

Programme Specification for Undergraduate Programme Leading to: BA Games Design and Creative Writing



Applicable for all undergraduate students **starting at FHEQ Level 4** on or after 1st September 2020

Version No.	Date	Notes – QA USE ONLY	QA
1	April 2021	Programme specification for 2021/22 created. HECoS code added Re-titled blocks for CW at Level 4	BJR

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Dept. of Arts and Humanities/ Division of Digital Arts
4. Contributing college/department/division/ associated institution	BPC for Alternative Foundation Level (see section 25)
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	BA (Hons) Games Design and Creative Writing FHEQ Level 6
7. Programme title	Games Design and Creative Writing
8. Programme type (Single honours/joint)	Single Honours
9. Normal length of programme (in months) for each mode of study	3 years
10. Maximum period of registration for each mode of study	6 years
11. Variation(s) to September start	None
12. Modes of study	Full-time
13. Modes of delivery	Standard Taught
14. Intermediate awards and titles with FHEQ Level of Award	CertHE Games Design and Creative Writing FHEQ Level 4 DipHE in Games Design and Creative Writing FHEQ Level 5 BA (Ordinary) Games Design and Creative Writing FHEQ Level 6
15. UCAS Code	WW28
16. HECoS Code	100046; 100636
17. Route Code	WW28UGMDSACW
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. Most recent QAA Subject Benchmark Statements - Art and Design; and English International Games Developers Association (IGDA) Curriculum framework ; Most Recent NAWE Subject Benchmark Statement (Creative Writing) Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the ' Managing Higher Education Provision with Others ' page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website.

	Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/undergraduate/games-design-and-creative-writing-ba

23. EDUCATIONAL AIMS OF THE PROGRAMME

This programme offers the opportunity for a student to study from two disciplines that compliment each other. In regards to Games Design, this course aims:

- To produce graduates who have a comprehensive understanding of the factors that shapes the games industry and the techniques, principles and technologies used in the design of traditional and digital games.
- To provide a range of skills and knowledge to prepare graduates for a career in the games industry.
- To enable graduates to apply core transferable skills of effective communication, self-management, initiative, personal responsibility and interpersonal skills.
- To produce graduates who have the ability to research and to critically evaluate relevant topics, ideas and issues.
- To enable graduates to display an in-depth knowledge of the challenges and methods used in the contemporary games industry and apply their design and analytical skills to work within it.

With regards to Creative Writing, this course aims:

- To produce graduates who have a comprehensive understanding of the factors that shapes the games industry and the academic study of Creative Writing alongside the techniques and principles used in the design of games.
- To provide the relevant expertise, teaching and learning environment to support the development of students' critical and creative engagement with the analysis and design of digital games, informed by and informing the context and practice of Creative Writing.
- To provide a range of skills and knowledge to prepare students for a career in the digital games industry and to encourage high levels of creativity, initiative and originality in the design, production, interpretation and analysis of Creative Writing.
- Enable the acquisition of core transferable skills of effective communication, self-management, initiative, personal responsibility and interpersonal skills; and to prepare students for work in industry or for further research/writing.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding,	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
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	C = cognitive (thinking) skills, S = other skills and attributes)				
4					
4	K & C	Recognise and apply the formal and creative processes used within game design as well as tools of critical appraisal and industry practice.			FM1609 GD1600
4	K & C	Define and demonstrate the techniques used to communicate game ideas.			FM1609 GD1600
4	K & C	Select and make use of software used as standard within the creative industries.			FM1609 GD1600
4	K & S	Develop appropriate documentation that formalises and communicates a game concept.			FM1609
4	S	Apply good practice in organising resources and applying a range of self-management techniques and judgment in response to deadlines.			All Games Design Modules
4	K	Literary forms, genres and devices, critical approaches and their historical formation			CW1800, CW1801, CW1802
4	C	Critical thinking about writing and the creative processes			CW1800, CW1801, CW1802
	S	Respond to and learn from formative feedback			All Creative Writing Modules
4	S	Communicate ideas effectively in Writing.			All Creative Writing Modules
4	S	Workshop ideas in a group Environment.			CW1800, CW1801, CW1802
5					
5	K & C	Identify and compare the diverse methods used in game analysis.			FM2608 FM2614 GD2605
5	C	Examine the application of theoretical frameworks to existing games and to design practice.			FM2608 FM2614 GD2605
5	K, C & S	Identify appropriate techniques individually or in a team and critically evaluate the process and production of self-made or professionally produced digital assets/artefacts.			GD2601 FM2607 FM2614 FM2615 GD2600 GD2605
5	C & S	Work with increasing autonomy and skilfully utilise tools to design and communicate game ideas effectively and coherently in a variety of forms.			GD2601 FM2607 FM2615
5	K & C	Discuss and employ the formal and creative processes used within games design.			GD2601 FM2607 FM2613 FM2614 FM2615

