Ravensbourne University London

COURSE SPECIFICATION

Course Title	BA (Hons) Games Development
Final Award	BA (Hons) Games Development
Interim Awards	Certificate of Higher Education in Games Development Diploma of Higher Education in Games Development BA Games Development
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	I600 Games Development
HECOS code (with Subject percentage Splits if applicable)	101267 101268 101019
QAA Subject Benchmark	Computing 2022
External Accrediting Bodies	None
Apprenticeship Standard used to inform the development of the course (if applicable)	None
Accelerated Degree Option	☒ Yes
Level 6 Top Up Option (online only)	☐ Yes ☒ No
Study Load	☒ Full-time ☒ Part-time
Mode of study	☒ Face to Face
Delivery Location(s)	☒ Ravensbourne University campus ☐ Online
Length(s) of Course(s)	3 Years FT 6 years PT 2 years accelerated
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	September 2022
Date produced/amended	22/2/22
Course Leader	Nicolas Rodriguez
Course Development Team Members	Nicolas Rodriguez Neil Drabble
Course Administrative Contact	Charles Mullany

Course Description
The BA (Hons) Games Development course is a multi-disciplinary game making course that gives students fundamental skills in the core games development technologies and games production methodologies. The course reflects forward thinking industry practice in its approach to technical design as a growing discipline within games development alongside more established avenues such as games/technical art and games design.

The course enables an overview of the game's development process and core disciplinary technologies alongside study options that enable a degree of specialisation in one of those core disciplines:

1. Games Art
2. Technical Design (Engine Technologies)
3. Design & Production.

The course is formed from a selection of modules from aligned discipline specific courses and as such is aimed at students wanting a wider view of games development and production

The course engages students in well-defined industry skillsets to enable individual and team-based games making. This includes game engine technologies, scripting, production methodologies (Scrum, Lean, Waterfall), games (and software) development cycles, concepting and ideation, prototyping, documentation, 2D/3D art pipelines, character design, environment design, games culture and studies, game design fundamentals and team working.

The course is designed using a Universal Design for Learning framework that has universal utility for the diverse cohort that Ravensbourne attracts. It supports the multiple learning inputs and outputs that students with challenges require to thrive, accepting that allowances for the increasing levels of neurodiversity within the cohort improves learning outcomes for all.

The three main precepts of UDL are:

1. **Provide Multiple Means of Engagement:** Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged and motivated to learn. To build engagement, there must be multiple options to foster both attention and commitment in all learners to address the unique variability in interest, effort and perseverance, and self-regulation strategies.
2. **Provide Multiple Means of Representation**: Representation guidelines remind us to provide multiple formats when teaching to activate all students' recognition networks.
3. **Provide Multiple Means of Action and Expression:** It is imperative to engage students and represent content so it is accessible, but to determine if students have learnt content, instructors must assess learning using multiple strategies so students have options regarding the type of assessment and ways in which they can present evidence of learning.

A game making course at heart, the framework encourages self-efficacy and team building through project work, encouraging creative and innovative outcomes to a broad range of games industry briefs including tabletop, Tabletop Role Playing Games, mobile, console and PC based outcomes or through encouraging debate and action through a range of active industry and social issues.

The distinctiveness of the course comes from "games first" approach putting making at the centre of teaching, pushing students to develop their own practice in a supportive and critical environment and to engage with the wider elements of games culture and practice.

Course Aims
• To make games that tell the stories students want to tell.
• To prepare students for a career as a game's makers, either in the AAA or independent markets.
• To understand players and what they want from the games they play.
• To enable students to specialise within the games development discipline that best suits their skills.
• To build a critical language and understanding about games and games development.
• To develop a solid understanding of games technologies enabling students to respond to changes in the development landscape quickly and confidently.

