# Programme Specification: Games Art BA / Games Design BA

**UNIVERSITY OF WESTMINSTER꘏**

## Course record information

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|---|---|
| **Name and level of final award** | • Bachelor of Arts with Honours - Games Art<br>• Bachelor of Arts with Honours - Games Art with Professional Experience<br>• Bachelor of Arts with Honours - Games Art with International Experience<br>• Bachelor of Arts with Honours - Games Design<br>• Bachelor of Arts with Honours - Games Design with Professional Experience<br>• Bachelor of Arts with Honours - Games Design with International Experience<br><br>The award is Bologna FQ-EHEA first cycle degree or diploma compatible |
| **Name and level of intermediate awards** | • Bachelor of Arts (BA) - Games Art<br>• Diploma of Higher Education (Dip HE) - Games Art<br>• Certificate of Higher Education (CertHE) - Games Art<br>• Bachelor of Arts (BA) - Games Design<br>• Diploma of Higher Education (Dip HE) - Games Design<br>• Certificate of Higher Education (CertHE) - Games Design |
| **Awarding body/institution** | University of Westminster |
| **Teaching institution** | University of Westminster |
| **Status of awarding body/institution** | Recognised Body |
| **Location of delivery** | Primary: Harrow |
| **Language of delivery and assessment** | English |
| **QAA subject benchmarking group(s)** | ART AND DESIGN |
| **Professional statutory or regulatory body** | |
| **Westminster course title, mode of attendance and standard length** | • Games Art BA, Full-time, September start - 3 years standard length with an optional year abroad or placement<br>• Games Design BA, Full-time, September start - 3 years standard length with an optional year abroad or placement |
| **Valid for cohorts** | From 2025/6 |

## Additional Course Information

BA Games Art and BA Games Design are pathway courses that begin with a shared first year. Students then move onto specialised pathways in the second and third years that result in an outcome degree title of BA (Hons) Games Art or BA (Hons) Games Design depending upon the pathway taken.

While students enter the courses on one of the two pathways, because the first year of the course is entirely shared, it is possible for them to choose to change their pathway and final course outcome up until the end of semester two in the first year. This does not mean it is a free choice; it requires discussion with the course leader and personal tutor, to ensure that this is the right choice for the student.

## Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

## Aims of the programme

The BA Games Art and BA Games Design courses aim to address the demand within the games and related creative industries for well-trained and agile graduates. With deep disciplinary knowledge related to the games industry, but also with a broad range of creative skills from across various forms of analogue, digital and emerging media. Through a combination of engagement with game technologies, expanded creative practices, critical thinking, inclusive learning, and partnerships with industry and employers, the courses provide contemporary game artists and designers with a very attractive profile to compete in a fast-growing technological industry fit for the future.

We aim to provide a fluid, high-energy, experimental studio environment and creative hub for the training of future game industry professionals. Students will engage with learning that is directly industry-related and will collaborate in multidisciplinary teams working on projects that question and challenge the current cultures and contexts for games. Students will have the opportunity to work closely with students in our 'sister' course the BSc Computer Games Development, which is embedded in our School of Computer Science and Engineering, to take part in industry projects and competitions such as game jams. Through authentic projects students will seek new approaches and audiences that have global reach, reflect on equality, diversity and inclusion within games, and will embrace emerging developments in technologies and industry in this highly creative and enterprising field of art and design. The courses will explore both established and emerging industries that use games for not just entertainment but also social enhancement and change.

**Pathways**

With a shared first year, and several shared modules across the second and third years, our BA Games Art and BA Games Design courses are inextricably linked. This reflects the working relationship between artists and designers within the games industry, where game development is a collaborative process where artists and designers work side by side. The two pathways into the games industry of game art and game design start in our courses by learning the shared fundamentals, then split to allow each time to develop the various skill levels and expertise needed by their specific disciplines to develop immersive and captivating experiences.

