Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Computer Games BA (Hons) Computer Games (Concept Art)
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	N/A
Next revalidation	2022/23
Credit points for the award	120
UCAS Code	TBC
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Art and design 2017
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	N/A
Duration of the programme for each mode of study (P/T, FT,DL)	1Year FT 2 Years PT
Dual accreditation (if applicable)	
Date of production/revision of this specification	2017

2.1 Educational aims and objectives
The overall aims of the programme are to: • Provide a comprehensive and challenging vocational programme in Computer Games and Concept Art, including core and specialist modules, which facilitate access and progression for a wide range of students from diverse backgrounds into various creative industry contexts. • Offer a robust BA (Hons) programme that is relevant to current practice in the Computer Games industry that will allow students to be autonomous and progress onto their chosen trajectory. • Produce graduates who have the ability to critically reflect and learn from their practical and academic experience in a creative context and relate this experience to relevant theory. • Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable within the games industry. • Produce graduates with entrepreneurial ability relevant to the games industry

- Produce graduates who have an analytical and reflective understanding of computer games design and development and concept art in the context of the workplace today and in relation to the wider social and cultural environment.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This course will build on technical and creative skills and contextual understanding gained during a game design or development foundation degree. Direct entry will be supported through an induction brief, and skills building sessions in the early weeks of the course. This will allow staff to ensure foundation knowledge of specific software applications such as Unreal Engine and 3D Studio Max. This will also help the transition onto the programme by introducing students to the ethos and expectations of the course. This process also develops the students' understanding of their personal practice that will provide the basis of the Major Project and Indie Game Level modules.

There are two distinct pathways to this programme. The Computer Games pathway and a Concept Art pathway. At the core, both courses are focused on computer games and working in the computer games industry. The Computer Games pathway focuses on the more technical and design elements of computer games, while the concept art pathway has a visual and art based focus.

The Concept Art pathway is distinct in a number of ways.
This is evident through the more technical aspects of the computer games pathway. With the concept art pathway taking a more visual approach to the focus and output of the modules. Tutors teaching the art based modules on the concept art pathway have different specialism's to tutors delivering the technical based modules on the computer games pathway. Tutors on the concept art pathway have the specialist art skills required for this pathway, while computer games tutors have skills in the technical aspects of games development. Some tutors will teach across both pathways to deliver the fundamental characteristics of computer games that is common to both pathways.

Both pathways include a final major project that requires students to produce a piece of specialist practical work along with a dissertation. The output can be of the students' choosing and will be decided on after a period of research. The expectation is students on the computer games pathway will choose a more technical project that might include level design, 3D modelling, lighting or animation, for example. With concept art students choosing a visual project that might include character, environment or game prop concept design.

The major project module on both pathways will provide the opportunity for students to develop advanced skills in game design and development for computer games students and concept art and game art for the concept art students. The work for the major project module will be decided upon after discussion with tutors, to agree on final output and to ensure suitable level, quantity and equitable workload between each pathway.

The ethos for these two modules is to give the students freedom in the choice of output of the practical work and dissertation, and in line with national standards at this level.

The Indie Game Level module is a game level design discipline and is a very technical module that requires students to develop and implement a playable game level in a recognised game engine. This will challenge students to develop in-depth

understanding of the wide range of features available in a modern game development application. This module is replaced with the Interactive Graphic Novel module, this module is a more visual concept art based module. Students will develop a concept and a narrative for a game before creating a range of artwork for that concept. Finally they will use a game engine to implement interactivity, using graphics, titles and sound to enhance the story and present an interactive experience. The graphic novel will be implemented in a game engine in the style of a cut scene. Although both pathways use a game engine to produce the work, the major difference between the specialist modules on the generic programme is the final output, a fully working game level on the generic programme and an interactive cut-scene on the concept art pathway.

Students on the concept art pathway will produce work with the purpose of being able to present an art focused and mainly visual based portfolio.

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

Both pathways will also support progression to Masters programmes.

How the Pathways Interact
There are number of opportunities for the interaction of these pathways. Both pathways share some modules, Major Project, Research Project and Indie Game Enterprise. Although the topic and overall theme of these modules will be geared towards the specific pathway there will be some scope for the pathways to interact and share classes and lectures.

