

**MODULE CODE:** DH3BAGA01H

**MODULE TITLE:** Applied Business Techniques

**Level:** 6

**Credit Value:** 15

**Pre-Requisites:** NONE

### Module Description

This module is designed to prepare the student in their careers by providing the opportunity to experience working in the games industry in more depth through the undertaking of an active work placement. The student will negotiate a project with an employer and then spend a minimum of 20 hours working on the project. Should the student be unable to source their own project, then they will receive support from the course team who are compiling a database of industry links and employers who wish to support the course by offering work experience. These modules enable the student to network with possible employers and to develop business and practical skills in the media industry

The student will also develop entrepreneurship and based around specific roles in a business team structure. This team may be drawn from the prototype business team from the "Professional Studio Project" from stage 5 which will be fully realised in the "Project Preparation" module in stage 6. A business website and supporting social media content will be developed to market the small businesses and prepare the student for the career during the final year of the course, ready to be up and running before graduation.

### Learning Outcomes

On completion of this module, students will be able to:

1. Plan, negotiate and undertake a 20 hour work placement within the media industry.
2. Reflect upon the relationship between theory and practice.
3. Critically evaluate own learning and experience.
4. Demonstrate the ability to produce professional online promotional material.

### Assessment

| Hand-in  | Aggregate (Yes/No) | Semester Due |
|--|--------------------|--------------|
| 2000-word research document including evaluation of work placement (60%) LO1, LO2, LO3 | Yes                | Sem 1 Mid    |
| Website Content (40%) LO4  | Yes                | Sem 1 End    |

### Indicative Content:

- Project preparation and organisation
- Negotiation with employer/self-employed person
- Project activity (36 hours)
- The role of the assistant
- Pathway specific job roles
- Research of theory and methodology
- Application of theory to practice
- Critical self-evaluation
- Internet resources via Moodle
- Social Networks and Website design software
- YouTube

## Learning and Teaching Strategies

The development of key and transferable skills commences with personal development planning techniques. The relevant skills are embedded in modules throughout the course.

Communication skills will be developed during workshops sessions, presentations and seminars as well as through creative writing and research. Negotiation skills are developed alongside the students' growing sense of autonomy.

Self-assessment and personal development planning are integral to the course and student autonomy in both practical and academic studies becomes increasingly important as the course develops.

The ability to solve problems has increasing importance as the course progresses and is an integral part of most practical modules and digital media industry modules. Team work and leadership skills will be developed through gameplay research, collaborative projects and on work placement(s).

## Specific Learning Resources

- Colchester Institute Placement Policy
- PC or Mac suites
- Internet resources via Moodle
- Website Design Software

## Reading Lists

### Recommended

Brandes Hepler, J. (2016) *Women in Game Development: Breaking the Glass Level-Cap*. Florida: CRC Press.

Cohen, D.S. (2009) *Producing Games: From Business and Budgets to Creativity and Design*. Oxford: Focal Press.

Dille, F., Platten, J. (2008) *The Ultimate Guide to Video Game Writing and Design*. New York: Random House.

Hill-Whittall, R. (2015) *The Indie Game Developer Handbook Paperback*. Oxon: Focus Press.

Laramee, F. (ed) (2005) *Secrets of the Game Business 2nd edition*. Boston: Charles River Media.

Salen, K. and Zimmerman, E., 2004. *Rules of play: Game design fundamentals*. MIT press

Schell, J. (2016) *The Art of Game Design: A Book of Lenses, Second Edition*. Florida: CRC Press.

## Assessment Grading Criteria:

|                            | <b>The research document will demonstrate:</b>   |
|----------------------------|--|
| <b>FIRST CLASS 80%+</b>    | <ul style="list-style-type: none"><li>• Compelling evidence of an ability to negotiate and plan a work project illustrating impeccable critical awareness of theoretical principles and professional application.</li><li>• An outstanding ability to reflect on the theoretical demands of a project and the practical demands and realities that are the result of the real-world environment in which it must be realised.</li><li>• Outstanding detail in self-evaluating learning and experience, illustrating overall competence and personal preparedness for the job market with strong supporting evidence, in a sophisticated way.</li></ul> |
| <b>FIRST CLASS 70%-79%</b> | <ul style="list-style-type: none"><li>• Strong evidence of an ability to negotiate and plan a work project illustrating impeccable critical awareness of theoretical principles and professional application.</li><li>• Strong evidence of an ability to reflect on the theoretical demands of a project and the practical demands and realities that are the result of the real-world environment in which it must be realised.</li><li>• Excellent detail in self-evaluating learning and experience, illustrating overall competence and personal preparedness for the job market with supporting evidence.</li></ul>                               |

