student Advisors in your Faculty.
- Your Personal Tutor.
- The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**
- If you’re a full-time student, you could consider switching to part-time mode as an alternative.
- While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
- If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.

**Financial impact**
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

**Your tuition fees**
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
- Attendance in Term 1 = 25% of the tuition fee is due.
- Attendance in Term 2 = 50% of the tuition fee is due.
- Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.
If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

**Health & Safety issues**
Students will have to comply with Health and Safety Regulations advised by the appropriate Associate Dean. Students may only enter workshops and laboratories under instruction and will comply with the instructions provided by the member of staff. All students must take the online Health and Safety test before entry/use of labs is permitted. Failure to do so could result in you not being allowed to complete your course.

**Health and Wellbeing whilst using your computer**
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

**Set-up and space**
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

**Taking a break**
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

**Progression for Further Study**
Graduates from this course may pursue a career in the games industry such as games programmer/developer. In addition, you could become a programmer, system developer or technician. Successful completion of the course will also allow you to continue your studies at postgraduate level.

**Alumni**
*We’re proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.
For further information on Graduation and Alumni please visit our Alumni website.