There is also scope for working collaboratively between both disciplines. This would simulate industry practice where concept artists and game designers and developers work together to produce computer games. For example, concept art students could produce concept art, graphics and textures for the indie game level module at L6, this would be used in real games developed by students on the computer games pathway.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Apply critical awareness to the development of a major creative project **A2** Demonstrate a comprehensive and detailed understanding of game design practice by critically analysing a variety of ideas, contexts and frameworks **A3** Critically analyse and evaluate the impact of ethical and legal issues relevant to the development of computer games	• Teaching and Learning strategies will include lectures, one to one and group discussions. • Individual consulations will underpin each module. • Guidance from tutor regarding planning and implementation of chosen area of specialism. • Guidance on writing and presenting an effective brief and project proposals. • Support to allow students to work autonomously, with structured guidance from tutor and agreed milestones with peers. • Guidance on working towards recognised industry practice. • Electronic materials accessible from the LCC VLE (Google Classroom). • Real world case studies. • Lectures and discussion on critical frameworks. • Guidance on research, followed by individual study. • Academic skills development. • Workshops to develop independent working processes and approaches through the development of viable game ideas • Guidance to develop viable dissertation ideas. • One to ones to provide guidance and practical support to produce a working game level to professional standard that meets

3A. Knowledge and understanding	
	managed expectations and identified goals and encourages the realisation of a range of practical skills development. • Individual and small group consultations to develop wider contextual understanding of how small teams of developers produce computer games in a range of contexts, through devising and developing a practical game project. • A range of formative and summative assessment strategies that will include, questioning, open ended questions, brainstorming, presentations, production diaries, work logs, observations, self-assessment, group discussion, peer assessment, questionnaires, reflective practice.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Interrogate and evaluate evidence from appropriate sources to critically analyse a variety of ideas, contexts and frameworks **B2** Demonstrate intellectual flexibility and openness to new ideas, within approaches to creative game design **B3** Synthesize evidence from a variety of sources and apply to the development and design of practical projects	As above

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Act autonomously with limited supervision or direction **C2** Use a developmental creative processes to produce technically excellent outcomes **C3** Work ethically by applying knowledge and understanding to a wide range of creative approaches within computer games	As above

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate both employment potential and the ability to manage future professional development in the game industry **D2** Communicate effectively and appropriately in a range of contexts. **D3** Recognise and evaluate factors which enhance working processes and pratices in the games industry	As above

Pathway Specific Outcomes for Pathways 1 (Concept Art)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
E1 Demonstrate intellectual flexibility and openness to new ideas, within approaches to creative concept art creation **E2** Recognise and evaluate factors which enhance working processes and practices in the creation of concept art	As above

4. Programme Structure

Programme Structure - LEVEL 6 (Generic)			
Compulsory Modules	**Credit Points**	**Optional Modules**	**Credit Points**
Major Project	**40**		
Indie Game Level	**40**		
Research Project	**20**		
Indie Game Enterprise	**20**		

Programme Structure - LEVEL 6 (Concept Art)			
Compulsory Modules	**Credit Points**	**Optional Modules**	**Credit Points**
Major Project (Concept Art Based)	**40**		
Interactive Graphic Novel	**40**		
Research Project	**20**		
Indie Game Enterprise	**20**		

Full-Time BA (Hons) Computer Games (120 Credits)

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

Full-Time BA (Hons) Concept Art (120 Credits)

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

Part-Time Structure – Computer Games

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

Part-Time Structure – Concept Art

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

Exit Award: BA Computer Games (60 Credits)

Students can achieve a BA in Computer Games by passing:

Indie Game Level (40 Credits) and

Research Project (20 Credits) or **Indie Game Enterprise** (20 credits)

Exit Award: BA Computer Games (Concept Art) (60 Credits)

Students can achieve a BA in Computer Games (Concept Art) by passing:

Interactive Graphic Novel (40 Credits) and

Research Project (20 Credits) or or **Indie Game Enterprise** (20 credits)

Brief explanation of the structure of full-time and part-time pathways

The full-time structure is designed to allow students to maximise their practical output by completing Indie Game Level, Interactive graphic novel and the final project module. Although assessed seperatley some assets developed in the major project module could potentially be used to dress the scene students develop in Indie Game Level.

Indie game enterprise addresses the challenges and issues of the business side of indie game development and has been designed to give students a wider contextual understanding of SME game development and runs concurrently with the Major Project module and the Indie Game Level module, so students can reflect on actual business models as they develop practical projects.