Graduates of the BA Games Art course will be supported to become highly creative and technically skilled in digital drawing, painting, and 3D modelling, to allow them to create high-quality game artwork, like characters, environments, textures, 2D/3D models and UI designs. These graduates will be able to work in roles such as:

- 3D Environment Artist
- 3D Character Artist
- 3D Prop Artist
- 3D Animator

- 3D Generalist
- Concept Artist
- 2D Illustrator
- 2D Character Artist
- 2D Animator
- VFX Artist
- UI Artist
- Texture / Material Artist
- Technical Artist

Graduates of the BA Games Design course will be supported to possess strong analytical skills, the ability to solve complex problems, and a strong understanding of game mechanics, user experience and psychology, allowing them to work on concepts, systems, player progression, balancing and level design. These graduates will be able to work in roles such as:

- Game Designer
- Level Designer
- Gameplay Designer
- System Designer
- Technical Game Designer
- Monetisation Designer
- Narrative Designer
- Combat Designer
- User Interface Designer
- Game Developer
- Game Producer
- QA Game Tester
- User Experience Designer

**Shared Aims**

Students will graduate with teamwork, creative and technical skills, ready to be global players in a games industry that crosses perceived and actual cultural and geographic divides. To achieve this, we will:

- Foster students' independence and confidence in identifying and developing their individual creative voice and vision.
- Support students to identify their professional game art/design trajectories and then help them to develop a career plan to get there.
- Provide an open and supportive creative environment that promotes research and speculative creative exploration in the context of game art/design practice and theory.
- Create a reflective studio culture that understands that game art/design are diverse and socially engaged practices that inform and contribute to how we understand the world across multiple contexts.
- Provide an environment where knowledge and critical thinking are contextualised and integrated within practice, promoting independent thought and informed practical exploration and development.
- Enable students to develop a broad range of relevant transferable skills and approaches that are suitable for working in the creative industries.
- Ensure students have knowledge and understanding of the game art/design pipelines, reflecting the way professionals work in a typical games development industry context.
- Support students to become highly skilled and effective in the tools used by game artists and designers, including 3D modelling and game engine software, as they will be working principally in a digital environment.

**Equality, Diversity and Inclusion**

We are proud to teach a diverse range of students at Westminster, and our students are at the core of everything we do. Therefore, the courses have been designed and developed with Equality, Diversity and Inclusion (EDI) at their heart, and reflects the University's commitment to EDI. The courses offer you diverse reading and learning materials, which engage with games art and design within the context of multiple cultures and communities. You'll develop your broader knowledge and understanding of the games industry, consider diverse perspectives and experiences, and gain an awareness of the impact a commitment to EDI can have. This includes exploring how the games industry has dealt with issues such as the ethics of monitisation, violence within video games, and cultural representation and stereotypes.

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course materials and curricula. We listen to our students and support them in all aspects of the programme to develop their own creative practice and shape their individual journey throughout the course. We also use real-world examples, live brief projects and invited speakers who are representative of the diverse community in which we are working. Our assessments are designed to be accessible and authentic, making them achievable and relevant for students of all backgrounds, and representative of the global context.

The programme has been designed to reflect the growing number of young women and those AFAB (assigned female at birth) who are entering the STEAM (science, technology, engineering, arts and maths) workforce, where technical skills combine with arts subjects. The programme's focus on EDI, as articulated here and in the module pro forma documents, will allow students from all backgrounds and genders to engage meaningfully and reflect their true selves in their work. In particular, module sessions will include spaces to challenge and re-imagine gender and other stereotyping.

**Community and Collaboration**

Students come to Westminster from many different and varied backgrounds, and this rich cultural heritage enables an exciting atmosphere of mutual support, where students learn about other communities as well as find the space to explore their own. We encourage everyone to draw on their own experience when approaching creative work, centring their practice at the heart of their and our communities. The course design ensures that students can take charge of their projects, based on their own knowledge and cultural interests. Students have the opportunity to collaborate with peers and participate in community-oriented spaces, as we seek to expand education beyond the classroom and to contribute to society in a meaningful way.

**Future Games and Artificial Intelligence**

The BA Games Art and BA Games Design courses enthusiastically embrace an ethically responsible approach to generative-AI technologies. Since its inception, the video games industry has been under constant technological development. With professionals having to rapidly adapted to the frequent innovative developments in their field, and most often actively embracing experimental new technologies. As educators of the future industry professionals, we are aware of the multiple creative opportunities brought by generative-AI, as well as the ethical and legal challenges posed by the use of this technology.

