

**BA (Hons) Games Design  
Programme Specification 2021/22**

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	London College of Communication
<b>School</b>	Screen
<b>Programme</b>	Moving Image and Digital Arts (L060)
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Duration of Course</b>	3 years
<b>Valid From</b>	September 1st 2021
<b>Course Entry Requirements</b>	<p><b>Home/ EU/ International</b></p> <p>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.</p> <p><b>The standard entry requirements for this course are as follows:</b></p> <p>104 UCAS tariff points which can be made up of one or a combination of the following accepted full level 3 qualifications:</p> <ul style="list-style-type: none"> <li>• A Levels at grade C or above (preferred subjects include: English; History; Media; Business; Art and Design, or other subjects within Social Sciences).</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4).</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma (preferred subjects: Art and Design, IT &amp; Computing).</li> <li>• Merit at UAL Extended Diploma.</li> <li>• Access to Higher Education Diploma (preferred subject: Science, Digital and Creative Media, Computing).</li> </ul>

	<ul style="list-style-type: none"> <li>• OR equivalent EU/International qualifications, such as International Baccalaureate Diploma at 24 points minimum</li> </ul> <p><b>And 3 GCSE passes at grade 4 or above (grade A*-C).</b></p> <p><b>APEL - Accreditation of Prior (Experiential) Learning</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Related academic or work experience</li> <li>• The quality of the personal statement</li> <li>• A strong academic or other professional reference</li> <li>• A combination of these factors.</li> </ul> <p>Each application will be considered on its own merit but we cannot guarantee an offer in each case.</p> <p><b>English Language requirements (International/ EU)</b></p> <p>IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking. Please check our main <a href="#">English language requirements</a> page.</p> <p>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.</p>
<b>Selection Criteria</b>	<p>The details on your UCAS application (including the academic reference and your personal statement) will be assessed against the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstration of a clear interest in games design and an awareness of the business and technology of games</li> <li>▪ An understanding of the need for a critical and analytical approach (through research and practice) to this area of study</li> <li>▪ An ability and desire to think creatively and respond</li> </ul>

	<p style="text-align: center;">to briefs with originality</p> <ul style="list-style-type: none"> <li>▪ Quality of ideas and thought processes in the approach to and production of your finished work</li> </ul>
<p><b>Scheduled Learning and Teaching</b></p>	<p>During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.</p>

## Awards and Percentage of Scheduled Learning

### Year 1

<b>Percentage of Scheduled Learning</b>	<b>25</b>
<b>Awards</b>	<b>Credits</b>
Certificate of Higher Education	120

### Year 2

<b>Percentage of Scheduled Learning</b>	<b>21</b>
<b>Awards</b>	<b>Credits</b>
Diploma of Higher Education	240

### Year 3

<b>Percentage of Scheduled Learning</b>	<b>6</b>
<b>Awards</b>	<b>Credits</b>
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)

<b>Distinctive Features</b>	
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

BA (Hons) Games Design will teach you how to take the software tools of games design and create new gaming experiences. Explore skills sought by industry, such as storyboarding, coding and play testing which will enable you to translate your ideas into playable games.

Working from original concepts, you will develop ideas and test them to evaluate their experience of play. You'll not only design the players interaction with the game mechanics but also the visual feedback needed to communicate the player's progress, the various gamestates and the behaviours of individual game objects and characters.

This concept-to-game approach is supported by the growing theoretical area of games studies.

### What can you expect?

You will be taught in a way that encourages you to regularly generate new concepts and to remain innovative in your practice. You'll learn the design and development skills necessary to put you at the forefront of this growing profession and which are sought after by leading design and software companies worldwide.

Key topics covered include interactive design, the psychology of games, designing the experience of play, computer programming and 3D modelling. You'll learn how to write game design documents starting from the initial concept, before mastering the various stages of development.

Put your newly acquired skills into practice as you continually build playable games throughout the course. During this process, you'll demonstrate storyboarding and visualisation techniques to communicate ideas with linear or non-linear content.

You will also be expected to analyse gaming trends and identify unique selling points to build into the game's hooks and features; to create your own animated content, adding functionality with scripting before testing for performance and usability.

The final major project gives you the opportunity to research an aspect of games design that is of particular interest to you and to present your findings in a dissertation.

Between Years 2 and 3 of the course, you'll also have the opportunity to undertake the following additional UAL qualification:

Diploma in Creative Computing: An optional, year-long opportunity which allows you to develop the computational skills that are shaping the future of the digital creative

industries. After successfully completing the Diploma and the final year of your undergraduate degree, you'll graduate with an enhanced degree title: for example, BA (Hons) Games Design (with Creative Computing).

## **Course Structure**

The academic year for this course is divided into 2 blocks.

The 1<sup>st</sup> block is of 15 weeks' duration from late September to mid-February. In accordance with the University timetable, there will be a four week holiday in December.

The 2<sup>nd</sup> block is also of 15 weeks' duration from mid-February to the end of June with a four week holiday for Easter.

## **Mode of Study**

BA (Hons) Games Design runs for 93 weeks in full time mode. It is divided into 3 stages over 3 academic years. Each stage lasts 31 weeks.

## **Course Units**

In common with all courses at University of the Arts London, this course is credit rated. The course is 3 years, levels 4-6. Each year requires you to achieve 120 credit points. To be awarded the BA (Hons) Games Design qualification, you need to accumulate a total of 360 credits.

### **Year 1**

**Introduction to Games Design (20 credits)**

**Concept and Design 1 (40 credits)**

**Prototype Development 1 (40 credits)**

**Theory of Interaction Design (20 credits)**

The units in year 1 will define computer games, their history and the subjective nature of play. You will be introduced to practical game design theories and how it effects the design of game hooks and features.

You will develop an awareness of design documents used to communicate game concepts, and the programming skills needed to implement design documents and build game prototypes.

### **Year 2**

**Concept and Design 2 (40 credits)**  
**Prototype Development 2 (40 credits)**  
**Understanding Player Experience (20 credits)**  
**Introduction to Professional Practice (20 credits)**

In year 2 you will explore the importance of characters and game environments to aid immersion and enrich the player experience. You will examine the importance of genres in specifying potential target audiences. You will be introduced to 3D modelling and how to construct and texture game elements. Develop your programming skills to control multiple autonomous and dynamic objects.

### **Year 3**

**Major Project Practical (60 credits)**  
**Professional Practice (Progression) (20 credits)**  
**Thesis (40 credits)**

In your third year you will build on existing 3D knowledge by introducing rigging, and the preparation and creation of animation and the use within a games engine.

You will be introduced to the integrated development environment: the use of the content pipeline to import graphical images and 3D models, as well as testing and evaluating concepts.

The final year gives students the opportunity to specialise in an area of games design which they are particularly interested in.

It supports the acquisition of specialist knowledge for their Major Project dissertation and aids in the development of specialist skills for the Major Project practical, via personal study and supervision.

## **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:

- 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



*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*

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