In the Research Project module students are to identify a contemporary issue, or problem, in computer games. This could be a practical issue, for example: how to implement mechanics in VR games, a design issue or an issue within the wider industry, be it ethical or theoretical. The Research Project, will encourage students to directly address these contexts.

The M~~m~~ajor P~~p~~roject module will focus student practice through providing a period of sustained engagement with their chosen field of expertise and provide the opportunity to showcase their specialist skills. The philosophy of the project is to allow students to develop their practical and theoretical skills by selecting, evaluating and analysing a specific and relevant problem or issue in the computer games industry.
There are many specialisms that can be chosen; character design, environment artist, 3D modeller, animator, storyboard artist or illustrator, to highlight just a few.

The Major Project supervision team comprises of a range of professionals with differing areas of expertise. Project ideas will be devised by students and an appropriate project supervisor will be identified from the team and assigned for the duration of the module.~~.~~
Through the development of a major project students prepare and submit a formal written report that engages with the theoretical, contextual and practical considerations of the project and wider contextual subject of computer games.

The part-time structure allows students to study the course over 2 years. The first year will focus on the indie development aspect of the games industry with students completing modules in Indie Game Enterprise and Indie Game Level. The second year will focus on the Research Project and the Major project modules and will provide the opportunity for students to focus on their chosen specialism with major theoretical and practice output.

Description of the Concept Art pathway

While still maintaining the core fundamental topics of the computer games pathway, the Concept Art pathway will provide the opportuinity to specialise in an important and potential growth area of the games industry. These skills will be developed through the replacment of computer games modules with specialist concept art based modules. Providing skills and techniques that will range from traditional art skills, life drawing, observational drawing, digital art skills and 3D concepting, utilising a range of applications, techniques and materials.

Using industry standard software and hardware students will produce concept artwork for computer games and will be well preparred with the skills needed to produce the artwork for the next generation of computer games beit, mobile, desktop or console based.

There will be an emphsis on key opportunities for diversification and a broader application of the skills of a concept artist. To that end students will be encouraged to utilise their skills in storyboading, illustration, graphic design, conceptualisation and marketing to maximse their employability prospects.

Students will develop skills in producing digital concept art as well as more traditional art practices, such as, life drawing and observational drawing with the purpose of using them in computer games or to promote games.

Working across a number of disciplines, students will experience the full range of job roles in the game industry and gain an understanding of how these roles work together to produce innovative, computer game assets and concept art pieces.

There is a strong emphasis on professional development and employability, encouraging students to work to industry standards in real world contexts.

A description of key difference in modules can be found in section 2.2: Relationship to other programmes and awards

Digital Resources
Digital resources will be embedded throughout the practical modules, 3D Modelling, Animation, Texturing, Unreal Engine and Unity resources will be used to support the curriculum and student independent learning. Subscriptions to appropriate packages, such as Udemy, Eat 3D Chamfer Zone and 3D Total, will be provided to support learning.

Collaboration and Group Work
Students will take part in a game jam that will form part of the induction programme, as a part of this project students will be required to form game development teams that will reflect the skills makeup of a small games team. This will allow students to take part in simulated industry practice where they will form an idea for a computer game and work collectively to develop a small prototype game level before presenting it to their peers at the end of the jam. Students from both the computer games and concept art pathways will work across disciplines on this project.

5. Distinctive features of the programme structure

- Preparing students for a career in the games industry either as a self-employed practitioner or as an employee of a SME or AAA company.
- Emphasis on group working that reflects industry practice in game development
- Work related progression is the focus of two modules with the aim of developing a professional identity and portfolio of game design and development assets.
- Enterprise is at the centre of one module to instil an ethos of wider understanding of the nature of starting and running a small games development studio.
- The institution currently offers games related studies from Level 1 to level 5, this supports students who develop better in a familiar environment with staff they know to achieve their full potential in a supportive environment.
- Proactive college enterprise team to provide students with opportunities
- Development of a portfolio of game assets and playable game levels that will form the foundation of a varied portfolio and are a valuable resource to demonstrate practical experience to employers.
- We have a business relationship with Adobe meaning that the PCs always have the latest version of Adobe Master Suite.
- Strong teaching team with links to the games industry that brings opportunity to students
- The provision of real experience of working within the industry
- Strong relationships with local games groups including Yorkshire Games Toast, Gam-A-Yo and Game Republic
- Emphasis on self-reflection and creative solutions through module briefs that require the development of ideas for concept art work.