Our aim is to offer students a contextual understanding of the functioning mechanisms of generative-AI systems. We understand that only once our students are aware of the different steps involved in the creation process of generative-AI content, the multiple actors that intervene in its production and the digital labour needed to run this technology, will they be ready to make a responsible use of generative-AI tools from an informed, critical perspective. In addition, we encourage the incorporation of these new technologies into other forms of games development, fostering creativity, flexibility and a broad range of skills and experience to maximise employment opportunities or further study.

# Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The University of Westminster is committed to cultivating highly employable graduates, by ensuring that career development skills are integrated into our academic programs. In the competitive fields of game art/design, a good degree alone is not sufficient to meet the demands of the professional workplace. Hence, we aim to equip our students with the necessary skills and knowledge to excel in the creative industries, fostering highly motivated and proficient graduates with a deep understanding of their field. Our graduates are encouraged to think innovatively, engage with their community, and possess unwavering confidence in their creative vision.

### Work-based Learning and Optional Year Out

Across each year of the courses, students will take a work-based learning module in which they will engage in relevant work-based activities, to develop an understanding of the industries that they want to progress into. Emphasis is placed on the development of their professional profile and networks, and they are supported in framing their skills within a professional context, which helps them to understand how they need to further develop.

In the first year of the courses, students can explore different contexts before focusing on a career pathway. Through collaboration modules and targeted assessment briefs, they gain the ability to work with other disciplines and industries, as well as develop an understanding of professional standard skills and workflows.

Between the second and third years, students may choose to take an optional year-long paid internship/placement. They may find these placements themselves, or through opportunities offered through our Engage platform and are supported throughout the process by our employability and work placement teams. The placement may be for the entire year (usually expected to be a minimum of eight months). Students who complete an optional internship/placement year will receive the award of BA (Hons) Games Art / BA (Hons) Games Design with Professional Experience on successful completion of their course.

Or, between the second and third years, students may choose an optional year of study abroad for the award of BA (Hons) Games Art / BA (Hons) Games Design with International Experience on successful completion of the course.

### Industry and Enterprise

London and the surrounding area are the heart of the UK Game Development industry with 655 developers and publishers in Greater London alone (here). This hub of game development will offer many opportunities for invited speakers, internships and graduate employment.

Through industry relationships within the games and related creative industries, and connections with organisations such as Creative UK, our proximity to the creative industries within London, and many alumni, we have a rich network of industry contacts to engage with the courses. This takes the form of guest speakers, professional portfolio reviews, live briefs and competitions, mentorship, industry panels, involvement in WeNetwork, and placements and internships. The courses have been developed with the input of a broad range of industry voices to ensure that our students can develop the skills and expertise, and networks to ensure success in their future careers. We also benefit from the range of disciplines across the school and campus, particularly in Animation, Illustration, and Graphic Design, meaning that there are ample opportunities for students to collaborate both within the curriculum and in extra-curricular projects.

The course teams work closely with the award-winning Westminster Enterprise Network (here), which offers support to:

- Explore opportunities and networks
- Develop ideas and skills
- Build experience
- Accelerate business ideas and careers

## What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)

- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

## How will you learn?

### Learning methods

Located at the Harrow Campus, you will work in specialised facilities including the Games Hub and Emerging Media Space, as well as in our design studios linked with Illustration, Graphic Design, and Animation. Through projects, lectures and workshops you will be introduced to the framework, routes and roles of a games artist/designer and various aspects of the game development pipeline. Key to these courses is collaborative engagement in the form of team projects, group critiques, and game jams, that replicate the fields of creative practice you will work in professionally. We call this 'authentic learning', meaning that your learning experience prepares you for the world of work by echoing the way people work in the games industry.

Learning activities include project-based and studio work, talks from industry professionals working in the field, lectures, briefings and seminars. The courses offers a fusion approach to learning, where practical work is contextualised and informed through research, theoretical and cultural discussion. You will undertake critical analysis of the challenges and problems that face contemporary game artists/designers, in the context of wider cultural and community contexts and environments.

You will be expected to use your independent study time to practice and refine your skills, as well as to undertake reading, research and other preparation for classes, and to work on your assessed coursework. We foster individual creative growth and development, helping you find your own specialised area of practice and expertise within the game industry.

