



<b>Unit Title</b>	How to Create A Portfolio for Industry
<b>FHEQ Level</b>	Level 6 (All Pathways)
<b>Unit Code</b>	GMD20302
<b>Credit Value</b>	15 Credits
<b>Unit Type</b>	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	15	Independent Study	60
Tutorials	5	Preparation for Assessment	10
		Unsupervised Access to Resources	60
<b>Total</b>			<b>150</b>

### Unit Description

**This unit is designed to help students prepare a personal portfolio of work to gain relevant employment within their chosen discipline.**

Students will be encouraged to research and contact industry from a range of sectors to help you produce a body of work to promote yourself and meet the needs of your employer or create a brand identity for a proposed game studio.

Building upon students Pathways they are to produce a body of work that reflects their specialist area within games making. Students will pitch work to peers to enable collaboration in Make A Game I based on roles that will compliment or enhance your game.

Within this you will also be required to identify any client work or enter a competition related to their specialism. You will tailor strategies for the promotion and exhibition of your work, as part of the degree show and for national and international competitions related to animation. You will also be encouraged to consider the financial framework, social values and business models which are likely to affect you as a games maker, either in a company or as a freelancer. Students will also document their progress and research in the form of a blog throughout the unit, to help them reflect and evaluate their findings for final submission

*The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):*

1. *Cultivate / Where the individual thrives.*
2. *Collaborate / Where disciplines combine and evolve.*
3. *Integrate / Where education engages industry.*
4. *Advocate / Where purpose meets practice.*
5. *Originate / Where enquiry informs creativity.*

### Unit Indicative Content

- Building on your pathway for the preparation of your portfolio.
- Research a range of gaming industries and relate your pathway to your chosen sector.
- Explore suitable promotional material for gaining employment.

- Attend conferences, festivals or any industry events.
- Identify a relevant competition to your pathway or engage on a live brief.
- Understand the financial framework of setting up a studio or working freelance.

### Unit Aims

Within the context of the Honours Degree credit framework, the aims of the course are to:

- Encourage students to reach out to industry and build networks
- Provide guidance and support towards building a personal or studio brand
- Encourage student development by encouraging entrepreneurship and embracing innovation
- Promote diversity, inclusivity, ethical, social and environmental awareness and provide opportunities for study and progression to all students.

The curriculum design and units will *“facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice.”* (Subject Benchmark Statements, 2017).

### Unit Learning Outcomes (Items in bold are the main focus within each LO for the unit)

#### Collaborate (LO2)

- **Inter-disciplinary Working**
- **Coproduction**

**Demonstrate ability to combine strategies that synthesise inter-disciplinary and trans-disciplinary working methods into personal practice.**

**Evidence aptitude to synthesise cooperative interactions and partnerships/teamwork in personal working methodologies.**

#### Integrate (LO3)

- **Communication & Presentation**
- **Networking**
- **Professional Practice**

**Demonstrate effective competence to employ coherent and aligned communication and presentation strategies in physical, written and oral forms.**

**Evidence ability to effectively synthesise academic development with industry interactions, practices and professional working models in order to facilitate disciplinary discovery and personal professional practice.**

#### Advocate (LO4)

- **Critical Reflection**
- **Professional Identity**

**Demonstrate effective competence to employ coherent and aligned communication and presentation strategies in physical, written and oral forms.**

**Evidence ability to effectively synthesise academic development with industry interactions, practices and professional working models in order to facilitate disciplinary discovery and personal professional practice.**

## Learning and Teaching Methods

Learning will be developed through: lectures, practical demonstrations, and online courses provided by 3<sup>rd</sup> parties. It will also feature seminars, tutorials, master classes, critical self and peer appraisal and collaborative working.

Where appropriate external guest speakers will further support delivery on the unit. Students will also need to undertake self-directed independent study to support learning.

The following methods play a significant role in learning and teaching on the course:

- Aligned Workshops, Lectures and Seminar sessions support the core teaching delivery.
- Research led projects are used to embed an understanding of research and research methods from the beginning to ensure students develop the skill to explore the contexts and conditions of their practice.
- Reflective journals are used throughout the course to promote the development of autonomous, confident and critically reflective, self-directed learners.
- Self-evaluative writing is used to enable students to take responsibility for their own learning by identifying needs and prioritising and planning their learning.
- Self-assessment encourages students to take responsibility for monitoring and making judgments about aspects of their own learning.
- Peer assessment is used to promote assessment as part of learning.
- Live projects and student exhibitions and /or pop up events, support an outward facing ethos and encourage students to develop their practice in relevant professional contexts.

## Assessment methods and tasks

### *Brief description of assessment methods*

- *Formative Assessment: You will be given the opportunity for formative feedback/feedforward. This will be given midway through the unit or at an appropriate time.*
- *Summative assessment: Is the completion of the main unit tasks – typically a finished outcome together with associated research and reflective elements and the completion of a digital workbook and accompanying treatments or presentations.*
- *Presentations to peers are usually within a small group environment where at least two tutors are present.*
- *Playable builds should be self-contained and not the editor project files unless stated by the brief*
- *In some cases digital files will be required to assess technical skill.*
- *Students will be notified of their grades within 3 weeks of the hand in date and feedback is usually via an audio file in which at least two tutors contribute to feedback and feedforward.*

<b>Assessment tasks</b>	<b>Weighting (%) (one grade or multi-grade unit)</b>
<b>Portfolio</b>	<b>75%</b>
<b>Reflective Blog</b>	<b>25%</b>

## Indicative Assessment Criteria

- **Evidence of industry research related to your role. (LO3,LO4)**
- **Critically evaluate your research and show an understanding of your chosen pathway. (LO4)**

- **Experiment in a range of techniques that reflects your creative skills. (LO2, LO4)**
- **Evidence of self-promotion and communication across a range of platforms. (LO3, LO4)**
- **Evidence of engaging on an external project suited to your role or interests. (LO2, LO3, LO4)**
- **Demonstrate an understanding of your position within your professional career aspirations. (LO4)**

*Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.*

#### **Essential Reading list**

1. Branagan, A. (2013) *The Essential Guide to Business for Artists & Designers*. London, A&C Black.
2. Scotland, D. (2015) *The Digital Artist's Portfolio and Demo Reel Guide*. London, Dave Scotland.
3. Burnett, B. (2017) *Designing Your Life: Build the Perfect Career, Step by Step* Paperback
4. Judkins, R. (2016) *The Art of Creative Thinking* Paperback. Sceptre.
5. Reis, E. (2011) *The Lean Startup*. Penguin.

**Detailed further reading and online resources will be provided in the brief and through the unit via AULA**