Where coding is embedded

Students will have an opportunity to develop skills in coding. They will be supported by a member of staff who specialises in this field. Coding may take the form of a dedicated scripting language such as C and C# or by using modular code bases such as Unreal Engine Blueprints.

6. Support for students and their learning

The award adopts the following approach to student learning support.

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme.
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and notice boards.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Each student is allocated a personal tutor for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the year of study.
- Research Skills.
- Draft submissions outlined in course scheme of work and draft feedback given for each module component.
- Practical work supported by regular peer feedback through workshop critiques.
- Shared documents and folders between staff and students to support live editing and feedback on work.
- There is an extensive range of learning resources in the Library, supported by specialist staff that provide bespoke study skills sessions for students.

- The University centre provides an extensive range of services for students, including support for those with special needs
- There is a range of student services such as welfare, counselling, financial and careers advice
- We have an Oasis Room where students with learning difficulties can go to provide alleviation from social situations and causes of stress and anxiety.

Data from the last 2 years on retention and Equality and Diversity

Level 5
7% Female
93% Male

30% BME
70% White - British

70% Non-declared learning disability
30% Declared with learning disability

100% Retention and Achievement across all Equality and Diversity measures

Level 4
4% Female
96% male

23% BME
77% White British

Currently 100% retention across all Equality and Diversity measures

We are currently bidding for funding towards an initiative to increase our female cohort. The initiative called, Girls into Games and if successful, we will run a series of workshops and taster session in colleges and schools in the local region.

Assessment:
The programme will use a variety of assessment methods and these will be published in the course handbook and module handbooks.

The course has been designed to use real life assessment and the team have discussed with industry the types of assessment employers require. The main focus of feedback was based on teamwork and processes. The use of a varied style of assessment will ensure that no individual student is disadvantaged by overuse of one method and each module will utilise different modes of assessment. The more academic modules will use a more traditional approach in the form of essays and presentations. The games industry modules will use work based and reflective assessments. The games design will use more professional and games industry context such as products and projects.

Alongside formative, summative and self-assessment students are supported by both tutor supervision and peer assessment, the course embeds critiques and discussions within sessions and this creates individual learning plans and target setting will be used to support the development of independent study skills. The course will work within the draft policy set out in the rules and regulations of the University.

Assessments will be marked using the University's standard marking criteria and specific assignment criteria appropriate to this academic level.

Feedback:
Feedback to students comes in many different forms including written comments, verbal comments from tutors in class or on a one-to-one basis, discussions with peers in the classroom or outside it, electronic discussion, emails, feedback grids and generic feedback proformas.

7. Criteria for admission

A typical offer is likely to be pass at Foundation Degree or in a relevant HND, together with a number of GCSE grades at C or above including English.

As part of the interview process all students are to present a physical or digital portfolio of games related work and supporting academic text.

International qualifications will be assessed against these criteria. Speakers of other languages need to have an IELTS score of at least 6.0 or a recognised level 2 English qualification.

All students must be able to demonstrate either by qualifications or testing that they have the required literacy skills to complete the course.

Offers are made subject to reference.

8. Language of study

English

9. Information about assessment regulations

Major Project is a non-compensatable module.
Major Project (Concept Art) is a non-compensatable module.
Indie Game level is a non-compensatable module.
Interactive Graphic Novel (Concept Art Pathway) is a non-compensatable module.

Although there are 80 credits that are non-compensatable - the modules and the project tasks will be closely managed to track student progress with agreed project milestones set throughout the year.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meetings

- Student Pathway meetings

Annexe 1: Curriculum map

Annexe 2: Asessment Chart

Annexe 3: Library Staement

Annexe 4: Disability and Equality and Diversity Statement

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Computer Games Curriculum Map