To reflect the diverse nature of professional game development, where skilled professionals from different disciplines work collaboratively together, the Games Art/Design courses have embedded collaboration with students on other courses such as Graphic Design, Illustration, and Animation. Through this inter-disciplinary collaboration students will gain valuable experience of working in unison with colleagues from different fields, which is central to professional game development.

Some projects will expect individual submissions and will focus solely on the students' own ideas and aesthetic voice, while other projects will require teamwork and the submission of work that demonstrates the group's ability to work collaboratively and deliver outputs. Some projects are self-initiated while others will respond to briefs that emulate work in the game design and development industry, or are live projects set by industry practitioners. Other projects may include entries for national or international student competitions and awards such as the Global Game Jam (https://globalgamejam.org/).

### Neurodiversity and Disability

Creative courses often attract a wide range of students and staff members, including those who are neurodiverse. Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with sessions and a range of resources that cater for a range of learning styles and needs, and we ensure that our assessments and teaching formats are adapted to fully accommodate our diverse student body. This includes but is not limited to, ensuring students have access to a range of online and physical learning support resources both in advance of scheduled teaching sessions and afterwards.

### Active Learning Strategies

We use active learning strategies that encourage students to participate in group work, discussions, and collaborative projects. We provide multiple modes of content delivery, including audio-visual and written materials, in both physical and online formats. We encourage student feedback throughout the courses to ensure that their needs and concerns are being met. We also offer mentorship and support to students, particularly those from underrepresented groups, to help

them succeed in their studies and future careers.

## Teaching methods

Students are taught by tutors who have both academic and professional experience in the fields of games art, games design, games development, graphic design, illustration, animation, and film. Lectures are often from professionals in the field, and specific technical training is held by those with a deep knowledge and experience of contemporary games technologies and methodologies

The course teams will provide technical support and a wide range of online tutorials for all technical programmes taught. Modules provide fusion learning combining theory and practice, so that critical studies have a direct relationship to practical production.

Teaching takes the form of tutorial group discussions, seminars, lectures, workshops, technical training sessions, work reviews, game jams, and briefings. Teaching at University level is designed to support and signpost knowledge with a significant proportion of students learning being self-initiated and managed by themselves. Each module pro forma identifies the number of taught hours students can expect on a module and the form of these taught hours. Most teaching is delivered face- to-face, and our online learning environment Blackboard enhances students learning through capturing key teaching resources. Where the module pro forma identifies hours for online teaching, this will usually take the form of a pre-recorded content, or an invitation for students to share work in an online space (e.g. a Padlet) and peer review the work other students.

Students can customise the course to align with their interests and strengths, or explore new subject areas, via their choice of optional modules and electives. Some modules on the BA Games Art and BA Games Design are shared with other visual communications students, to accommodate a collaborative, cross-disciplinary approach. The option choice modules expand the curriculum further into specialist areas that include drawing, visual effects, mixed realities, and entrepreneurship.

## Assessment methods

Assessments on the courses support self and peer evaluation, critical reflection and provide strategies to further develop your knowledge, skills and understanding to meet the learning outcomes for the assessments in that module. The form of assessments varies and can include the submission of practical work as digital documents, peer work review, solo and group presentation, or written assignments including essays, blogs, reports, written critiques, project proposals and reflective summary reports. Many submissions include a reflective summary report for you to evaluate your own learning on the submitted assignment, or to consider the equality diversity and inclusion aspects of the work.

The courses offer authentic assessment, which allows students both to work on industry projects (or projects that authentically simulate the workplace) and also to tailor their work according to their own interests and perspective.

All assignments, with the exception of presentations, are submitted through our online learning platform Blackboard.

**Formative assessment** will take the form of verbal feedback through tutorials, studio work and games jams reviews and discussion, seminars and group / peer evaluation and comment. Formative assessment is not marked but used as a time of evaluation and reflection to plan further development of your work leading to the marked summative assessments.

**Summative assessment** includes a mark, and clear feedback aligned to the assessment criteria that are set out in your module handbook or module pro forma, and the accompanying module rubric that enables you to see to what level you have accomplished each assessment criteria.

All marking criteria on these courses are based upon the University outcome classification descriptors as laid out in Appendix C of the Student Regulation Handbook: https://www.westminster.ac.uk/current-students/guides-and-policies/academic-matters/academic-regulations.

