ual: london college
of communication

BA (Hons) Games Design

Programme Specification 2019/20

Awarding Body	University of the Arts London
College	London College of Communication
School	University of the Arts London
Programme	Moving Image and Digital Arts (L060)
FHEQ Level	Level 6 Degree
Course Credits	360
Mode	Full Time
Duration of Course	3 years
Valid From	September 1st 2019
QAA Subject Benchmark	Art and Design
UAL Subject Classification	Animation, interactive film and sound
JACS Code	I620 - Computer Games Design
UCAS Code	N/A
PSRB	N/A
Work placement offered	N/A
Course Entry Requirements	**Home/ EU/ International** The course team welcomes applicants from a broad range of backgrounds from all over the world. The course attracts students who apply direct from A-level (or equivalent) or from Foundation Diploma in Art and Design, or other art or design courses, as well as mature students who may have previously worked in industry. **The standard entry requirements for this course are as follows:** 104 UCAS tariff points for entry in 2020, or 64 UCAS tariff points for entry in 2019, which can be made up of one or a combination of the following accepted full level 3 qualifications:

- A Levels at grade C or above (preferred subjects include: English; History; Media; Business; Art and Design, or other subjects within Social Sciences).
- Pass at Foundation Diploma in Art & Design (Level 3 or 4).
- Merit, Pass, Pass at BTEC Extended Diploma (preferred subjects: Art and Design, IT & Computing).
- Pass at UAL Extended Diploma.
- Access to Higher Education Diploma (preferred subject: Science, Digital and Creative Media, Computing).
- OR equivalent EU/International qualifications, such as International Baccalaureate Diploma.

And 3 GCSE passes at grade 4 or above (grade A*-C).

APEL - Accreditation of Prior (Experiential) Learning

Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or work experience
- The quality of the personal statement
- A strong academic or other professional reference
- A combination of these factors.

Each application will be considered on its own merit but we cannot guarantee an offer in each case.

English Language requirements (International/ EU)

IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking. Please check our main [English language requirements](#) page.

All classes are conducted in English. If English is not your first language you will be asked to provide evidence of your English language ability when you enrol.

Selection Criteria	The details on your UCAS application (including the academic reference and your personal statement) will be assessed against the following criteria:
	- Demonstration of a clear interest in games design and an awareness of the business and technology of games - An understanding of the need for a critical and analytical approach (through research and practice) to this area of study - An ability and desire to think creatively and respond to briefs with originality - Quality of ideas and thought processes in the approach to and production of your finished work

Awards and Percentage of Scheduled Learning

Year 1

Percentage of Scheduled Learning	25
Awards	**Credits**
Certificate of Higher Education	120

Year 2

Percentage of Scheduled Learning	21
Awards	**Credits**
Diploma of Higher Education	240

Year 3

Percentage of Scheduled Learning	6
Awards	**Credits**
Bachelor of Arts	360

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Critically analyse and discuss theoretical issues in order to understand Games Design within a broad cultural context and the specific context of Games Studies.
Aim	Develop design skills to support a variety of game systems and experiment with original mechanics and player challenges.
Aim	Gain the technical knowledge to develop and evaluate games for a variety of platforms and markets.
Aim	Develop the communication skills to enable effective team working and present game concepts to a variety of audiences.
Aim	Embed research skills necessary to cope with the fast pace of technological change in the games industry to ensure continual professional development.
Aim	Develop the ability to describe games as cultural artefacts with credibility in order to undertake research through post graduate study.
Aim	Ensure students are confident with the concept of play in games design theory and practice in order to critically understand the motive forces inherent in games design.
Outcome	Critically analyse and evaluate cultural and historical influences on the development of games design as a discipline and understand its position within contemporary culture. **(Enquiry)**
Outcome	Conduct visual and theoretical research in the relevant to the design and development of games. **(Enquiry)**
Outcome	Apply skills in communication, problem solving, critical evaluation and teamwork by creating and testing game content with cross platform design software and prototyping techniques. **(Realisation, Enquiry, Communication)**
Outcome	Identify career goals, develop a personal career plan and/or identify opportunities for employment and freelance professional practice in

	the games design and development industries or progression to postgraduate study. **(Process, Realisation)**
Outcome	Apply key game design theory to original ideas and evaluate outcomes. **(Knowledge, Enquiry, Communication)**
Outcome	Produce a portfolio of work that will demonstrate both your personal development and ability to produce a game and game components. **(Realisation)**

	Distinctive Features
1	Focus on the challenge aspect of games design, giving students the skills and knowledge to conceptualise, build and test their own playable games.
2	The concept-to-playable prototype approach gives students industry applicable skills. The course equips students with the skills for employment with developers of all sizes working across various technologies and platforms. Alternatively graduates will be able to design, produce and distribute their own games or to establish their own studio.
3	The programming and software base of the course insures that students are able to create games in a bespoke manner that allows them to avoid the generic tendency inherent in some platforms.
4	Integration of logical and visual design elements mean students can test graphical content in gaming environments and develop original mechanics freeing them from the constraints of genre specific software tools thus improving employability.
5	Transferable skills mean flexibility for the students when seeking employment within the games industry. Alumni hold positions designing not only the experience of play, but also 2D and 3D content. They also have roles in production, localization, community support, software development, programming and managing quality.
6	A wide range of strong industry links means vital real world input to develop relevant assignments and feedback, as well as guest speakers and SLs with specialist knowledge.
7	Real world practices include pitching, prototyping, workable games design documents and testing.
8	The college is well situated for games. the UK has a long standing and stable Industry for PC and Console development, growing mobile and social networking games companies, a thriving independent scene and a vast array of related creative industries.

Course Detail

The course aims to equip students with the knowledge and the technical skills to design and develop computer games.