Course Learning Outcomes

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **BA (Hons) Games Development** students will be able to:	
Explore	Appraise and differentiate games development practice and production methodologies through games making and critical reflection. (CLO1)
Create	Examine the development of ideas, materials, tests and outcomes though appraisal of games making practice and how it might advance. Synthesise idea development, experimentation, and technical ability into fully realised game products or assets and bespoke workflows . (CL02)
Influence	Recommend a working approach/attitude that considers social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Games Development. (CL03)
Integrate	Distinguish and recommend critical workflows to successfully enable collaboration, industry practice and professional working models to facilitate self-efficacy, personal agency and professional development. (CL04)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Games Development** students will be able to:	
Explore	Analyse and contextualise games development methodologies through specific games-making practice, critical-thinking and reflection. (CLO1)
Create	Illustrate and critique the development of ideas and customise workflows for games outcomes. Classify emerging technical competencies, supporting ideation, communication, and presentation of gaming outcomes. (CLO2)
Influence	Construct a working approach/attitude that considers social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Games Development. (CLO3)
Integrate	Critique their ability to effectively synthesise collaboration, industry interactions & practices and professional working models to facilitate self-efficacy, personal agency and professional development in relation to Games Development. (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **Diploma of Higher Education in Games Development** students will be able to:	
Explore	Categorise games development methodologies through specific games-making practice, critical-thinking and reflection. (CLO1)
Create	Evaluate capacity to consider ideas, materials, tests and outcomes. Explain emerging technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for Games Development. (CLO2)
Influence	Identify working approach/attitudes that considers social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Games Development. (CLO3).
Integrate	Organize their ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Games Development.

	(CLO4).

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **Certificate of Higher Education in Games Development** students will be able to:	
Explore	Map games development methodologies through specific games-making practice, critical-thinking and reflection. (CLO1)
Create	Illustrate capacity to consider ideas, materials, tests and outcomes. Show emerging technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for Games Development. (CLO2).
Influence	Evaluate a working approach/attitudes that considers social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Games Development. (CLO3).
Integrate	Map their emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Games Development. (CLO4).

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognize a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making	**Explore, Influence, Integrate**
	Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:	

	• Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues	**Explore, Create, Influence, Integrate,**

	Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
All levels will adopt a hybrid strategy in terms of teaching. Modules will be taught face to face alongside the institutional virtual learning environment (VLE). The flipped model will support learners to engage with learning materials, facilitating enhanced approaches to engagement through a mix of materials and learning environments. The course curriculum and delivery model will be able to adapt quickly and seamlessly to changes in accessibility and social proximity. **Level 4:** At Level 4 skills will be developed through a combination of workshops, lectures, seminars and group exercises, self-directed study, as well as individual or group tutorials. This will include flipped modules where students will engage with online resources provided by the institution and from outside resources (Pluralsight, Unity Learn or similar) or sessions will be run using a digital platform. H Students will engage with and be trained in the use of digital platforms for effective delivery of outcomes including games, presentations, documentation, and prototypes. All module briefs will be created with flipped learning in mind but leverage appropriate face to face teaching. Some modules will feature online delivery as part of the face-to-face	**Level 4:** At level 4 students will be introduced to the types of assessment that will be used across the entire course. They will be introduced to working from a brief. Students will have an opportunity to develop diverse ways of presenting work to tutors and peers including presentations, infographics, video, and audio. Assessment will include a variety of tasks such

delivery schedule. In addition, students may also test their developing disciplinary knowledge with collaborative learning exercises and challenges as directed by module briefs using both digital and physical spaces to achieve goals. Level 4 will provide a set of technical and theoretical competencies that enable students to engage with the practice of games programming and development, how to manage learning in a creative HE environment and develop a theoretical appreciation of games technology and its place in broader culture of game development. Students will also be introduced to what it means to be creative and how creative people initiate, plan and execute projects alongside rigorous technical due diligence. Students will also discover ideas around programming patterns and object-oriented programming methodologies. Through set tasks and project work students will be introduced to technical workflows and approaches to prototyping that are common in industry and students will explore how these can inform their creative and professional process. Learning is facilitated by permanent and sessional teaching staff, who are practising professionals themselves and bring an important industry-informed perspective to the course. Students will be introduced to industry through skills, discussion of key topics and direct interaction with industry. Level 4 will also introduce the students to the Professional Life Practice modules that are embedded in each undergraduate learning level. These modules specifically support collaborative experimental practice,	as games development, blogs, reports, presentations and evidence of experimentation and research. It will require students to demonstrate working code in a manner appropriate to the specific brief i.e., when code should be compiled and how uncompiled code should be delivered. Students can express these through a variety of media: written, recorded video, recorded audio and image-based work are acceptable. Students will be encouraged to engage with professional qualification award schemes (Unity, Unreal, or similar) as part of their professional development, but this will not form part of module assessment. Each module has a **Formative** assessment point where students are given feedforward/feedback on work so far and advice and guidance on how to develop and complete projects. This can take the form of a group code review, one on one with a tutor or small group as per the project brief for the unit. Each module has a **Summative** assessment point where a final grade is awarded and feed forward if given to the student.

entrepreneurship, and enterprise, helping to catalyse, develop and highlight interdisciplinary working methods interaction and innovation. The modules will also facilitate opportunities to integrate with industry partners to establish professional currency at the start of the undergraduate journey, and to drive enterprise and employability through the degree experience. Modules integrate the emerging subject knowledge of each student with working methods from a range of disciplines to create a multidisciplinary synthesis of practice, skills and learning. Students will develop social, cultural, emotional, and cognitive intelligence through projects that facilitate community and industry connections aligned to the Ravensbourne Core Competencies. **Level 5:** Skills acquired at Level 5 are developed further through a combination of workshops, lectures, seminars, group exercises, self-directed study, as well as individual or group tutorials. Students will work alongside students from other games courses on collaborative sessions enabling students to develop team working and understanding of key development workflows. Students will choose how to answer briefs from the industry discipline that interests them the most. Game Artists with the creation of Media Design Documentation, Game Assets and Concepts. Designers with Games Design Documentation, World Building Documents and Playable Prototypes and Technical Designers looking to Technical Design Documentation, Systems Design, and working in game mechanics. These Modules will inform Level 6 Modules around portfolio creation and Final Major	**Level 5:** At level 5 the types of assessment evidence

Project and enable students to make career choices around their industry discipline.

In addition, students will test their developing disciplinary knowledge in collaborative scenarios with the opportunity to take part in the Professional Life Practice Modules, and Work Based Learning Modules, offering collaborative and industry aligned opportunities both within Ravensbourne and in external contexts.

Students will also be introduced to what currently constitutes innovative practice within games programming and explores the interplay of innovation and technological development.

Visiting speakers and specialists will be invited to deliver lectures or practical workshops, bringing their own specialism and examples of industry work into the sessions.

The Professional Life Practice Modules at Level 5 support practical, theoretical and industry focused engagement facilitating expertise, experience, and interactions with professional aspects of the games and games programming disciplines.

All Level 5 students can undertake a Work Based Learning modules at the end of Semester 2. The Work Based Learning module will offer the students the ability to engage with equivalent industry-led experience supporting industry interactions, entrepreneurship, and employability skills. The placements will be supported by the careers team at Ravensbourne.

Level 6:

Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study, and individual tutorials.

A sizeable proportion of project-based work will be initiated and developed by students

required across the modules are like level

4 in scope and breadth. However, students will be encouraged to self-direct their study within skill sets. Students will be exposed to the wide range of programming roles within industry and encouraged to investigate them further.

Formative Assessment
In Level 5 students will be provided with

Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations.

In addition, in Level 5 there is more opportunity for collaborative work with peer and industry feedback, and work-based learning opportunities. The Professional Life Practice modules and the Work Based Learning Modules support students to engage with external industry professionals and gain knowledge and insight regarding entrepreneurship, enterprise and agency.

Summative Assessment

This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each. Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.

themselves, with a view to mastering skills particular to their interests within the discipline. Students will be encouraged to delve deeper into their interests through individual tutorials and programmes of study initiated by the students themselves using online and physical resources. Students will be offered increased responsibility for their own learning undertaking a major project. Whilst students will be encouraged to work in multi-discipline teams to facilitate the most complete playable game outcomes, individuals can undertake major projects tied to the discipline. Students are expected to take on professional attitudes to time and project management, quality assurance, playtesting, and deployment. Visiting lecturers will be invited to deliver lectures and/or practical sessions related to their area of work and students will develop an outward facing portfolio to aid graduate progression. Written work will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development. Within the sphere of theoretical study, students will expand their ability to write reflexively and critically about their discipline and competently be able to contextualise their personal practice. Students will be expected to interface directly with industry through mentoring, competition, and research.	**Level 6:** In level 6 the types of assessment evidence required across the Modules are like level 5 but are more individually focused. **Formative Assessment** In Level 6 students will be provided with Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations. In addition, in Level 6 there is more opportunity and encouragement for students to engage with peer and industry feedback. **Summative Assessment** This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each. Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.
Work-Based Learning	

Student are encouraged from Level 4 to engage with industry and seek internship opportunities within the industry at Level 5. The careers team within Student Services can facilitate outreach for students to contact companies. Students are provided with membership of industry bodies that can assist with placements.