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

Concept Art Pathway Curriculum Map

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

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

Assessment Chart		
Module Titles and Level	**Formative Assessment Type and Week of Completion**	**Summative Assessment Type and Week of Submission**
Major Project (Level 6)	Task 1: Work in Progress – Week 10 Task 2: Work in Progress – Week 12 Task 1: Draft - Work in progress – Week 20 Task 2: Draft - Work in progress – Week 22 Task 1: Draft submission week 24 Task 2: Summative Submission week 26	**Summative** Task 1: Practical Project - Week 26 Task 2: Dissertation – Week 28
Indie Game Level (Level 6)	Project Research – Week 3 Project Proposal – Week 5 Production Schedule – Week 7 Early Prototype – Week 12 WIP 1 - Week 18 WIP 2 - Week 21 Draft Prototype Game - Week 23 Draft submission production bible - week 27	**Summative** Task 1: Game Level – Week 27 Task 2: Production Bible – Week 30
Interactive Graphic Novel (Level 6)	Project Research – Week 3 Project Proposal – Week 5 Production Schedule – Week 7 Early Prototype – Week 12 WIP 1 - Week 18 WIP 2 - Week 21 Draft Prototype Game - Week 23	**Summative** Task 1: Interactive Graphic Novel – Week 27 Task 2: Production Bible – Week 30

	Draft submission production bible - week 27	
Research Project (Level 6)	Draft Submission – Task 1 Contextual Review – Week 6 Draft Submission – Task 2 Presentation – Week 9	**Summative** Task 1: Contextual Review - Week 8 Task 2: Presentation - Week 10
Indie Game Enterprise (Level 6)	Draft submission – Task 1 – Indie Games Case Study - week 12 Draft submission – Task 2 - Indie Games feasibility study – week 22	**Summative** Task 1: Indie Games Case Study – Week 14 Task 2: Feasibility Study – Week 24

Library Statement

Statement of library resources and services for
BA (Hons) Computer Games
BA (Hons) Computer Games (Concept Art)

As part of the Open University (OU) approval process of Leeds City College (LCC) higher education (HE) programmes, the support librarian for each programme at LCC (Curriculum School Librarian or CSL) provides the Head of Department (HOD) with a statement[1] about the availability of resources and the provision of support services to students undertaking the programme. The HOD reviews the statement and provides a declaration of expenditure approval for required resources.

The statement has two sections and an addendum. Section I reports on the availability of library resources for the programme identified in the statement title above. Resources include books, periodicals, specific journal articles, and online databases.

Section II describes the support services provided by the CSL, including the provision of information literacy (IL) skills development sessions and reference services.

The addendum provides a summary of resourcing costs and a declaration of expenditure approval signed by the HEAD OF DEPARTMENT.

Section I: library resources

Five module reading lists have been reviewed for this programme. Of these, **no** modules do not list any books, periodicals, or other resources. Please notify me if resources are required to support these modules (providing at least six weeks for the acquisition and processing of resources).

[1] A comprehensive statement on library resources and services—detailing acquisitions expenditure, reading list holdings, facilities information, and support services—is provided to each curriculum area on an annual basis by way of the *Library+ Service Level Agreement*.

Throughout the review process, any errors identified in the bibliographical details of listed resources have been corrected and highlighted in the attached reading lists. Bibliographical details are presented in the Harvard referencing format as set out in the book *Cite them right: the essential referencing guide* (10th edn.)

Books

This review (and costs identified) is based on the understanding that at least one copy of each listed title (most recent edition) should be held in either the Library's printed or online book collection.

The number of students undertaking modules has not been taken into account. As a result, certain titles may not be available in appropriate quantities, and additional copies may need to be purchased. Please notify me if additional copies are required.

In order to identify the most recent available edition of all titles, forthcoming publications, and any out-of-print titles, reading lists have been checked against the library catalogue and publisher catalogues.

The total estimated cost of purchasing at least one copy of all titles (most recent editions) currently in print but not held in our collections is £**137.91.** Please notify me if you wish to purchase these titles. Any titles not purchased should be deleted from the relevant reading list.

One item is not currently in print or held. It may be possible to obtain second-hand copies of out-of-print titles, but these will usually be in limited supply and may not be in good condition. Please notify me if you would like me to attempt to purchase second-hand copies. Any titles not purchased should be deleted from the relevant reading list.

Periodicals

Of the **one** periodical titles listed in module reading lists, the following **no** titles are not currently held in the Library's printed or online periodical collections.

Periodical title	Cost	Notes
n/a		

The total cost of an annual subscription to these periodical titles is £**n/a**, based on current prices and exchange rates. Please notify me if you wish to purchase these titles. Any titles not purchased should be deleted from the relevant reading list.

