

Programme Specification for Undergraduate Programme

Leading to:

BA (Hons) Games Design

BA (Hons) Games Design (Art)

BA (Hons) Games Design (Studies)

BA (Hons) Games Design (Technology)

*Applicable for all undergraduate students **starting at FHEQ Level 4** on or after 1st September 2019*

Version No.	Date	Notes – QA USE ONLY	QA
1	April 2019	Programme specification for 2019/20 created. HECOS code added. FHEQ references updated. GD3602 replaces FM3613. FM3621 replaced by GD3600 Confirmation of core assessment for FM1609	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	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	BA (Hons) Games Design FHEQ Level 6 BA (Hons) Games Design (Art) FHEQ Level 6 BA (Hons) Games Design (Studies) FHEQ Level 6 BA (Hons) Games Design (Technology) FHEQ Level 6
7. Programme title	Games Design
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 FHEQ Level 4 DipHE in Games Design FHEQ Level 5 DipHE in Games Design (Art) FHEQ Level 5 DipHE in Games Design (Studies) FHEQ Level 5 DipHE in Games Design (Technology) FHEQ Level 5 BA (Ordinary) Games Design FHEQ Level 6 BA (Ordinary) Games Design (Art) FHEQ Level 6 BA (Ordinary) Games Design (Studies) FHEQ Level 6 BA (Ordinary) Games Design (Technology) FHEQ Level 6
15. UCAS Code	I620 (Games Design)
16. HECOS Code	I101267 (Games Design (Studies)), I101267 (Games Design (Technology)) I101267 (Games Design), I101267 (Games Design (Art))
17. Route Code	W280UGAMESDE I630UGAMDART I600UGAMDSTU

	I610UGAMDTEC
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	UK Quality Code for Higher Education Framework for Higher Education Qualifications QAA Benchmark Statement – Art & Design 2017 QAA Benchmark Statement – Computing 2016 International Games Developers Association (IGDA) Curriculum framework (2008 v.3.2 beta) [industry body]; Brunel 2030 Placement Learning Policy July 2018
19. Admission Requirements	<p>Details of entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	<p>Compulsory modular blocks for the appropriate level will be allocated in one year, followed by the optional modular blocks for the same level in the following year. In circumstances where this approach would cause an imbalance of assessment in any given year, the Department and student will agree a reasonable allocation of modular blocks to allow the student to complete the programme within the normal period of registration. Such allocation of modular blocks shall take account of the need for students to complete assessment(s) for modular blocks designated as compulsory/pre-requisite, prior to embarking on the study/assessment associated with optional modular blocks.</p>
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.	
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/undergraduate/games-design-ba

23. EDUCATIONAL AIMS OF THE PROGRAMME

- 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. (Games Design Route Only)
- To provide a range of skills and knowledge to prepare graduates for a career in the games industry. (Games Design Route Only)
- To produce graduates who have a comprehensive understanding of the factors that shapes the games industry, with an emphasis on the techniques and tools used in the creation of traditional and digital art assets for games. (Games Design (Art) Route Only)
- To provide a range of skills and knowledge to prepare graduates for a career in the games industry, particularly focusing in the creation of games art. (Games Design (Art) Route Only)
- To produce graduates who have a comprehensive and critical understanding of the theoretical, social, and cultural aspects of digital games. (Games Design (Studies) Route Only)
- To provide a range of skills and knowledge to prepare graduates for a career in research, academia and within the games industry, particularly in the areas of research and development and user research. (Games Design (Studies) Route Only)
- To produce graduates who have a comprehensive understanding of the factors that shapes the games industry and the techniques, principles and an emphasis on the technologies used in the design of traditional and digital games. (Games Design (Technology) Route Only)
- To provide a range of skills and knowledge to prepare graduates for a career in the games industry, particularly in the development and application of technology. (Games Design (Technology) Route Only)

- 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.

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, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
4					
	K	Recognise and describe the commercial, historical and contextual factors that shape the content and form of games.			FM1610 FM1605 FM1615
	C	Demonstrate the ability to analyse critically games as texts and cultural artefacts.			FM1610 FM1605
	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 FM1611 FM1612 FM1613
	K & C	Define and demonstrate the techniques used to communicate game ideas.			FM1609 FM1611 FM1612 FM1613
	K & C	Select and make use of software used as standard within the creative industries.			FM1609 FM1611 FM1612 FM1613 FM1615
	K & S	Develop appropriate documentation that formalises and communicates a game concept.			FM1609
	S	Apply good practice in organising resources and applying a range of self-management techniques and judgment in response to deadlines.			All Games Modules
5					
	K & C	Identify and compare the diverse methods used in game analysis.			FM2608 FM2614 FM2611
	C	Examine the application of theoretical frameworks to existing games and to design practice.			FM2608 FM2611 FM2614