Students are likely to apply for specific internship or work experience placements with development or publishing companies. They might also apply for zero hours casual work as quality assurance engineers.

Students are encouraged to find industry mentors to assist professional development.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
GPR22101	Programming 1	x	Mandatory	20
GMD22104	Design of Play		Mandatory	20
GMD22102	Engines & Pipelines	x	Mandatory	20
GMD22105	Environments and Levels		Mandatory	20
PLP22102	Professional Life Practice "Developing your Practice"	Part	Mandatory	20
PLP22106	Professional Life Practice "Exploring your Practice"	Part	Mandatory	20
				120
Level 5				
GMD22201	Narrative & Play		Mandatory	20
GMD22202	Character Design for Games		Mandatory	20
GMD22204	Games Studio	Part	Mandatory	40
PLP22203	Professional Life Practice "Applying your Practice"	x	Mandatory	20
PLP22206	Work-Based Learning		Mandatory	20
				120
			Total	**240**
Level 6				
GMD22301	Pre-Production	Part	Mandatory	40
GMD22302	Production	Part	Mandatory	40
PLP22303	Professional Life Practice "Situating your Practice"	x	Mandatory	20
GMD22304	Postproduction	Part	Mandatory	20
				120
			Total	**360**

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		**Independent Study Hours**	
Taught Hours	48	Independent Study, Self-directed Study and Assessment	152
Total			200

Course Regulations

Entry Requirements
Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website here), and the course page on the Ravensbourne University website for course specific entry requirements.

Applicants are expected to submit a portfolio of work which shows a range of their skills and demonstrates why they would be a good fit for the course.

We may also consider a combination of portfolio and academic qualifications and take into consideration progress made during studies and/or relevant work experience.

Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Games Development.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Games Development, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Games Development, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Games Development (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

N/A

Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
GPR22101 Programming 1 (Shared with BSc Games Programming)	X	X		
GMD22104 Design of Play	X	X		
GMD22102 Engines & Pipelines (Shared with BSc Games Programming)	X			X
GMD22105 Environments & Levels	X	X		
GMDPLP22102 PLP: Games in Context (Shared with BSc Games Programming)			X	X
GMDPLP22103 PLP: Year One Project (Shared with BSc Games Programming)		X		X
Level 5 Modules				
GMD22201 Narrative & Play	X	X		
GMD22202 Character Design for Games	X	X		
GMD22204 Games Studio (Shared with BSc Games Programming)		X		X
PLP22203 PLP: Production for Software (Shared with BSc Games Programming)			X	X
PLP22206 Work-Based Learning	X	X	X	X
Level 6 Modules				
GMD22301 Pre-Production (Shared with BSc Games Programming)	X	X		
GMD22302 Production (Shared with BSc Games Programming)		X		X
PLP22303 PLP: Professional Portfolio (Shared with BSc Games Programming)			X	X
GMD22304 Post-Production (Shared with BSc Games Programming)			X	X

Course Diagram

	Semester 1	Semester 2
Level 4	**GPR22102 Programming One** (Shared with BSc Games Programming) 20 credits	**GMD22104 The Design of Play** 20 credits

120 credits	**GMD22103 Engines and Pipelines** (Shared with BSc Games Programming) 20 credits	**GMD22105 Environments and Levels** 20 credits	
	GMPLP22102 **PLP: Games in Context** (Shared with BSc Games Programming) 20 credits	GMPLP22103 **PLP: Year End Project** (Shared with BSc Games Programming) 20 credits	
	Semester 1	Semester 2	
Level 5	**GMD22201 Narrative and Play** 20 credits	**GMD22204 Games Studio** (Shared with BSc Games Programming) 40 credits	PLP22206 **Work-Based Learning** 20 credits
120 credits	**GMD22202 Character Design for Games** 20 credits		
	PLP22206 PLP: Production for Software (Shared with BSc Games Programming) 20 credits		
	Semester 1	Semester 2	
Level 6	**GMD22301 FMP Pre-Production** (Shared with BSc Games Programming) 40 credits	**GMD22302 FMP Production** (Shared with BSc Games Programming) 40 credits	**GMD22304 FMP Postproduction** (Shared with BSc Games Programming) 20 credits
120 credits	**PLP22303 PLP: Professional Portfolio** (Shared with BSc Games Programming) 20 credits		