Grade descriptors are a framework and will not provide mutually exclusive criteria for each grade band. The final grade will be a matter of academic judgement. Module handbooks and module sites on the VLE contain specific assessment criteria for the module which are informed by the university grade descriptors.

# BA Games Art

## Course learning outcomes

Upon successful completion of Level 5 you will be able to:

- LO 5.4 Explore various tools and techniques used in the creation of textures, materials, and shaders for the effective development of games art assets.( KU PPP SS )

- LO 5.5 Produce concept art as part of the game development process, and use this to create the concepts for a game asset.( GA PPP KTS SS )

- LO 5.6 Develop a range of effective game assets that employ knowledge of technical processes and hybrid skillsets within the context of the game art pipeline.( KU GA PPP KTS SS CS )

- LO 5.7 Demonstrate the role of a technical artist and a VFX artist by documenting how and why these skills are deployed and apply these skills to the creation of a level.( KU GA PPP KTS SS )

- LO 5.8 Consider the ethical impact of contemporary technologies applied to game art upon and within culture and communities globally and locally.( KU GA KTS CS )

- LO 5.9 Develop a playable game character, from creating a 3D model, to rigging, and then bringing into a game engine.( KU PPP KTS SS )

Upon successful completion of Level 6 you will be able to:

- LO 6.5 Demonstrate a consolidated and advanced awareness of your personal game art skills and experiences, in relation to your future within games development or other creative practice.( PPP )

- LO 6.6 Evidence considered and advanced awareness and understanding of the game art pipelines.( KU GA PPP KTS SS )

- LO 6.7 Demonstrate confidence in developing original game ready art, reflecting industry standards and innovative practices.( PPP SS )

- LO 6.8 Critically evaluate work of self and others through the lens of game art, based on criteria established from suitable academic sources.( KTS CS )

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.

- **Option** modules give you a choice of modules and are normally related to your subject area.

- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level for example where you must choose one of two specific modules.

## Level 4

Students on BA Games Art and BA Games Design take the same Level 4 modules. Please see "All Pathways' for a full list of the core and optional modules.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| *no modules for this level* | | | | |

## Level 5

The Pathway core and option module(s) for BA Games Art are listed below. Please see "All Pathways" for a list of shared core and option modules.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5CCGD016W | 3D World Creation | Pathway Core | 20 | 10 |
| 5CCGD014W | Character Design and Development | Pathway Core | 20 | 10 |
| 5ILLU015W | Concepting for Games | Pathway Core | 20 | 10 |
| 5CCGD019W | Interactive Texts and Narratives | Option | 20 | 10 |

## Additional Year

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5GPDS011W | Extended Work Placement (Visual Media) | Option | 120 | 60 |
| 5GPDS012W | Study Abroad (Visual Media) | Option | 120 | 60 |

## Level 6

The pathway core modules for BA Games Art are listed below. Please see 'All Pathways' for a list of shared core / option modules.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 6CCGD014W | Games Portfolio | Pathway Core | 20 | 10 |
| 6CCGD012W | Major Project (Games) | Pathway Core | 40 | 20 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

# BA Games Design

## Course learning outcomes

Upon successful completion of Level 5 you will be able to:

- LO 5.4 Evaluate the effectiveness of game design elements and propose evidence-based improvements.( KU GA KTS CS )

- LO 5.5 Communicate design concepts and research effectively in visual, oral and written forms to diverse audiences.( GA PPP KTS SS )

- LO 5.6 Select various tools and techniques to be used in the creation of assets and levels for the effective development of game artefacts.( KU PPP SS )

- LO 5.7 Apply knowledge of theory and techniques of scripting game systems and gameplay events to the assessment and management of specific creative challenges.( KU GA PPP KTS SS CS )

- LO 5.8 Analyse complex game design theories and principles and how they influence player experience.( KU KTS CS )

- LO 5.9 Consider the potential ethical impact on cultures and communities globally and locally by narratives created for entertainment.( KU GA KTS CS )

Upon successful completion of Level 6 you will be able to:

- LO 6.5 Demonstrate a consolidated and advanced awareness of your personal game design skills and experiences, in relation to your future within games development or other creative practice.( PPP )

- LO 6.6 Evidence considered and advanced awareness and understanding of the game production pipelines.( KU GA PPP KTS SS )

- LO 6.7 Demonstrate confidence in designing and executing an original game artefact, reflecting industry standards and innovative practices. ( PPP SS )

- LO 6.8 Critically evaluate work of self and others through the lens of game design, based on criteria established from suitable academic sources.( KTS CS )

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.

- **Option** modules  give you a choice of modules and are normally related to your subject area.

- **Electives**: are modules from across the  either the whole University or your College. Such  modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level for example where you must choose one of two specific modules.

## Level 4

Students on BA Games Design and BA Games Art take the same Level 4 modules. Please see "All Pathways' for a full list of the core and optional modules.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| *no modules for this level* | | | | |

## Level 5

The pathway core and option module(s) for BA Games Design are listed below. Please see 'All Pathways' for a list of shared core / option modules.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5CCGD019W | Interactive Texts and Narratives | Pathway Core | 20 | 10 |
| 5CCGD018W | Level and Experience Design | Pathway Core | 20 | 10 |
| 5CCGD017W | System and Mechanic Design | Pathway Core | 20 | 10 |
| 5ILLU015W | Concepting for Games | Option | 20 | 10 |

## Additional Year

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5GPDS011W | Extended Work Placement (Visual Media) | Option | 120 | 60 |
| 5GPDS012W | Study Abroad (Visual Media) | Option | 120 | 60 |

## Level 6

The pathway core modules for BA Games Design are listed below. Please see 'All Pathways' for a list of shared core / option modules.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 6CCGD015W | Game Production and Enterprise | Pathway Core | 20 | 10 |
| 6CCGD016W | Major Project (Games Design) | Pathway Core | 40 | 20 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

**All Pathways**

**Course learning outcomes**

Upon successful completion of Level 4 you will be able to:

- LO 4.1 Explore the many roles that game artists/designers perform in the life cycle of a game from initial concepts to post-production.( KU GA KTS CS )

- LO 4.2 Develop knowledge, technical skills and understanding of key stages within the game production pipeline from pre- to post-production.( KU GA PPP KTS SS CS )

- LO 4.3 Demonstrate a visual inquiry and engagement with industries and applications for game art and game design.( KU GA PPP )

- LO 4.4 Demonstrate the use of core 3D and 2D processes by creating and texturing a 3D game asset from a given brief, then importing it into a game engine.( KU SS )

- LO 4.5 Demonstrate knowledge of using a game engine and game development processes by developing an interactive and playable scene.( KU KTS SS CS )

- LO 4.6 Develop knowledge and understanding of the game designer role through the design and implementation of game mechanics.( KU GA PPP KTS CS )

- LO 4.7 Research, discuss and reflect on game development in the context of historic/intercultural and international practices and content creation with a focus on inclusive design and end-user experience.( KU GA PPP KTS CS )

- LO 4.8 Visually create concepts for specific assets within a game narrative, with consideration to audiences and global issues.( KU GA PPP SS )

- LO 4.9 Demonstrate the complete cycle of game level creation from initial design to creating game ready assets, then populating those assets effectively within a game engine using tools and skills learned.( KU GA PPP KTS )

Upon successful completion of Level 5 you will be able to:

- LO 5.1 Participate creatively and demonstrate teamwork skills through joint/group activities such as competitions and live briefs.( PPP KTS )

- LO 5.2 Engage in critical inquiry, discussion and analysis of game art and design in context with historic/intercultural and international practices and content creation with a focus on inclusive design and end-user experience.( KU GA PPP KTS )

- LO 5.3 Contextualise knowledge, skills and understanding of game art/design to current industry applications and contexts to inform and develop relevant employability skills and strategies for future work experience, employment and individual enterprise.( KU GA PPP KTS )

Upon successful completion of Additional Year you will be able to:

- LO E.1 Reflect and discuss in depth, cultural and intercultural experience from living and studying abroad( KU GA PPP KTS )

- LO E.2 Synthesise ideas, influences and observations informed by living and studying abroad in the development of critical inquiry, research and practice( KU PPP KTS )

- LO P.1 Identify and evaluate professional contexts for game development practice in the game development industry or specialist design fields( KU GA PPP )

- LO P.2 Undertake a sustained period of professional work experience as a work-placement and use the knowledge and skills gained to inform and enhance professional strategies and learning for future employment and enterprise on graduation( KU GA PPP KTS )

Upon successful completion of Level 6 you will be able to:

- LO 6.1 Demonstrate conceptual and technically complex skills and understanding of creative technologies employed across hybrid platforms and software applications in the development and production of games.( KU GA PPP KTS SS CS )

- LO 6.2 Undertake in-depth research and produce a critical written text on games in contemporary culture that considers factors such as their ethical, political, social, and ecological impact.( KU GA PPP KTS CS )

- LO 6.3 Identify and apply advanced game art/design knowledge and skills to a specific role within a team project.( KU SS )

- LO 6.4 Set your own criteria for developing professional and interpersonal networking and communication, and to explore the opportunities for employment or further study.( GA PPP )

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.

- **Option** modules give you a choice of modules and are normally related to your subject area.

- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level for example where you must choose one of two specific modules.

## Level 4

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 4CCGD008W | 2D Game Development | Core | 20 | 10 |
| 4CCGD007W | 3D Asset Creation | Core | 20 | 10 |
| 4ILLU005W | Creative Technology and Design | Core | 20 | 10 |
| 4CCGD010W | Environment Art and Design | Core | 20 | 10 |
| 4CCGD009W | Game Engines and Mechanics | Core | 20 | 10 |
| 4ANIM009W | 2D Computer Animation | Option | 20 | 10 |
| 4ILLU003W | Drawing Explorations | Option | 20 | 10 |
| 4GPDS003W | Typography | Option | 20 | 10 |
| | | Elective | 20 | 10 |

## Level 5

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5CCGD020W | Collaborative Game Development | Core | 20 | 10 |
| 5ILLU014W | Visual Storytelling | Option | 20 | 10 |
| 5GPDS008W | Brands | Option | 20 | 10 |
| 5GPDS010W | Extended Reality for Creatives | Option | 20 | 10 |
| 5ANIM009W | Stop-Motion Animation | Option | 20 | 10 |
| 5GPDS009W | UX/UI Design | Option | 20 | 10 |
| 5ANIM008W | VFX for Film and Games | Option | 20 | 10 |
| 5MECM009W | Web Design | Option | 20 | 10 |
| | | Elective | 20 | 10 |

## Additional Year

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| *no modules for this level* | | | | |

**Level 6**

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 6ILLU001W | Professional Practice | Core | 20 | 10 |
| 6ILLU004W | Contextual Research Project | Option | 20 | 10 |
| 6ILLU007W | Designing Narrative Experiences | Option | 20 | 10 |
| 6GPDS007W | Digital Arts Experimentation | Option | 20 | 10 |
| 6GPDS008W | Entrepreneurship for Creatives | Option | 20 | 10 |
| | | Elective | 20 | 10 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

The BA Games Art and BA Games Design courses have membership of The Independent Game Developers Association Limited ("**TIGA**"), which gives enroled students the opportunity to enter relevant categories of the TIGA Games Industry Awards and TIGA UK Games Education Awards categories; as well as the opportunity to access membership only event(s). These activities help students develop their employability and their visibility to potential employers and clients. Where appropriate, students will be encouraged to enter their assessed coursework into the TIGA awards.

## Course management

The BA Games Art and BA Games Design courses sit with the Westminster School of Media and Communication, within the College of Design, Creative and Digital Industries. The Head of the College holds overall responsibility for all courses run within the College. The management structure supporting the course is as follows.

The **Course Leader** is responsible for the day-to-day running and overall management of the course and development of the curriculum. Specifically, the course leader is responsible for:

- Admissions
- Approving students' programme of study
- Organising tutorials, supervisory support, and pastoral care
- Coordinating dissertation and professional project supervision
- Coordinating marks for assessment boards
- General management of the course.

The **Module Leaders** oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module.

The **Personal Tutors** are students' first contact point throughout their time at the University, and help them navigate any academic or personal issues that are getting in the way of their enjoyment and successful completion of their studies.

### Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

### Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than

60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.  Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education.  As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).  Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel.  University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

## How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided.  This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.   Copyright in this document belongs to the University of Westminster. All rights

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