All periodicals will be provided online, unless unavailable in this format, or the printed format is specifically requested (please notify me if you require a periodical in printed format).

Specific journal/magazine/newspaper articles

No articles identified in reading lists are not currently available by way of the Library's printed or online periodical collections. Though the Library may be able to supply certain unavailable articles to HE students upon request through the British Library On Demand service (up to five free articles per student per academic year), it is strongly recommended that articles from periodicals not currently held by the Library should not be included on reading lists.

Online Databases
Online database content is made available to library users via Search+, the Library's web-scale discovery service, accessible on the Library's website.

Databases currently available to support this programme include:

- **General OneFile**

The following databases listed in module reading lists are not currently available:

Database name	Cost	Notes
n/a		

The total cost of an annual subscription to currently unavailable databases is £**0**, based on current prices and exchange rates. Please notify me if you wish to purchase these databases. Any databases not purchased should be deleted from the relevant reading list.

Database subscriptions will be reviewed annually by the CSL and discussed with the HOD.

Websites
All websites listed in module reading lists have been checked to ensure currency and accuracy. Any errors identified in the bibliographical details of listed websites (such as corrections to URLs) have been corrected and highlighted in the attached reading lists. Any sites no longer extant are highlighted in the attached reading lists and should be deleted.

Section II: library services

The Library provides the following range of services to support the learning and research activities of students undertaking this programme:

Information literacy (IL) skills
CSLs are available to deliver IL skills development sessions to HE students throughout the academic year. IL is understood as constituting a number of abilities and understandings relating to identifying, scoping, planning, gathering, evaluating, managing, and presenting information[2]. Skills in these areas are developed through sessions on literature searching, academic writing and referencing, and critical thinking. Sessions can be arranged as one-shot instruction sessions, focussing on specific competencies, or can be embedded within the programme as ongoing sessions covering a range of IL skills.

Reference services
CSLs provide reference services—providing personal assistance to students seeking information—in the library, in the Student Study Zone in the University Centre, by email, or by telephone/video call. Services include support with finding and evaluating books, articles, and Web-based sources of information relevant to the subject area.

Submitted to Programme Manager **Tim Balmforth** on **4th May 2017.**

Rebecca Chetwood
Curriculum School Librarian, School of Creative Arts

Disability and Equality and Diversity Statement

Leeds City College is an inclusive organisation that is proud of its record on promoting equal opportunities and removing barriers to education and training. We welcome disabled people and strive to create an inclusive learning and working environment that respects and celebrates difference and encourages all students and employees to reach their full potential.

Leeds City College follows the guidelines of the Children and Families Act and the SEND code of practice.

You do not have to have disability to receive support or for the college to make reasonable adjustments.

College procedures
Leeds City College is committed to eliminating any unlawful discrimination, promoting equality of opportunity and promoting good relationships between different groups. We will apply this to all current and future students, employees, governors, partners, visitors and contractors delivering services on our behalf.

The following LCC procedures reinforce this commitment:

- **LCC Learning support policy**
- **LCC Equality and Diversity policy**
- **LCC Safeguarding Policy**
- **LCC Positive Behaviour Policy**

Support for Higher Education courses.

The college will provide LCC HE students with additional learning support and this will be funded, in the main, by the student's Disabled Student's Allowance (DSA).

When an LCC HE student is referred for support, (either via teaching staff or by self-referral), HE support staff will meet with the student to discuss their difficulties and support needs in general terms. Where appropriate, students will be encouraged and assisted to apply for DSA through their financing body, usually Student Finance England (SFE).

Where LCC HE students need a diagnostic assessment completing to provide the required evidence for their application, (for those students with Specific Learning Difficulties such as dyslexia), the college will arrange and fund this assessment.

This DSA application process can be quite lengthy (taking approximately sixteen weeks from SFE receiving the student's initial application), so students are advised to contact the HE support team at the earliest opportunity to start this process.

Once confirmation has been received by the student from SFE of the support plan they are eligible for, HE support staff will provide the support detailed in the confirmation document, (usually 1:1 study skills support), as required.

For those students not eligible for DSA, or who do not wish to apply for it, ad hoc study skills support sessions based on demand.

For those students who require other forms of support, advice will be provided so that students are guided towards appropriate services and staff.

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.