The statement "We are here to make games" encapsulates the spirit of the course and we work independently of specific genres and platforms in order to create a variety of game experiences. Students develop a deep understanding of the fundamentals that drive game design and utilise knowledge of the core concepts of play i.e. challenges, choices, strategies and goals. This runs parallel to a thorough grounding in the programming and asset manipulation required for games design.

A game designer is fundamentally responsible for creating a challenging experience for players to engage with. The craft of the game designer is to make this challenge an enjoyable (fun) experience which entertains rather than simply frustrates. As challenges are subjective to the player, the game designer must consider the types of player he wishes to entertain and under which circumstances players will experience a game.

The course ensures students have an understanding of the concept of play i.e. the learning curves, problem solving and strategic thinking players undergo when engaged with a game. In understanding play conceptually students will study the range of motive forces which games can evoke and use these to build immersive interactive systems. By integrating theory and design students gain vital practical skills and knowledge to use in the production of artwork assets and code.

 The course is aimed at students who wish to design and test games which experiment with interesting mechanics and play styles. They will have the ability to communicate original ideas and the ability to see them through development and testing. The course is PC based.

Our students have a passion for creating games at all levels enabling them to explore and enjoy the process of games design.

We are committed to teaching, learning and assessment designed to enhance, nurture and recognise your employability, individuality and entrepreneurship.

Enterprise and employability within a creative education in arts, design and media is about   the integration of practice, behaviours and qualities that enable you to develop and sustain a rewarding professional life.

The curriculum is designed to communicate and open up the possibilities of your own creativity by developing your career aspirations and professional awareness for enterprise and employability, whether for the creative and cultural sector or beyond.

Enterprise and employability is about more than getting a job, it is about enabling you to find, make and take opportunities and to meet your aspirations in a changing world, whether as a successful creative professional, innovator, practitioner, employee and/or entrepreneur in the UK and globally.

Course Units

Each year of your course represents a different level of study (Year One = Level Four; Year Two = Level Five; Year Three = Level Six). The years are divided into units, with a maximum of five units and a minimum of two units per year.

Each unit is credit-rated; the minimum unit size is 20 credits. There are always 120 credits per year, and 360 credits make up the BA (Honours) degree.

Each unit descriptor indicates the number of learning hours associated with that unit. The proportion of hours devoted to types of learning will vary according to the purpose and nature of the unit.

In Year One, more emphasis is placed on directed learning. As you progress through the course, this emphasis shifts as you take responsibility for directing your own learning, moving towards the ultimate goal of being an independent learner.

Under the Framework for Higher Education Qualifications the Levels for a BA are:

Level 4 (which is stage 1 of the course) Level 5 and Level 6.

There is a progression point at the end of each level and in order to progress, all units of the preceding level must normally be passed.

If you are unable to continue or decide to exit the course, a **Certificate of Higher Education (Cert HE)** will be awarded following the successful completion of Level 4, or a **Diploma in Higher Education (Dip HE)** following the successful completion of Level 5.

In order to be awarded a BA (Hons) you must successfully complete 360 credits. The final award is **either** comprised of the marks from Level 6 units only, weighted according to their credits, or the highest graded 100 credits from level 5, at a weighting of 30%, and all 120 credits at level 6 with a weighting of 70%. Your classification is based on the highest result.

For more detailed information regarding your course's contact hours please check Moodle and **'My Contact Hours'**, which can be accessed through https://mycontacthours.arts.ac.uk/

In addition, your own personal timetable will be available each year from the beginning of term via your Moodle page https://mytimetable.arts.ac.uk/timetable_navigate/

Learning and Teaching Methods

- Supervision
- Tutorials
- Peer review
- Lectures
- Seminar
- Tutorials
- Workshops supporting individual and group needs
- Guest lectures

Assessment Methods

- Report
- Presentation
- Self-assessment document
- Reflective diary

Reference Points

The following reference points were used in designing the course:

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- The College Learning and Teaching Strategy
- The College Assessment Strategy
- The College approach to Personal and Professional Development
- The Learning and Teaching policies of the University of the Arts London
- University of the Arts London Level Descriptors
- Framework for Higher Education Qualifications
- QAA Art and Design Benchmark statement
- Course forums whereby students on similar courses had direct input into course design and structure
- Industry panel feedback

Course Diagram | BA Games Design

BLOCK-BASED STRUCTURE

Block 1		week 0	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10	Week 11		week 12	week 13	week 14	week 15

Block 2 — week 16 | week 17 | week 18 | week 19 | week 20 | Week 21 | week 22 | week 23 | week 24 | week 25 | week 26 | week 27 | week 28 | week 29 | week 30 | week 31

YEAR 1

Block 1
- Intro to Games Design (20) — **S**
- Concept & Design 1 (40) — C&D 1 — **S**
- Christmas Break

Block 2
- Contextual and Theoretical Studies 1 — CTS 1 (20) — **S**
- P&D 1 — Prototype and Development 1 (40) — **S**
- Easter Break

YEAR 2

Block 3
- Concept & Design 2 (40) — C&D 2 — **S**
- Introduction to Professional Practice (20) — IPP — **S**
- Christmas Break

Block 4
- P&D 2 — Prototype and Development 2 (40) — **S**
- Contextual and Theoretical Studies — CTS 2 (20) — **S**
- Easter Break

YEAR 3

Block 5
- Major Project Practical (60) — MPP (cont)
- Contextual and Theoretical Studies 3 (40) — CTS3 — **S**
- Christmas Break

Block 6
- MPP (cont) — MPP (cont) — **S**
- Professional Practice and the Games Industry (20) — PP & GI — **S**
- Easter Break

Freshers Week (vertical, Year spanning)

End of Block

Activities Week

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable