**Programme Specification**

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|---|---|---|
| **Awarding body:** | University of Surrey | |
| **Teaching institution (if different):** | University Centre Farnborough, Farnborough College of Technology | |
| **Final award:** | BA (Hons) | |
| **Final award (if different):** | | |
| **Programme/pathway title:** | Game Design and Development | |
| **Subsidiary award(s) and title(s):** | Award | Title |
| | Certificate of Higher Education | Game Design and Development |
| | Diploma of Higher Education | Game Design and Development |
| | BA (Ord) | Game Design and Development |
| | | |
| **FHEQ Level:** | Choose an item. | |
| **Credits:** | *360* | |
| **ECTS credits:** | *180* | |
| **Name of Professional, Statutory or Regulatory Body (PSRB):** | | |
| **Mode of study and route code:** | Mode of study | Please tick applicable |
| | Full-time | ☒ |
| | Full-time with PTY | ☐ |
| | Part-time | ☐ |
| | Distance learning | ☐ |
| | Short course | ☐ |
| **JACs code:** | | |
| **HESCOs Code:** | | |
| **Start date (date/month/year):** | 07/09/2020 | |
| **End date (date/month/year):** | 08/07/2022 | |
| **Length of programme in months:** | 23 | |

| QAA Subject benchmark statement (if applicable): | Art & Design (2016) Computing (2019) |
|---|---|
| Other internal and / or external reference points: | |
| Faculty and Department/School: | Faculty of Enterprise, Creative and Sport |
| Programme Leader: | George Gomes |
| Date of production/revision of the specification: | 01/04/2020 |

**Educational aims of the programme:**

- Students are taught all major aspects of the game production pipeline, from initial concept to final delivery. This includes design, 3D modelling, 2D asset creation, animation, programming and marketing.
- Students will learn to develop games for a variety of platforms, including Windows PC, mobile devices, virtual reality platforms and augmented reality platforms.
- Throughout the programme, students will be equipped with the skills and knowledge necessary to succeed both as employees in an established game studio setting, and as entrepreneurs and self-employed freelancers in the independent game marketplace.
- Students will become proficient at a number of industry standard software packages, including third-party game engines, 3D modelling and animation software, and 2D asset creation software.
- Students will learn and apply key design theories and approaches in the creation of a number of diverse game projects, equipping them with both a robust design knowledge and an attractive portfolio of work.
- Students will be able to understand and critically evaluate games as cultural artefacts, understanding the history and future implications of the intersection between games and social/ideological issues and developments within society.
- Students will be encouraged to develop novel concepts and ideas, considering how their projects fit into the rich and diverse landscape of existing and emerging game genres.
- Students will learn essential skills for developing themselves as professionals, including self-promotion techniques and strategies for creating communities around work-in-progress game projects.
- Students are encouraged to collaborate with others during the production of their game projects, in order to enhance the production value of their projects and further develop their professional skills. These collaborators may include students from other disciplines within University College Farnborough, or external professionals such as voice artists. ==Students will also work in groups for the three modules comprising Project 2: 2D Mobile Game (Level 4)==
- Students will have the opportunity to develop their professional skills and expand their circle of industry contacts by undertaking a work placement in a game studio. Students will also receive guest lectures from seasoned industry professionals, enabling them to acquire valuable insight and advice in regards to their potential career paths within the game industry.

**Programme learning outcomes:**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

| Learning Outcome | K | C | P | T | Optional Ref | Cert HE | Dip HE | BA (Ord) | BA (Hons) |
|---|---|---|---|---|---|---|---|---|---|
| K1. Develop a sound working knowledge of a number of industry standard software packages, including game engines, game programming languages, 3D modelling software, and 2D asset production software.  Understand and utilize key theories and approaches relating to major aspects of game design. Utilize Windows PC and mobile hardware. | ☒ | ☒ | ☐ | ☐ | | ☒ | ☒ | ☒ | ☒ |
| K2. Further develop knowledge and use of industry standard software packages, including intermediate and advanced game engine functionality, 3D character modelling and animation software, and intermediate and advanced programming techniques. Understand and utilize further aspects of game design, including level design and user experience. Utilize virtual reality hardware and platforms. | ☒ | ☒ | ☐ | ☐ | | ☐ | ☒ | ☒ | ☒ |
| K3. Achieve proficiency in a variety of industry standard software packages, including advanced game engine functionality. Engage in extended project production, building on knowledge from previous levels to select appropriate hardware and software solutions. Understand audience and market opportunities for self-directed game projects. Utilize augmented reality hardware. | ☒ | ☒ | ☐ | ☐ | | ☐ | ☐ | ☒ | ☒ |
| C1. Understand key concepts relating to game design and development. Critically evaluate games as cultural artefacts, understanding their diverse use and roles within society, and apply this knowledge to the student's own projects. Respond to briefs with ambition and imagination, fulfilling assessment criteria as required. | ☐ | ☒ | ☐ | ☐ | | ☒ | ☒ | ☒ | ☒ |
| C2.  Further develop understanding of key concepts relating to game design and development. Understand the history of games and technology and consider/anticipate future developments in the field. Respond to briefs in novel and inventive ways, going beyond superficial requirements and developing a creative flair. | ☐ | ☒ | ☐ | ☒ | | ☐ | ☒ | ☒ | ☒ |
| C3. Apply knowledge from previous levels in the creation of an extended project, using academic skills to gather research and critically evaluate their own work as a cultural artefact. | ☐ | ☒ | ☐ | ☒ | | ☐ | ☐ | ☒ | ☒ |