	C – Technology Only	Identify the key requirements for designing and development of digital games for a variety of platforms.			FM2613 FM2618
	C & S – Technology Only	Work with increasing autonomy and skilfully apply the use of technology in the development of a digital game.			FM2613 FM2618
	C – Art Only	Identify the key requirements for creatively conceptualising and implementing game art for a variety of game styles and platforms.			FM2613 FM2616
	C & S – Art Only	Work with increasing autonomy and skilfully apply the use of traditional and digital tools and techniques in the creation of art assets for games.			FM2613 FM2616
	C – Studies Only	Identify and apply the key research methodologies and methods of analysis for researching digital games.			FM2608 FM2617
	C & S – Studies Only	Work with increasing autonomy and skilfully apply research techniques to a range of different game studies and design related contexts.			FM2611 FM2617
	K, C & S	Identify appropriate techniques and methods individually or in a team and critically evaluate the process and production of self-made or professionally produced digital artefacts.			FM2603 FM2607 FM2609 FM2612 FM2614 FM2615 FM2617
	C & S	Work with increasing autonomy and skilfully utilise tools to design and communicate game ideas effectively and coherently in a variety of forms.			FM2603 FM2607 FM2609 FM2612 FM2614 FM2615
	K & C	Discuss and employ the formal and creative processes used within games design.			FM2607 FM2609 FM2612 FM2613 FM2614 FM2615 FM2617
	S	Demonstrate the ability to communicate clearly, both verbally and in writing, with clients, managers and technical colleagues.			All Games Modules
6					
	C – Technology Only	Be cognisant of the direction of developments that will inform and influence innovative and future practices in regards to games technologies.			FM3626 FM3628 FM3629
	C – Technology Only	Accurately select and evaluate relevant digital and non-digital tools and techniques for design, development and testing of digital games.			FM3626 FM3628 FM3629
	C – Technology Only	Utilise and reflect upon contemporary technologies in the design and creation of digital games.			FM3626 FM3628 FM3629
	C – Art Only	Be cognisant of the direction of developments that will inform and influence innovative and future practices in regards to games art.			FM3612 FM3622

	C – Art Only	Accurately select and evaluate relevant digital and non-digital tools and techniques for the creative implementation of high quality art assets for games.			FM3612 FM3622
	C – Art Only	Utilise and reflect upon contemporary tools, practices and techniques in the design and creation of digital art assets for games.			FM3612 FM3622
	C – Studies Only	Be cognisant of the direction of developments that will inform and influence innovative and future research in regards to the study of games and related games culture.			FM3611 FM3615 FM3616 FM3617 FM3627 FM3630
	C – Studies Only	Accurately select and evaluate relevant digital and non-digital tools and techniques for research, digital games.			FM3611 FM3615 FM3616 FM3617 FM3627 FM3630
	C – Studies Only	Utilise and reflect upon contemporary theories from an interdisciplinary perspective in the study of digital games, design, and culture.			FM3611 FM3615 FM3616 FM3617 FM3627 FM3630
	C	Analyse and evaluate the relationships between digital games, socio-political circumstances and different media.			FM3611 FM3615 FM3616 FM3617 GD3600 FM3630
	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.			FM3611 FM3615 FM3616 FM3617 GD3600 FM3630
	K & C	Inspect and evaluate the integration of theory through practice.			FM3611 FM3615 FM3616 FM3617 GD3600 FM3627
	C & S	Be able to operate as an autonomous and reflective practitioner in order to demonstrate readiness to undertake employment in the games industry.			All Games Modules
	K, C & S	Be able to demonstrate reflective innovative thinking and critical awareness in the creation of a research paper or artefact.			FM3607 FM3608 FM3611 FM3612 FM3613 FM3614 FM3615 FM3616 FM3617 FM3618 FM3625 FM3628 FM3629
	K & C	Evaluate the analysis of games and their contexts.			FM3611 FM3615 FM3616

					FM3617 GD3600 FM3630
	C & S	Demonstrate a sophisticated reflective critical appraisal of students' own practice.			All Games Modules
	S	Be confident and competent in presenting themselves and their work, be it visually, in writing or verbally.			All Games Modules

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

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
- Weekly Journal Entries
- Comparative Analyses
- Group critiques
- Group and individual learning
- Professional interactions of varying types
- Tutor-led, participant-led, self-directed, research and study

- Use of subject-specific and generic technologies
- Resource-based learning, including library work and external sourcing

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

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.

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.

Common First Year – All Routes

FHEQ Level 4	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All modules are 20 credits unless otherwise specified FM1605 Historical Contexts FM1609 Games Design 1: Introduction to Game Design Core Element: 2 FM1610 Games Studies 1: Introduction to Game Studies FM1611 Digital Prototyping 1: Wire-framing (10 credits) FM1612 Digital Prototyping 2: The Ludic Sketch (10 credits) FM1613 Asset Creation 1: Art Fundamentals FM1614 Business Contexts (10 credits) FM1615 Creative Development (10 credits)	Optional modular block codes, titles and credits
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 All modular blocks are 20 credits</p> <p>All students will take FM2608 Games Studies 2: Concepts and Analysis</p> <p>AND: BA Games Design FM2607 Games Design 2: Mechanics and Economies FM2609 Games Development</p> <p>BA Games Design (Art) FM2607 Games Design 2: Mechanics and Economies FM2610 Asset Creation 2: Advanced Techniques FM2612 3D Modelling for Games FM2616 UI Design</p> <p>BA Games Design (Studies) FM2607 Games Design 2: Mechanics and Economies FM2614 Game Genres FM2617 Research Methods</p> <p>BA Games Design (Technology) FM2607 Games Design 2: Mechanics and Economies FM2609 Games Development FM2613 Game Engine FM2618 Games Programming</p>	<p>Optional modular block codes, titles and credits All modular blocks are 20 credits</p> <p>BA Games Design please choose 60 credits from the following:</p> <p>FM2612 3D Modelling for Games FM2613 Game Engine FM2613 Game Engine FM2614 Game Genres FM2615 Setting and World Design FM2610 Asset Creation 2: Advanced Techniques</p> <p>BA Games Design (Art) please choose 20 credits from the following:</p> <p>FM2609 Games Development FM2614 Game Genres FM2615 Setting and World Design FM2613 Game Engine</p> <p>BA Games Design (Studies) please choose 40 credits from the following:</p> <p>FM2609 Games Development FM2610 Asset Creation 2: Advanced Techniques FM2612 3D Modelling for Games FM2613 Game Engine FM2615 Setting and World Design</p> <p>BA Games Design (Technology) please choose 20 credits from the following:</p> <p>FM2610 Asset Creation 2: Advanced Techniques</p> <p>FM2612 3D Modelling for Games FM2614 Game Genres FM2615 Setting and World Design</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>All modular blocks are 40 credits unless otherwise specified</p> <p>All students will take: FM3627 Games Studies 3: Theory of Games Design (20 credits)</p> <p>AND:</p> <p>BA Games Design FM3605 Games Design 3: Further Design (20 credits)</p> <p>BA Games Design (Art) FM3622 VFX (20 credits) FM3623 Major Project – Game Art Project Core: Block (40 credits)</p> <p>BA Games Design (Studies) FM3630 Socio-Cultural Studies (20 credits)</p> <p>BA Games Design (Technology) FM3626 Gaming Technologies (20 credits)</p>	<p>Optional modular block codes, titles and credits</p> <p>All modular blocks are 40 credits unless otherwise specified</p> <p>BA Games Design- select any 40 credits from the following Core: block modules.</p> <p>BA Games Design (Studies) – select 40 credits from the following 'red' Core: Block modules:</p> <p>Core: Block modules GD3602 Major Project – Serious Games FM3607 Major Project – Commercial Games FM3608 Major Project – Experimental Games FM3612 Major Project – Game Asset Project FM3613 Major Project – Game Based Learning FM3614 Major Project – Team Project FM3611 Major Project – Theory: Design FM3615 Major Project – Theory: Business and Development FM3616 Major Project – Theory: Game Analysis FM3617 Major Project – Theory: People, Communities, and Cultures FM3618 Major Project – Traditional Games FM3631 Major Project – Game Analysis Video Essay FM3625 Major Project – Integrated Games Project</p> <p>BA Games Design (Technology) – select 40 credits from the following Core: Block modules: FM3628 Major Project – Hardware Technology FM3629 Major Project – Software Technology</p> <p>And, for all pathways, select any 40 credits from the following Non-Core modules: FM3607 Major Project – Commercial Games FM3608 Major Project – Experimental Games FM3611 Theory Project: Design FM3612 Major Project – Game Asset Project GD3602 Major Project – Serious Games FM3614 Major Project – Team Project FM3615 Theory Project – Business and Development FM3616 Theory Project – Game Analysis FM3617 Theory Project –People, Communities, and Cultures FM3618 Major Project – Traditional Games GD3600 Major Project – Film and Video Games FM3625 Major Project – Integrated Games Project FM3619 Concept Art Project (20 credits) GD3601 Film and Video Games (20 credits) FM3620 Concept Communication (20 credits) AH3600 Psychogeography (20 credits)</p> <p>The following Non-Core options are available to BA Games Design (Technology) students only: FM3628 Major Project – Hardware Technology FM3629 Major Project – Software Technology</p> <p><i>Students cannot select a Core and Non-Core module of the same title.</i></p>
<p>Level 6 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p>	

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.