					GD2600
5	S	Demonstrate the ability to communicate clearly, both verbally and in writing, with clients, managers and technical colleagues.			FM2607 FM2608 GD2601 FM2613 FM2615 GD2600 GD2605
5	K	The methodologies and approaches used in the advanced study and practice of Creative Writing.			All CW modules
5	C	Combine independent thought and creativity with research and writing techniques to engage with different types of Creative Writing.			All CW modules
5	S	Deploy skills learnt at FHEQ level 4 effectively with more complex and demanding material at an enhanced level.			All CW modules
6					
6	C	Analyse and evaluate the relationships between digital games, socio-political circumstances and different media.			FM3627 All Theory Projects
6	K & C	Undertake theoretical research and analysis demonstrating a sophisticated and well-researched engagement with an independently selected topic in the field of games studies.			FM3627 GD3600 All Theory Projects
6	K & C	Inspect and evaluate the integration of theory through practice.			FM3627 GD3600 All Theory Projects
6	C & S	Be able to operate as an autonomous and reflective practitioner in order to demonstrate readiness to undertake employment in the games industry.			FM3607 FM3608 GD3602 FM3614 FM3618 FM3615 FM3611 FM3616 FM3617 GD3600 GD3603
6	K, C & S	Be able to demonstrate reflective innovative thinking and critical awareness in the creation of a research paper or artefact.			FM3607 FM3608 GD3602 FM3614 FM3618 FM3615 FM3611 FM3616 FM3617 GD3603
6	K & C	Evaluate the analysis of games and their contexts.			FM3627 GD3600 All Theory Projects

6	C & S	Demonstrate a sophisticated reflective critical appraisal of students' own practice.			FM3627 FM3607 FM3608 GD3602 FM3614 FM3618
6	S	Be confident and competent in presenting themselves and their work, be it visually, in writing or verbally.			All Games Design Modules
6	K	The theoretical debates and issues arising from the practice of writing in various forms and industries			All CW Modules
6	K	A systematic understanding of issues central to the theory and practice of Creative Writing			All CW Modules
6	C	Synthesise independent thought, self-reflection, initiative, creativity, research skills and critical understanding in the planning and realisation of original work			All CW Modules
6	S	Deploy skills learnt at FHEQ level 4 and 5 effectively with more complex and demanding material at an enhanced level			All CW Modules

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

For Games Design, the strategy will take a blended approach to teaching and learning allowing students the benefits of in-class support as well as taking advantage of technical resources.

Learning strategies

We expect student learning strategies to include:

- Enquiry
- Exploration
- Experimentation
- Conceptualisation
- Realisation
- Documentation
- Critical review

Approach

The curriculum and teaching and learning strategy of this course is broadly based on a Social Constructivist model of learning (as described by, amongst others, Renshaw (1995)). Such a model of learning, which Renshaw refers to as a socio-cultural model, is based on the following assumptions about teaching and learning:

- Learning is a social activity
- Teaching is a joint activity with students
- Learning is interactive and co-constructive
- Teaching is a guided conversation
- Learning is self-regulated group membership
- Teaching is assisting joint constructions
- Learning is evaluating shared ideas and values
- Teaching is enacting and role modelling community values

A curriculum that is based upon social constructivism encourages students to become aware of their current knowledge, understanding and experience and assists them to explore new situations that arise, creating and testing hypotheses and trying out ideas.

In a social constructivist curriculum the teacher takes the role of one who creates and provides learning experiences and opportunities that facilitate the natural development of learner's mental abilities through various paths of discovery. Learning is seen as a collaborative and social activity and therefore, group learning is a feature of a course designed using social constructivism. Through structured group discovery activities, learners construct their own personal meaning from situations and the teacher's role is to facilitate that construction.

