University of Gdańsk

Subject card

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| Subject name and code | Funding and Career Options, PG_00216091 | | | | | | |
| Field of study | Historical Games and Digital Heritage | | | | | | |
| Date of commencement of studies | October 2027 | | Academic year of realisation of subject | | 2027/2028 | | |
| Education level | Master's studies | | Subject group | | Obligatory subject group in the field of study | | |
| Mode of study | full-time studies | | Mode of delivery | | at the university | | |
| Year of study | 1 | | Language of instruction | | English | | |
| Semester of study | 2 | | ECTS credits | | 2.0 | | |
| Learning profile | academic | | Assessment form | | credit | | |
| Conducting unit | | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 30.0 | 0.0 | 0.0 | 0.0 | 30 |
| | E-learning hours included: 0.0 | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | | Participation in consultation hours | | Self-study | SUM |
| | Number of study hours | 30 | | 10.0 | | 10.0 | 50 |
| Subject objectives | The course aims to prepare students for informed academic and professional career planning and the development of projects in the games and cultural heritage sectors. Students explore funding models, budgeting, cross-sector collaboration, and legal and ethical considerations, while developing project funding proposals and individual competence development plans. | | | | | | |

Learning outcomes

| Course outcome | Subject outcome | Method of verification |
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| [GHDCMU2_W05] Has knowledge and understanding of the legal, ethical, and social conditions governing the use of history and cultural heritage in research and creative activities, particularly issues related to copyright, the provenance and lawful use of resources, conflicts over historical memory, and the responsible use of artificial intelligence. | Explains legal, ethical and social considerations in research and creative projects in historical games and digital heritage, particularly copyright, lawful use of resources, contested memory, accessibility of outputs and responsible use of artificial intelligence. | [SW1] oral statement/ conversation/discussion<br>[SW5] implementation of a problem task |
| [GHDCMU2_K03] Is prepared to think and act entrepreneurially, particularly by initiating and developing research, creative, and research-and-development initiatives in the fields of historical games and digital heritage, taking into account their commercial potential and social and cultural significance. | Contributes to the development of a research, creative, or R&D project involving history or heritage, proposing a realistic budget and funding model and justifying its commercial or social value to potential partners. | [SK2] presentation/project/paper/ report<br>[SK5] implementation of a problem task<br>[SK8] observation of student's independent or team work |
| [GHDCMU2_U09] Independently plans and pursues lifelong learning and guides others in this process by identifying competence development needs, defining learning objectives and methods, and establishing criteria for assessing progress in academic and professional development. | Develops a short- and long-term development plan aligned with selected career goals, based on an analysis of their own competence development needs, available further education options and funding prospects. | [SU2] presentation/project/paper/ report<br>[SU5] implementation of a problem task |
| [GHDCMU2_U07] Uses English at a level of at least B2+ of the Common European Framework of Reference for Languages (CEFR) in spoken and written communication in academic and professional contexts, employing specialist terminology from history, game studies and digital heritage. | Uses English at a minimum of B2+ in academic and professional communication, applying specialist terminology on project funding, entrepreneurship, research, historical games and digital heritage. Prepares project documentation and a career development plan and presents and justifies a project proposal in discussion with potential partners. | [SU1] oral statement/conversation/ discussion<br>[SU3] text preparation/written work |
| [GHDCMU2_W06] Has knowledge and understanding of the economic and organisational conditions of research, development and creative activities in the game and cultural heritage sectors, including principles of cross-sector collaboration, project funding opportunities, factors influencing professional career development, and principles of establishing and developing various forms of entrepreneurship. | Compares the business and organisational models of different projects in the games and heritage industries, with attention to funding sources, cross-sector collaboration and available career paths. | [SW1] oral statement/ conversation/discussion<br>[SW5] implementation of a problem task |

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| Subject contents | 1. Career ecosystems in games and heritage: studios, museums, NGOs, academia, public institutions, and self-employment.<br>2. Project models: commercial, public, social, and hybrid; cultural value and financial viability.<br>3. Funding: grants, commissions, publishers, investors, sponsorship, crowdfunding, and earned income.<br>4. Project planning: audiences, partners, budgets, timelines, risks, eligibility, and sustainability.<br>5. Business cases and applications: value proposition, impact indicators, pitching, and negotiation.<br>6. Law and ethics: intellectual property, source provenance, contested memory, accessibility, and AI.<br>7. Careers: professional roles, employment models, portfolios, networking, skills, and mobility.<br>8. Development planning: skills gaps, goals, independent learning, and supporting team learning. |
| Prerequisites and co-requisites | |

Assessment methods and criteria

| Subject passing criteria | Passing threshold | Percentage of the final grade |
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| Grant proposal & project pitch | 51.0% | 60.0% |
| Career plan | 51.0% | 40.0% |

Recommended reading

Basic literature


1. Dalla Chiesa, C. and Rykkja, A. (eds) (2026). *Cultural Funding and Financing: A Guide to New and Traditional Models in Arts and Culture*. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-96696-5

2. Ricchiuti, D. and Henley, J. (2025). *The Game Business Guidebook: What to Do When Nobody Wants Your Game*. CRC Press.

3. OECD (2022). *The Culture Fix: Creative People, Places and Industries*. OECD Publishing. https://doi.org/10.1787/991bb520-en

4. Legault, M.-J. and Weststar, J. (2024). *Not All Fun and Games: Videogame Labour, Project-based Workplaces, and the New Citizenship at Work*. Concordia University Press.

5. Osterwalder, A. and Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley & Sons.

6. Bacigalupo, M., Kampylis, P., Punie, Y. and Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Publications Office of the European Union. https://doi.org/10.2791/593884

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| | Supplementary literature | 1. Lazzaro, E. (2026). 'Digital Funding and Financing in Museums and Cultural Heritage'. In C. Dalla Chiesa and A. Rykkja (eds), *Cultural Funding and Financing*, pp. 301–320. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-96696-5_13<br>2. UNESCO (2026). *Re\|Shaping Policies for Creativity: We Share, We Act, We Build*. UNESCO. https://doi.org/10.58337/DQDA4649<br>3. Kerr, A. (2017). *Global Games: Production, Circulation and Policy in the Networked Era*. Routledge.<br>4. Schramme, A., Müller, U., Verboven, N. and D'hoore, L. (eds) (2025). *Cultural Philanthropy and Entrepreneurship*. Routledge. |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | **Grant application and project pitch.** Working in a team, prepare a short grant application for a historical game or digital heritage project. Define the purpose, audience, partners, schedule and budget. Explain why the chosen grant is a better fit for the project than an alternative source of funding. Identify one legal or ethical risk associated with using history or heritage and propose a way to mitigate it. Pitch the project briefly in English and answer the question: Why should a potential partner support this project?<br><br>**Individual career plan.** Choose a professional role in the games or heritage sector. Identify gaps in your skills and prepare a short- and long-term development plan in English. Specify how you will learn, identify possible sources of funding, and define criteria for assessing your progress. | |
| Work placement | Not applicable | |

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