| Learning Outcome | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P1. Understand major concepts in professional etiquette, such as punctuality, reliability and integrity. Approach games as a practitioner as well as a consumer. | □ | □ | ⊠ | ⊠ | | ⊠ | ⊠ | ⊠ | ⊠ |
| P2. Understand and consider the diverse range of opportunities available within the game industry, including employment and self-employment opportunities. Undertake an industry work placement at level 5. Further develop approach to games as a practitioner. | □ | □ | ⊠ | □ | | □ | ⊠ | ⊠ | ⊠ |
| P3. Develop professional relationships with other students and with industry visitors, which the student can continue to maintain and build upon after graduation.  Develop essential professional skills which will aid the student in their future career, such as networking, interview skills, creating portfolios and self-promotion. | □ | □ | ⊠ | ⊠ | | □ | □ | ⊠ | ⊠ |
| T1. Develop academic writing and critical thinking skills. Work to deadlines and respond effectively and imaginatively to supplied briefs. Understand and utilize best practices in relation to collaborative working considerations, such as using clear documentation and good project etiquette. | □ | □ | □ | ⊠ | | ⊠ | ⊠ | ⊠ | ⊠ |
| T2. Further develop best practices in relation to collaborative working considerations, such as using clear documentation and good project etiquette. Respond to briefs with ambition and self-discipline. Further develop academic writing skills. | □ | □ | ⊠ | ⊠ | | □ | ⊠ | ⊠ | ⊠ |
| T3. Further develop timekeeping skills and self-discipline, culminating in the production of a self-directed extended project. | □ | □ | ⊠ | ⊠ | | □ | □ | ⊠ | ⊠ |

**Programme structure:**

All programmes operate on a 15 credit modular structure (or multiples of 15 credits) over two semesters. Modules are normally semester based and can be worth either 15, 30, 45 or 60 credits.  A 15 credit module is indicative of 150 hours of learning, comprised of student contact, private study and assessment.

This programme is studied full-time over two academic years. In order to achieve the principal award of BA (Hons) Game Design and Development, a student must complete 360 credits, 120 credits at FHEQ Levels 4, 5 and 6 respectively. Students are also eligible to exit the programme with the following subsidiary awards:

- BA (Ord) Game Design and Development – 300 credits with a minimum of 60 credits at FHEQ Level 6
- Diploma of Higher Education (Dip HE) – 240 credits with a minimum of 120 credits at FHEQ Level 5

- Certificate of Higher Education (Cert HE) – 120 credits at FHEQ at Level 4

In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ Levels 4, 5 and 6.

The programme is an accelerated BA (Hons) taught over 2 years, with 3 terms in each year.

The first four terms centre around a major game project per term, with three modules in the term each contributing to that project. This teaching and assessment strategy is designed to allow students to understand the holistic nature of game design and development, in which several disciplines work closely together to create a final product, whilst also allowing them to be assessed specifically according to each relevant discipline. This project-per-term strategy is structured as follows:

Term 1:
Project 1: Interactive 3D Environment
Contributing Modules: GDD4002 Environmental 3D Modelling; GDD4003 Introduction to Game Design; GDD4004 Introduction to Coding

Term 2:
Project 2: 2D Mobile Game (Group Project)
Contributing Modules: GDD4005 2D Game Art and UI; GDD4006 Narrative Design; GDD4007 Intermediate Coding

Term 3:
Project 3: 3D Third Person Game
Contributing Modules: GDD5001 3D Character Modelling and Animation; GDD5002 Level Design; GDD5003 Advanced Coding

Term 4:
Project 4: Branching Narrative VR Game
Contributing Modules: GDD5005 Visual Scripting and Virtual Reality; GDD5006 Branching Narratives; GDD5007 Sound Design for Games

For each project in the above terms, the major project itself will form part of the assessment submission for each of its three contributing modules. However, although the submission of the project itself is shared between the contributing modules, each module will assess the submission individually as it relates to that module's assessment criteria. Additionally, each contributing module contains a second assessment point related specifically to that module, such as a portfolio or written piece, which will be submitted separately to the major project. The submission deadlines of these second assessment points will be staggered to avoid deadlines clashing.

The final two terms will allow the students to consolidate the skills and knowledge they have gained on the programme and focus their efforts towards creating a Final Major Game Project. This Final Major Project will use a genre and topic of their choice, and can be developed for a platform of their choice (within the platforms available to the institution). This project can be either a complete short game, or a small part of a larger game (known as a 'vertical slice'). This project will act as a 'calling card' for the student, either as a portfolio piece aimed at securing employment, or as a proof of concept aimed at securing funding for further development, or as a completed, commercially viable product. Development of this Final Major Project is split across two modules: GDD6001 Final Major Project Part 1: Pre-Production and GDD6004 Final Major Project Part 2: Production.

Students will also have the opportunity to undertake a work placement during the Summer break between their first and second years.

**Programme adjustments (if applicable):**

N/A

FHEQ Level 4: potential awards – Cert HE

| Module code | Module title | Core / compulsory / optional | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | Qualifying Conditions |
|---|---|---|---|---|---|
| COM4001 | Academic Skills | Compulsory | 15 | Semester 1 | |
| GDD4002 | Environmental 3D Modelling | Compulsory | 15 | Semester 1 | |
| GDD4003 | Introduction to Game Design | Compulsory | 15 | Semester 1 | |
| GDD4004 | Introduction to Coding | Compulsory | 15 | Semester 1 | |
| GDD4005 | 2D Game Art and UI | Compulsory | 15 | Semester 2 | |
| GDD4006 | Narrative Design | Compulsory | 15 | Semester 2 | |
| GDD4007 | Intermediate Coding | Compulsory | 15 | Semester 2 | |
| GDD4008 | Games in Society | Compulsory | 15 | Semester 2 | |
| How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? | N/A – the programme does not contain optional modules. | | | | |

FHEQ Level 5: Potential awards – Dip HE

| Module code | Module title | Core / compulsory / optional | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | Qualifying Conditions |
|---|---|---|---|---|---|
| GDD5001 | 3D Character Modelling and Animation | Compulsory | 15 | Semester 1 | |
| GDD5002 | Level Design | Compulsory | 15 | Semester 1 | |
| GDD5003 | Advanced Coding | Compulsory | 15 | Semester 1 | |

| GDD5004 | Professional Development and Work Placement | Compulsory | 15 | Semester 1 | |
|---------|---------|---------|---------|---------|---------|
| GDD5005 | ==Visual Scripting and== Virtual Reality | Compulsory | 15 | Semester 2 | |
| GDD5006 | Branching Narratives | Compulsory | 15 | Semester 2 | |
| GDD5007 | Sound Design for Games | Compulsory | 15 | Semester 2 | |
| GDD5008 | Emergent Technologies | Compulsory | 15 | Semester 2 | |
| How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? | N/A – the programme does not contain optional modules. | | | | |

FHEQ Level 6: Potential awards – BA (Ord) Game Design and Development / BA (Hons) Game Design and Development

| Module code | Module title | Core / compulsory / optional | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | Qualifying Conditions |
|---------|---------|---------|---------|---------|---------|
| GDD6001 | Final Major Project Part 1: Pre-Production | Compulsory | 30 | Semester 1 | |
| GDD6002 | Augmented Reality | Compulsory | 15 | Semester 1 | |
| GDD6003 | The Game Industry | Compulsory | 15 | Semester 1 | |
| GDD6004 | Final Major Project Part 2: Production | Compulsory | 60 | Semester 2 | |
| How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? | N/A – the programme does not contain optional modules. | | | | |

| **Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme** | | |
|---------|---------|---------|
| Associate Tutor(s)/Guest Speakers/Visiting Academics: | ☒ | |
| Professional Training Year (PTY): | ☐ | |
| Placement(s) (study or work that are not part of the PTY or Erasmus Scheme): | ☒ | |
| Clinical Placement(s) (that are not part of the PTY Scheme): | ☐ | |
| ERASMUS Study (that is not taken during Level P): | ☐ | |
| Study exchange(s) (that are not part of the ERASMUS Scheme): | ☐ | |
| Dual degree: | ☐ | |
| **Programme set up questions** | | |

| Source of funding for the programme (eg NHS where not student/employer funded): | N/A |
|---|---|
| Collaborating organisation (eg NHS providing significant input into a programme): | N/A |
| Location of study (eg if distance learning / overseas centre): | N/A |
| Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated eg accreditation/registration is an option): | N/A |
| Closed programme (is the programme specifically to be offered privately to a group of students, eg only employees of companies or organisations that are meeting the costs of the students studies): | N/A |
| **Other Information:** | |
| | |
| **Quality assurance:** | |
| The *Regulations* and *Codes of Practice* for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm | |