

Programme Title	BA (Hons) Games Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA (Hons) Games Design
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	
QAA Subject Benchmark	Art and Design (2016) Communication, Media, Film and Cultural Studies (2016)
PRSB reference	n/a
Mode of study	Full Time
Date produced/amended	10 January 2018
Course Leader	TBC

Distinctiveness

BA Games Design is a design-led games course that enables students to create a broad range of game experience that reflects the diversity of the contemporary games industry.

The course ensures students will develop a well-defined skillset to support a range of games design practice which includes; game creation, concept art, digital development skills, experience of development engines, game mechanics, scripting, the production of design documents and specifications, collaborative team-working, and experimental practices exploring immersive technology. This skillset is all delivered within the framework of an open, inclusive and broad-based design education that supports the development of the creative individual.

BA Games Design gives its students both a creative and technical platform to realise their individual ambitions and ensure they become game makers who are able to understand the motivation of play and the cultural power of games.

The course is distinctive in that it presents a project-based model of teaching where advanced technical skills are delivered, your learning will be informed by both professional practice and critical rigour

The Mindsets and Skillsets Manifesto: Five Principles

Ravensbourne developed its Mindsets and Skillsets Manifesto as part of an institution-wide Portfolio Review. This was the culmination of a significant process that included a broad literature review; various outputs from national and international conferences and institutional visits; a 'Futures in the Making Symposium' attended by academic faculty - featuring an industry panel and a second panel of high profile external academics; a '20 / 20 / 20 Visiting Lecture Programme'; and market analysis of existing courses and the university's academic framework. The final Manifesto also drew from the institution's Strategic Plan and the Director's post-2018 vision document.

The Mindsets and Skillsets Manifesto consists of Five Principles that creates the basis of a vision that informs a new academic framework, its new curriculum, and all course level learning outcomes. This Manifesto underpins the validation and revalidation documents presented here, and is briefly articulated in the following way:

1. Cultivate / where the individual thrives

- Holistic Education: beyond the discipline
- Life Skills: resilience, self-efficacy, multiple intelligence

Extending the norms of skills-acquisition and competency-based approaches Cultivate nurtures the creative individual beyond the academy, embracing the holistic notion of educating the whole person.

Critical life-skills are investigated and multiple intelligences explored through a model that supports professional and personal development to create and support resilient and inclusive individuals prepared for work in the ever-changing creative industries and for living with wider societal and cultural flux in the 21st century.

2. Collaborate / where disciplines evolve

- Blurring Disciplines: petri dish for new thinking and practice
- Shape-Shifters: new practice demands new practitioners

The Collaborate model enables students with discipline-specific knowledge to apply their own creative thinking, design and media practices and methodologies and production techniques to interdisciplinary and transdisciplinary projects.

Interdisciplinary project models integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice, whilst the transdisciplinary model creates new and extended disciplinary modes through the unity of intellectual and practice-based frameworks to reach beyond single disciplinary perspectives.

3. Integrate / where education engages industry

- Professional Modes: education mirrors industry
- Depth and Breadth: specialists and generalists

A model that integrates academic delivery with industry practice; enabling subject-specific, interdisciplinary student teams to replicate modes of working found within relevant professional models; the Production House in Film and TV, the Design Studio in communication and media design, the Fashion House in fashion and textiles, the Advertising Agency in advertising and promotion and the Architecture Practice in architecture and interiors.

Typically the Integrated Team, with each member assigned a specific role, works to a phased delivery that may include the Discover, Define, Develop and Deliver stages of the Design Double Diamond. Integrate challenges traditional constraints in the teaching of the solo practitioner and embraces the notion of disciplinary discovery and practice through team working.

4. Advocate / where purpose meets practice

- Citizen Practitioners: tackling real-world problems
- Self to Selves: from the individual to the collective

Putting purpose first, Advocate recognises the responsibility for creative education to address the unprecedented environmental, social and economic challenges facing humankind; tomorrow's designers and media practitioners are increasingly aware of their responsibilities as global citizens to engage with complex ethical issues related to climate change, social justice, interdependence, wellbeing and biodiversity.

Advocate puts studio projects and commercial and charitable industry commissions at the centre of the educational experience enabling students real-world opportunities to improve the communities in which they live and work and in turn begin to transform the wider world.

