

## Programme Specification for Postgraduate Programme Leading to: MA Digital Games: Theory and Design

Applicable for all postgraduate students starting in 1<sup>st</sup> September 2020

Version No.	Date	Notes – QA USE ONLY	QA
1	October 2020	Programme specification for 2020-21 created	BJR

Postgraduate Taught 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 / Department 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	MA Digital Games: Theory and Design FHEQ Level 7
7. Programme title	MA Digital Games: Theory and Design
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 months (FT)
10. Maximum period of registration for each mode of study	F/T Normal plus 2 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 and FHEQ Level of Award	PGDip Digital Games: Theory and Design FHEQ Level 7 PGCert Digital Games: Theory and Design FHEQ Level 7
15. UCAS Code	N/A
16. HECoS Code	101268
17. Route Code	W280PDIGATDN

18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<a href="#">Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards <a href="#">QAA Subject Benchmark Statement Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.
19. Admission Requirements	Details of <a href="#">PGT entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	n/a
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	n/a
22. Further information about the programme is available from the College website.	<a href="https://www.brunel.ac.uk/study/postgraduate/digital-games-theory-and-design-ma">https://www.brunel.ac.uk/study/postgraduate/digital-games-theory-and-design-ma</a>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

- To produce graduates who have a comprehensive and critical understanding of the advanced academic study of games and their theoretical, artistic and technological perspectives.
- To produce graduates who have a comprehensive and sophisticated understanding of the practice of making games, the factors that shape the games industry and the techniques and principles used in the design of digital games.
- To enable graduates to critically evaluate and creatively engage with issues at the cutting edge of the analysis and creative practice of digital games, who can make contributions of innovative games in consideration with contemporary markets.
- To provide a range of skills and knowledge to prepare graduates to undertake employment in the games industry or doctoral level research.

### 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	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>7</b>						
	K&C	Critically evaluate and apply methodologies and approaches used in the advanced study of games.				GD5604
	C	Examine and draw connections among the creative, conceptual and				GD5602 GD5603 GD5604

		theoretical relationships between the study and practice of digital games.				GD5605 GD5600 (dissertation)
	K & C	Make use of software, tools and methodologies to deliver artefacts and research outputs appropriate to postgraduate level of study.				GD5601 GD5602 GD5603 GD5604 GD5605 GD5600
	K, C & S	Be able to demonstrate reflective innovative thinking and critical awareness in the creation of a research paper, artefact or visual output.				GD5602 GD5603 GD5604 GD5605
	C & S	Combine independent thought, creativity and research skills to produce game designs appropriate to postgraduate level of study.				GD5605)
	C & S	Evaluate and reflect upon artistic considerations of games and utilise traditional and digital tools for the creation of visual assets.				GD5602
	C & S	Evaluate and reflect upon technological considerations of games and utilise contemporary technologies for the creation of prototypes.				GD5603
	C & S	Demonstrate a sophisticated, reflective and critical appraisal of own practice.				GD5605 GD5603 GD5600
	S	Demonstrate interdisciplinary skills necessary for the creation of game design solutions, appropriate to postgraduate level of study.				GD5601
	S	Produce innovative and original practice-based work.	X			GD5600
	S	Exercise research skills, appropriate to postgraduate level work.	X			GD5600
	S	Demonstrate problem-solving and communication of ideas.				GD5601 GD5602 GD5603 GD5604 GD5605
	C, S	Demonstrate the ability to work collaboratively in the development of digital games.				GD5601

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

The curriculum has been designed to ensure that the core focus of the programme is on the relationships between theory and creative practice. The combination of practical conceptual design work and creativity tasks undertaken alongside theoretical analyses encourages, at a core level, a reflective and informed approach to the academic study of games.

Students will be encouraged to participate in collaborative learning activities, peer feedback and group critiques facilitated via a blended teaching approach. Teaching activities might include: interactive lectures, tutorials, experimental workshops, practical application and live briefs, group discussions and play-testing. Informal presentations will enable students to evaluate each other's work, share good practice and their creative and research techniques. Furthermore, the programme structure is designed to enable students to revisit and reassess ideas and their relationships within and between modules. Ultimately, the aim is to provide a forum in which students are encouraged to reflect critically and find their intellectual and creative voice.

The primary delivery mode will be via small projects, which will require students to draw upon all their learning to identify and solve complex problems and which will gradually become more substantial, culminating in the dissertation project. This staged approach will allow progressive development of practical, research and project management skills. Projects will become increasingly student-led requiring sustained periods of supervised but independent study thus encouraging self-direction. The teaching and learning approach adopted will encourage the development of a range of transferable skills such as independent enquiry, effective communication, personal innovation, presentation and organisation skills as well as critical engagement and research skills.

Students will be taught by a team of academics who are researchers specialising in the field of game studies, professionals who have worked in the games industry and education experts, specialising in learning and teaching in Higher Education. Staff and the composition of the teaching team will ensure that students engage with ideas at the forefront of the discipline as well as with professional practice.

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

Summative assessments will be linked to the learning outcomes of the programme. Focus on coursework will ensure that assessments reflect the needs of industry and there will be no exams associated with the programme. Assessments will be relevant to the nature of each activity/inquiry being carried out to the expected outcome and will be based primarily around production of portfolios which may include artefacts, designs, visual outputs, written work etc. This range of assessment requirements will ensure that different areas and expressions of knowledge in both theoretical and practical terms are developed and tested. A practice-based dissertation project is required for the award of the MA and will enable sustained engagement in which in-depth knowledge will be evaluated.

The dual theory-practice focus of the programme will be carried across all modules and reflected in the assessments. Practical assessments will also assess students' critical thinking and theorisation and reflection on their practical work, while written work that accompanied projects will require self-reflection and evaluation of own work using a range of theoretical and practical tools. Written work will assess students' understanding of methodological approaches, current debates and socio-cultural contexts that underpin the academic study of games and will emphasise the importance of well-researched arguments and evaluative thought. Practical work will assess students' creativity, design thinking and reflective evaluation of practice and will emphasise the importance of innovative and rigorous designs. Assessed work can be either individual or done in groups, and students will develop project and time management skills.

## 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 C- 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 C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)  
Core: Block

Where only some elements of assessments are required to be passed at C- 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 C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
<b>Compulsory assessment block codes, titles and credit</b>	<b>Optional assessment block codes, titles and credits</b>
<b>Compulsory study block codes, titles and credit volume</b>	<b>Optional Study block codes, titles and credit volume</b>
<b>Compulsory modular block codes, titles and credits</b>	<b>Optional modular block codes, titles and credits</b>
GD5601 Interdisciplinary Games Design (20 Credits)  GD5602 Art Thinking for Games: Visual Design, Creativity & Style (25 Credits)  GD5603 Games Development: Prototyping Tools, Methods & Techniques (25 Credits)  GD5604 Game Studies: Concepts, Contexts, and Analyses (25 Credits)  GD5605 Games Design: Engagement, Experience & Iterative Practice (25 Credits)  GD5600 Dissertation in Digital Games (60 Credits) Core: Block	
<b>FHEQ Level 7 Progression and Award Requirements</b>	
<b>As per <a href="#">Senate Regulation 3</a></b>  PGDip may not be awarded by substitution of the dissertation GD5600 for modular blocks in the taught part of the programme.	

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.