Programme Specification for

BSc (Hons) Games Design

1. Programme title	BSc (Hons) Games Design
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	BSc (Hons) Games Design
6. Year of validation **Year of amendment**	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Selection of students for the programme is based on evidence of ability demonstrated by a portfolio of work at interview. This portfolio can be wholly digital and should include examples of such things as games designs, art work, game reviews and sample programs. Skype or telephone interviews can be conducted for overseas students.

The standard academic qualifications for entry to Year 1 of the programme are:

- 5 subjects passed at GCSE (Maths and English at C or above) with 3 subjects passed at A level corresponding to 280 points and above or equivalent qualifications or prior experience.

Students whose first language is not English must have an overall IELTS score of 6.0, and not less than 5.5 in any element. Where they do not meet this criteria they should attend and successfully complete a Middlesex University pre-sessional course.

Applications from mature students, over 21 years of age at the time of admission, without formal qualifications or with relevant professional experience or non-standard qualifications are welcomed.

Direct entry into Year 2 or 3 of the programme is considered on a case-by-case basis.

Year 3 entry is very rarely academically appropriate, but will be considered by the Programme Team.

10. Aims of the programme

The programme aims to:

- enable students to develop the skills and knowledge to become accomplished Game Designers;
- equip students with the creative and transferable skills required within the Games sector or broader Creative Industries;
- develop an exploratory approach to students' work – to be confident in engaging with new ideas and technologies;
- provide a professional level of core technical skills- particularly modelling and games development;
- foster collaborative work by integrating group-based projects, and where appropriate, engagement in multidisciplinary work with students from other programmes;
- develop an advanced understanding of the broader context of Games Design – its impact, implications and theoretical foundations.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The essential concepts and theories relating to computing and computer applications as appropriate to the study and practice of games design.

2. The professional, economic, social and ethical issues involved in the sustainable exploitation of computer technology.

3. Approaches to creative practice relating to games design and an understanding of how these apply in different creative and professional contexts.

Teaching/learning methods

Students gain knowledge and understanding through:

- presentations by professional practitioners, practical group coursework assignments involving external visits and interviews with practitioners, originating and delivering presentations to peer groups;
- lectures, seminars, individual research, critical essays and practical coursework assignments;
- demonstrations and practical coursework in studio and specialist workshops areas.

Assessment methods

Students' knowledge and understanding is

4. The relevance and significance of the social and historical contexts relating to Games.	assessed by: • presentations and crits; • coursework essays and documentation for relevant modules; • coursework projects.
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: 1. Demonstrate an understanding of experimental, analytical and reflective skills. 2. Critically apply cognitive skills to a range of creative problems relating to Games Design in the development of effective outcomes and solutions. 3. Define, develop and construct a self-managed approach to research based on theoretical and practical considerations. 4. Use relevant criteria to articulate, discuss, criticise and evaluate their own and others' creative decisions.	**Teaching/learning methods** Students learn cognitive skills through: • presentations by professional practitioners, practical group coursework assignments involving external visits and interviews with practitioners, originating and delivering presentations to peer groups; • lectures, seminars, individual research, critical essays and practical coursework assignments; • demonstrations and practical coursework in studio and specialist workshops areas. **Assessment methods** Students' cognitive skills are assessed by: • practical coursework; • presentation of outcomes to peer groups; • written reports in support of practical work.
C. Practical skills On completion of the programme the successful student will be able to: 1. Employ a range of creative and practical skills relating to the development of games products and systems. 2. Effectively plan, document and	**Teaching/learning methods** Students learn practical skills through: • lectures, seminars, individual research, critical essays and practical coursework assignments; • demonstrations and practical coursework in studio and specialist workshops areas.

organise study and research activities. 3. Work and communicate effectively in team situations across a range of media.	**Assessment methods** Students' practical skills are assessed by: • practical coursework; • presentation of outcomes to peer groups; • written reports in support of practical work.
D. Graduate skills On completion of this programme the successful student will be able to: 1. Demonstrate personal and career development skills. 2. Demonstrate effective learning skills. 3. Demonstrate effective communication skills. 4. Demonstrate effective teamwork skills. 5. Demonstrate effective, appropriate information technology skills. 6. Demonstrate effective numeracy skills.	**Teaching/learning methods** Students acquire graduate skills through: • modules involving coursework assignments supported by workshops, seminars, tutorial and practical groups; • integrated elements in project assignments at all levels which encourage teamwork, communication and personal and career development; • set project requirements which demand an appreciation of scale, proportion, format, sequence, algorithm and other numerical specifications; • assignments which demand an appreciation of time constraints, forward planning, problem definition and research; • evaluation and group assessment of outcomes in order to develop oral and written communication skills. **Assessment methods** Students' graduate skills are assessed by: • practical coursework assignments and presentations combining oral, written and visual elements.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **GAM1002** *30 credits* **GAM1003** *30 credits* **GAM1004** *30 credits* **GAM1005** *30 credits*		120 credits at Level 4.
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **GAM2002** *30 credits* **GAM2003** *30 credits* **GAM2004** *30 credits*	Students must also choose **one** from the following: **GAM2005** *30 credits* **GAM2006** *30 credits*	120 credits at Level 5.
Level 6 (3)		

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **GAM3002** *30 credits* **GAM3004** *30 credits* **GAM3005** *30 credits* **GAM3006** *30 credits*		120 credits at Level 6.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
Level 5	GAM2002, GAM2003,
Level 6	GAM3002, GAM3004

13. Curriculum map
See attached.

14. Information about assessment regulations
The programme conforms to all Middlesex University assessment regulations. See Middlesex University Regulations at http://www.mdx.ac.uk/regulations. For all modules students will normally pass if they have achieved the learning outcomes for the module as evidenced by successful completion of the assessments. Both the module narratives in the programme handbook and the module handbooks will contain specific information regarding assessment procedures.

15. Placement opportunities, requirements and support (if applicable)
All students on the BSc Games Design Programme are encouraged to seek work placement opportunities during their period of study. Formally, a work placement

specifically forms part of the Professional Portfolio in Year 3 (Level 6).

The Middlesex University Employability Service will contribute to the taught programme to offer advice on managing work placements responsibly and safely.

16. Future careers (if applicable)

The programme provides the skills and knowledge to enable students to gain employment not just within the Games sector. Students can also expect to work within the broader area of the Creative industries, (e.g. web design, mobile app development digital branding and advertising).The strong commercial links, placement opportunities, and the development of a professional portfolio strengthen the students' employability.

17. Particular support for learning (if applicable)

- Computing labs and open access areas for digital media work and for support for other modules.
- Academic writing support from the Learner Development Unit is embedded in to the curriculum at all levels.
- Subject-dedicated librarians.

18. JACS code (or other relevant coding system)	
19. Relevant QAA subject benchmark group(s)	• QAA Subject Benchmark Statements for Art and Design • QAA Subject Benchmark Statements for Computing • QAA Framework for Higher Education Qualifications

20. Reference points

- Middlesex University Regulations http://www.mdx.ac.uk/regulations/
- Skillset Undergraduate Course Accreditation Guidelines for Computer Games
- IGDA Curriculum Framework v.3.2

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for *[title of Programme]*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1		C1	
A2		C2	
A3		C3	
A4		C4	
A5		C5	
A6		C6	
A7		C7	
Cognitive skills		Graduate Skills	
B1		D1	
B2		D2	
B3		D3	
B4		D4	
B5		D5	
B6		D6	
B7		D7	

Programme outcomes																							
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Highest level achieved by all graduates																									

Module Title	Module Code by Level	Programme outcomes																									
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7