5. Originate / where creativity meets technology

- Mind-Sets + Skill-Sets: the dynamism of ideas + technology
- Applied Mastery: leveraging theory, practice and innovation

Sitting at the intersection of creativity and technology, Originate enables the merging of visionary mind-sets and skill-sets to provide provocative and challenging design and media approaches. The amalgamation of theory and practice, Originate embraces both integrated and agile design-thinking and design-doing practice and research methodologies to forge dynamic technologically-savvy and creativity-driven responses and solutions to given and self-directed industry-leading projects.

Programme aims

- To prepare you for a career in the digital creative industries in particular the area of games design and development.
- To ensure you have a strong cultural understanding of the contemporary media landscape and games as cultural artefacts.
- To ensure that you understand the mechanics of play and how to translate these into innovative game experience.
- To ensure you are able to digitally prototype innovative game experiences.
- To develop your ability to critically evaluate both your own creative practice and the work of others.
- To give you confidence in your professional skills on which to build a career.
- To ensure you are an independent learner able to cope with the rapid technological change in the field of games design and development.

Programme 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 course students will be able to:

LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 4 (Pre) Production

Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 5 Presentation /Storytelling For Influence

Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.

Related Principle: ADVOCATE

LO 6 Critical and creative mindsets

Evaluate a range of critical approaches in order to form an independent position

Related Principle: ORIGINATE

LO 7 Employability

Effectively employ professional transferrable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

Related Principle: CULTIVATE

LO 8 Professional Identity

Align your professional identity as a practitioner with a viable career context.

Related Principle: CULTIVATE

Learning and Teaching methods	Assessment Strategy
<p>Level 4:</p> <p>At Level 4 silks will be developed through a mixture of workshops, lectures, seminars and group exercises, self-directed study, as well as individual or group tutorials.</p> <p>In particular level 4 will provide a set of key technical, pedagogic and theoretical competencies that enable students to engage with the practice of games design and asset development, how to manage learning in a creative HE environment and develop a theoretical appreciation of games and their place in broader culture. Students will also be introduced to the concept of play.</p> <p>Through set tasks and project work students will be introduced to key digital workflows and approaches to prototyping that are common in industry and students will explore how these can inform a 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.</p>	<p>Level 4:</p> <p>At level 4 you will be introduced to the types of assessment which will be embedded across the units. You will have an opportunity to practice different ways of presenting your work to tutors, peers and a professional audience.</p> <p>Assessment will be by portfolio which will include a variety of tasks such as games development, blogs, reports, presentations and evidence of experimentation and research.</p> <p>Each unit has a summative point where a final is awarded. Each unit also has a formative point where you are given a feedback on your work so far and advice and guidance on how to complete your projects.</p>
<p>Level 5:</p> <p>Skills acquired at Level 4 are developed further through a mixture of workshops, lectures, seminars, group exercises, self-directed study, as well as individual or group tutorials.</p> <p>In addition, students will test their developing disciplinary knowledge in collaborative scenarios with the opportunity to take part in the common elective system offering collaborative opportunities both within Ravensbourne and in external contexts. Students will also be introduced to what currently constitutes innovative practice within games design and explores the interplay of innovation</p>	<p>Level 5:</p> <p>At level 5 the types of assessment evidence required across the units are similar to level four but help you to build further professional skills.</p> <p>In level 5 students will be provided with formative feedback via individual tutorials, peer group presentations and individual presentations. . In addition, in level 5 there is more opportunity for collaborative work and peer feedback. There is more opportunity for students to engage with external industry professionals.</p>

<p>and technological development.</p> <p>In addition to practising more advanced asset creation techniques, this level also presents the opportunity for students to work collaboratively on the production of a game prototype in a way that closely resembles the collaborative process of the games industry and explores the individual strengths of each student. This learning will be key to the shaping of the major project in level 6.</p> <p>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. Traditional modes of delivery will be supported where appropriate by e-learning and/or resource-based learning (via a VLE, virtual learning environment). Students will also agree their dissertation topic towards the end on this level.</p> <p>Level 6:</p> <p>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 large proportion of project-based work will be initiated and developed by students themselves, with a view to mastering particular skills that will allow them to stand out in industry. Students will be offered increased responsibility for their own learning undertaking a major project to realise a high-fidelity game prototype. 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.</p> <p>Written work (outside of dissertations) will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development. Within</p>	<p>Summative Assessment</p> <p>This will happen at the end of the unit and involve the submission for formal assessment of the types of assessment evidence as required by the units.</p> <p>Level 6:</p> <p>In level 6 the types of assessment evidence required across the units are similar to level five but are more individually focused.</p>
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the sphere of theoretical study, students will develop and write a dissertation which explores an area of their subject in depth.

Unit Code	Unit Title	Credits
Level 4		
C18101	Themes in Contemporary Culture	15
GMD18102	Introduction to Games Design	15
GMD18103	Games Creation	30
GMD18104	Concept Art, Digital Development and Play	30
GMD18105	Digital Prototyping for Games	30
Level 5		
C18201	Big Ideas and Philosophies	15
EGMD181	Elective Game Jam	15
EGMD182	Elective Gamification	15
GMD18202	Innovation and Technology	15
CIE18200	Cross Institution Elective	15
GMD18203	Advanced Skills and Tools	30
GMD18204	Collaborative Games Design Studio	30
Level 6		
C18301	Dissertation	30
GMD18302	Concept Design	15
GMD18303	Professional Portfolio	15
GMD18304	Major Project - Game Realisation	60
		360

Entry Requirements

Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English) and also to hold at least one of the following or equivalent UK or international qualification:

- 2 A Levels (grades A-C) or 4 AS Levels (grades A-C)
- 2 vocational A Level (grades A-C)
- Level 3 Foundation Diploma or National Diploma
- Advanced Diploma (grades A-C)
- International Baccalaureate (28 points or above)

Where an applicant's first language is not English, proof of competence in English will be required. For undergraduate and postgraduate programmes, this will normally take the form of an approved English language test at B2 level in the Common European Framework of Reference. Any test for proficiency in English must have been achieved within 18 months preceding the date of entry. Individual programmes may have higher language

requirements. Ravensbourne's international department will advise applicants on the language requirements for particular programmes.

Selection Criteria

Ravensbourne will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of:

- an applicant's prior academic achievement/qualifications and/or previous employment/life experience;
- assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes

- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process

- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills

- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills

- has shown they can initiate and deliver projects
- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations

- understands the relevance of the course to her/his career ambitions
- understands current debates within industry

Accreditation of Prior Learning

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.

Student Support	http://intranet.rave.ac.uk/display/SS/Student+Support
Assessment Regulations	http://intranet.rave.ac.uk/display/RA/Assessment+-+UG+and+PG

Course LO's	Level Four				Level Five					Level Six		
	102	103	104	105	202	203	204	E1	E2	302	303	3.4
LO1	x									x		
LO2	x	X	X			x		x		x		
LO3		X	X	x	x	x			x			x
LO4		X		X	x		x					x
LO5			X					x	x			
LO6	x								x			x
LO7			X	X		x	x	x			x	x
LO8					x	x	x			x	x	x

Description of the Course

BA Games Design is a design-led games course that enables students to create a broad range of game experience that reflects the diversity of the contemporary games industry.

What this means is that the course ensures students develop a well-defined skillset to support a range of games design practice which includes; asset creation, concept art, digital development skills, experience of development engines, game mechanics, scripting, the production of design documents and specifications, collaborative team-working, and experimental practices exploring immersive technology. This skillset is all delivered within the framework of an open, inclusive and broad-based design education that supports the development of the creative individual.

In this, BA Games Design gives its students both a creative and technical platform to realise their individual ambitions and ensure they become game makers who are able to understand the motive forces of play and the cultural power of games.

Academic Framework

	Term1	Term2	Term 3
Level 4 120 credits	<i>Induction</i> 0 credits	C18101 Themes in Contemporary Culture 15 credits	
	GMD18102 <i>Introduction to Games Design</i> 15 credits	GMD18104 Concept Art, Digital Development and Play 30 credits	
	GMD18103 Games Creation 30 credits	GMD18105 Digital Prototyping for Games 30 credits	
Level 5 120 credits	C18201 – Part 1 <i>Big Ideas and Philosophies</i> <i>(7.5 out of 15 credits)</i>		C18201 – Part 2 <i>Dissertation Proposal</i> <i>(remaining 7.5 out of 15 credits)</i>
	<i>Cross Departmental Electives:</i> <i>EGMD181 or EGMD182</i> 15 credits	CIE18200 <i>Cross-Institutional Elective</i> 15 credits	
	GMD18202 Innovation and Technology 15 credits	GMD18203 Advanced Skills and Tools 30 credits	
		GMD18204 Games Design Studio 30 credits	
Level 6 120 credits	C18301 Dissertation 30 credits	GMD18303 Professional Portfolio 15 credits	
	GMD18302 Game Design 15 credits	GMD18304 Major Project – Game Realisation 60 credits	