|                                      |   |
|--------------------------------------|---|
| <b>UPPER SECOND CLASS</b><br>60%-69% | <ul style="list-style-type: none"> <li>• Very good evidence of an ability to negotiate and plan a work project illustrating sound critical awareness of theoretical principles and commendable application.</li> <li>• Very good evidence of an ability to reflect on the theoretical demands of a project and the practical demands and realities that are the result of the real-world environment in which it must be realised.</li> <li>• Very good detail in self-evaluating learning and experience, illustrating overall competence and personal preparedness for the job market with supporting evidence.</li> </ul>                                  |
| <b>LOWER SECOND CLASS</b><br>50%-59% | <ul style="list-style-type: none"> <li>• Good evidence of an ability to negotiate and plan a work project illustrating sound critical awareness of theoretical principles and commendable application.</li> <li>• Good evidence of an ability to reflect on the theoretical demands of a project and the practical demands and realities that are the result of the real-world environment in which it must be realised.</li> <li>• Good detail in self-evaluating learning and experience, illustrating overall competence and personal preparedness for the job market with some supporting evidence.</li> </ul>  |
| <b>THIRD CLASS</b><br>40%-49%        | <ul style="list-style-type: none"> <li>• Some evidence of an ability to negotiate and plan a work project illustrating broad critical awareness of theoretical principles and some design in application.</li> <li>• Some evidence of an ability to reflect on the theoretical demands of a project and the practical demands and realities that are the result of the real-world environment in which it must be realised.</li> <li>• Satisfactory detail in self-evaluating learning and experience, outlining overall competence and personal preparedness for the job market with some supporting evidence.</li> </ul>                                    |
| <b>FAIL</b><br>0%-39%                | <ul style="list-style-type: none"> <li>• Inadequate evidence of an ability to negotiate and plan a work project with little regard for critical awareness of theoretical principles and incomplete application.</li> <li>• Inadequate evidence of an ability to reflect on the theoretical demands of a project and the practical demands and realities that are the result of the real-world environment in which it must be realised.</li> <li>• Limited detail in self-evaluating learning and experience, that doesn't acceptably illustrate overall competence and personal preparedness for the job market, with slight supporting evidence.</li> </ul> |

|                                      |  |
|--------------------------------------|--|
|                                      | <b>The online promotional material will:</b>   |
| <b>FIRST CLASS</b><br>70%+           | <ul style="list-style-type: none"> <li>• Be engaging and professional throughout</li> <li>• Contain outstanding, imaginative and professionally viable promotion materials</li> <li>• Demonstrate a comprehensive understanding of the requirements of employers and customers within the media industry</li> <li>• Professionally outline the services on offer and the fees charged</li> <li>• Be literate, professional, business-like and targeted to a specific audience</li> </ul>                 |
| <b>UPPER SECOND CLASS</b><br>60%-69% | <ul style="list-style-type: none"> <li>• Be viable, realistic, literate and professional throughout</li> <li>• Contain imaginative and professionally viable promotion materials</li> <li>• Demonstrate throughout an understanding of the requirements of employers and customers within the media industry</li> <li>• Clearly and professionally outline the services on offer and the fees charged</li> <li>• Be literate, professional, business-like and targeted to a specific audience</li> </ul> |
| <b>LOWER SECOND CLASS</b><br>50%-59% | <ul style="list-style-type: none"> <li>• Be viable, realistic, literate and professional in most aspects</li> <li>• Contain professional promotion materials</li> <li>• Demonstrate understanding of the requirements of employers and customers within the media industry</li> <li>• Clearly outline the services on offer and the fees charged</li> <li>• Be literate, business-like and targeted to a specific audience</li> </ul>  |
| <b>THIRD CLASS</b><br>40%-49%        | <ul style="list-style-type: none"> <li>• Be realistic and literate in most aspects but will probably require more thinking through</li> <li>• Contain promotion materials which, while including the required elements, will probably be rather basic</li> <li>• Demonstrate some understanding of the requirements of employers and customers within the media industry</li> <li>• Outline services and fees</li> <li>• Be generally literate and suggestive of a target audience</li> </ul>            |
| <b>FAIL</b><br>0%-39%                | <ul style="list-style-type: none"> <li>• Be unlikely to demonstrate knowledge and/or understanding of the requirements for personal promotion or of employers and customers</li> <li>• Be unlikely to outline realistic fees</li> <li>• Require significant improvement</li> </ul>   |