Activities

Teaching and learning will normally take place in a variety of continually evolving contexts, including an appropriate balance of:

- Experiential workshops
- Practical classes
- Studio-based practice
- Screenings
- Lectures
- Tutorials
- Seminars
- Whole group interactive sessions
- Working in groups
- Group critiques
- Group and individual learning
- Professional interactions of varying types
- Tutor-led, participant-led, self-directed, research & study
- Use of subject-specific and generic technologies
- Resource-based learning, including library work and external sourcing

For the Creative Writing modules, lectures, seminar discussions and workshops with practitioners and theorists provide students with a range of approaches to the analysis and production of Creative Writing that they are expected to evaluate. A range of materials will be examined, evaluating various design and conceptual methodologies. One-to-one tutorials with members of the team are structured into the programme at various points, and these are supplemented by an online forum designed to enable students and staff to work remotely to share advice, issues, and problems in a group context. Seminars will provide the opportunity for collective class discussion before and during the preparation and execution of projects; and practical exercises will also be undertaken in seminars. Central to the learning and teaching strategy is a philosophy to encourage students to collaborate creatively and to share ideas with their peers, and to contribute to each other's initiatives and projects. Many of the practical exercises will involve group work. This will develop skills relevant to those who wish to enter employment in the industry. The learning pathways and the style of teaching are designed to help students develop the range of skills, including personal responsibility and initiative, and the ability to make decisions under complex conditions, which is an essential requirement for a career within the writing industry.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

For Games Design, design of the modules making up the course is assessment driven, in that the schedule of work on each module is designed from learning outcomes and assessment.

Coherence exists between assessment, teaching and learning methodologies. Assessments will be varied but always relevant to the nature of the activity/enquiry being carried out and to the expected outcome – which may involve presentation of research, written essay or portfolio work and team participation.

Assessment is through course work and often based around the production of artefacts supported by critical analyses and reviews of that work. A variety of assessment types are used, including:

- Proposals
- Reports
- Live briefs
- Essays
- Group working
- Practice diaries, log books and journals
- Blogs
- Walkthroughs
- Presentations – individual and group
- Seminar presentations
- Contributions to online discussions
- Workbook exercises
- Critical reviews
- Portfolios
- Digital artefacts
- Lo-fi and hi-fi prototypes
- Reflective accounts
- Research journals
- Design analysis
- Major project

A focus for course work is to ensure that assessments are given to reflect the needs of Industry. At FHEQ level 4, the assessment strategy encourages the student to work both independently and within groups and is focused on instilling

the fundamental skills required to progress and succeed on this programme. At FHEQ level 5 development of critical analysis is begun and a focus on specific and defining skills. FHEQ level 6 emphasizes self-defining and independent study. Students are expected to reflect and appraise their own work guided by their tutor. Research techniques are fully explored through the three levels and opportunities exist to engage in a research and/or design-based final year project.

For Creative Writing, summative assessment includes a final year project, essays, portfolios of shorter written coursework, individual and group presentations, continuous assessment of participation in seminars. The range of assessments ensures that different areas and expressions of knowledge in are developed and tested in terms of theory, design and industrial requirements. Practical work is assessed in a range of projects throughout the programme. In addition, and in keeping with the theory-practice interface focus of the programme, many practical exercises assess students' theorisation and critical reflection on their work. Written essays that accompany projects require evaluation of their work using a range of theoretical and critical tools. For English modules, the conventional essay formats assess students' understanding and evaluation of debates and methodological approaches current within the subject area.

In parallel to the overriding logic of the learning and teaching strategies, the idea is that the summative assessments become much more student-directed by FHEQ level 6. So questions and instructions will be more prescriptive and supportive at FHEQ level 4 and gradually become more open as the programme progresses.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional), which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation level

The Foundation level structure available to students is specified in document "Validated Programme Element Specification for LBIC Foundation University Studies"

FHEQ Level 4	
Compulsory assessment block codes, titles and credit CW1800 Introduction to Writing Fiction (15 credits) CW1801 Introduction to Writing Drama (15 credits) CW1802 Introduction to Writing Poetry (15 credits) CW1804 Reflective Learning Journal (15 credits)	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume CW1700 Creative Writing Practice (60 credits)	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All modules are 20 credits unless otherwise specified FM1609 Games Design 1: Introduction to Game Design Core: Element 2 FM1610 Games Studies 1: Introduction to Game Studies GD1600 Games Development 1: Prototyping and Communication	Optional modular block codes, titles and credits
FHEQ Level 4 Progression and Award Requirements As per Senate Regulation 2	

FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume

<p>Compulsory modular block codes, titles and credits</p> <p>All modules are 20 credits unless otherwise specified</p> <p>FM2607 Games Design 2: Mechanics & Economies FM2608 Games Studies 2: Concepts & Analysis</p>	<p>Optional modular block codes, titles and credits</p> <p>All modules are 20 credits unless otherwise specified</p> <p>One of the following (20 credits):</p> <p>GD2601 Games development 2: Methodologies and Practices GD2600 Animation FM2614 Game Genres FM2615 Setting & World Design GD2600 Animation GD2602 Ludomusicology GD2605 Games Branding & Communications</p> <p>Three of the following (60 credits):</p> <p>EN2603 Writing Contemporary Poetry EN2017 Writing the Short Story EN2019 Screenwriting EN2606 Horror, Sci-Fi and Fantasy CW2600 Life Writing</p>
<p>FHEQ Level 5 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p>	

FHEQ Level 6	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
<p>Compulsory modular block codes, titles and credits</p> <p>FM3627 Games Studies 3: Theory of Games Design (20 credits)</p> <p>Take one of the following core projects:</p> <p>Games Projects</p> <p>FM3607 Major Project: Commercial Games (40 credits) Core: Block</p> <p>FM3608 Major Project: Experimental Games (40 credits) Core: Block</p> <p>GD3602 Major Project: Serious Games (40 credits) Core: Block</p> <p>FM3614 Major Project: Team Project (40 credits) Core: Block</p> <p>FM3618 Major Project: Traditional Games (40 credits) Core: Block</p> <p>FM3611 Theory Project: Design (40 credits) Core: Block</p> <p>FM3615 Theory Project: Business & Development (40 credits) Core: Block</p> <p>FM3616 Theory Project: Game Analysis (40 credits) Core: Block</p> <p>FM3617 Theory Project: People, Communities, & Cultures (40 credits) Core: Block</p> <p>GD3600 Major Project: Film and Video Games (40 credits) Core: Block</p> <p>GD3603 Games and Creative Writing Joint Project (40 credits) (40 credits) Core: Block</p> <p>Or</p> <p>Creative Writing project</p> <p>CW3601 Creative Writing Special Project (40 credits) Core: Block</p> <p>GD3603 Games and Creative Writing Joint Project (40 credits) (40 credits) Core: Block</p> <p>An overall balance is required between the two subjects – i.e. 60 credits in Games Design and 60 credits in Creative Writing.</p>	<p>Optional modular block codes, titles and credits</p> <p>If a creative writing project was chosen as core then one of the following must be taken.</p> <p>FM3607 Major Project: Commercial Games (40 credits)</p> <p>FM3608 Major Project: Experimental Games (40 credits)</p> <p>GD3602 Major Project: Serious Games (40 credits)</p> <p>FM3614 Major Project: Team Project (40 credits)</p> <p>FM3618 Major Project: Traditional Games (40 credits)</p> <p>FM3611 Theory Project: Design (40 credits)</p> <p>FM3615 Theory Project: Business & Development (40 credits)</p> <p>FM3616 Theory Project: Game Analysis (40 credits)</p> <p>FM3617 Theory Project: People, Communities, & Cultures (40 credits)</p> <p>GD3600 Major Project: Film and Video Games (40 credits)</p> <p>GD3603 Games and Creative Writing Joint Project (40 credits)</p> <p>If any of the Games Design Projects were chosen as core then the following module must be taken:</p> <p>EN3000 Creative Writing Special Project (40 credits)</p> <p>GD3603 Games and Creative Writing Joint Project (40 credits) (40 credits) Core: Block</p> <p>Please select 20 credits from the following:</p> <p>AH3600 Psychogeography (20 credits)</p> <p>EN3613 The Creative Industries (20 credits)</p> <p>CW3600 Writing Film and Television (20 credits)</p> <p>EN3028 Writing Modern Fiction (20 credits)</p> <p>EN3612 Writing Poetry for Performance (20 credits)</p>
FHEQ Level 6 Progression and Award Requirements	
As per Senate Regulation 2	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and

study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.