Programme Specification for BA (Hons) Game Art

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA(Hons)
5.	Programme title	Game Art
6.	Pathways available	Single, major, joint, minor
7.	Mode and/or site of delivery	Standard taught programme on the University of Worcester site
8.	Mode of attendance	Full time and part time
9.	UCAS Code	Single Honours: I758 Joint Honours: Animation and Game Art [P31-Y78 / I680] Creative Digital Media and Game Art [D82-C52 / I759] Game Art and Graphic Design & Multimedia [Q90-A84 / I2W8]
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement for Art and Design, QAA 238, March 2008. ISBN 978 1 84482 809 8. http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf
11.	Date of Programme Specification preparation/ revision	November 2015. July 2016 - Minor updates/amendments. January 2017 - Course title changed from Game Art Design to Game Art. New modules added GAMA1003, GAMA2003, GAMA2004, GAMA2005. GAMA2000 module title changed. COMP2347 added as shared module. GDES1010, ILTN1011, CDME2002, CDME2008, CDME2011, CDME2029, GAMA2002, GDES2014, ILTN2013, and CDME3005 removed. General updates made to all sections of the programme specification. GDES2200 removed and replaced with GDES2100.

12.   Educational aims of the programme

BA (Hons) Game Art is designed to produce graduates who will possess all of the intellectual, creative and practical skills necessary to function as artistic practitioners and concept developers in the game industry. This course opens perspectives into the future of this fast-developing arena. Examples include not only games as entertainment but also applied games for sectors such as defence, education, health care, engineering and urban planning that span different groups in society, gender and age. With the understanding gained on the course, they will be in a position to communicate effectively with programmers in the studio production environment upon entering the industry. The Negotiated Study, Group Project and Professional Practice modules at level 6 will offer the student the opportunity to demonstrate their competence as a creative, professional, self-motivated learner and practitioner, able to function effectively within the industrial environment.

The course is designed to develop students' knowledge and understanding of the subject and also advance the necessary skills to practice art and design in game development. It incorporates three essential components of the student's learning experience: academic and creative rigour, professional competence and a sound theoretical foundation, focused in the UK Department for Culture, Media and Sport (DCMS) consultation paper on the video games

industry of October 2012. In a global context, its breadth mirrors the five broad games areas of interest encompassed by the work of the US Center for Computer Games and Virtual Worlds.[1]

The course broadly aims to enable students to:
- perform effectively and creatively in the practice and theory of game art design;
- appreciate relationships between concepts and practices, both within game art and with other subject areas;
- develop intellectual, practical & creative skills appropriate to their future interests and needs in relation to further study, employment, or both.

The specific aims are to:
- develop students' creative, imaginative, technical and problem-solving skills;
- expand students' critical and analytic skills so that they can apply these to their game art design practice;
- encourage the exploration and mastery of applied and perceptual skills;
- broaden and contextualise students' knowledge base;
- promote the development of communication skills, both verbal and non-verbal, formal and informal, digital and visual;
- enhance students' independent judgment, self-reliance and ability to work co-operatively with others;
- instil an appreciation of the ethical, gender and cultural issues surrounding game art.

13.   Intended learning outcomes and learning, teaching and assessment methods

The learning outcomes are based on the Art and Design outcomes in the QAA. These are also the generic learning outcomes for the Digital Arts Subject and Film Subject (Animation & Film Production). This ensures parity across the shared or optional modules.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award *Non-Honours or BA/BSc Honours*
1.	Understand the relationship between critical analysis and the practical application of game art design and how to explore, analyse and solve design problems	GAMA2001 GAMA2003 GAMA2005 GAMA3000 GAMA3027	BA (Hons) BA
2.	Appreciate the importance of technical ability and creativity within game art practice;	GAMA2000 GAMA2004 GAMA2005 GAMA3000 GAMA3027 GAMA3001	BA (Hons) BA
3	Adopt an approach to creative game principles and concepts that takes into account client and user concerns as well as changes in technology both now and in the future;	GAMA2000 GAMA2001 GAMA2004 COMP2347 GAMA2005	BA (Hons) BA

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[1] Center for Computer Games and Virtual Worlds (02.08.13) *The Future of Research in Computer Games and Virtual Worlds.*

		COMP2361 GDES2200 GDES2000 GAMA3000 GAMA3001 GAMA3027	
4	Understand the relationship between form and function and their relationship to concepts of usability and/or narrative;	GAMA2000 GAMA2001 GAMA2003 GAMA2004 GAMA2005 GDES2000 GDES2200 GAMA3000 GAMA3027	BA (Hons) BA
5	Recognize the cultural, social & historical contexts in which game art operates.	GAMA2001 GAMA2003 GAMA2005 GAMA3000 GAMA3001 GAMA3027	BA (Hons)

Cognitive and Intellectual skills

6	Demonstrate a detailed knowledge in the area of game art design in their diverse formations;	GAMA2000 GAMA2001 GAMA2003 GAMA2004 COMP2347 GAMA2005 GAMA3000 GAMA3001 GAMA3027	BA (Hons)
7	Demonstrate a critical awareness of debates and issues in the game art arena and recognise where their own work in located within it;	GAMA2000 GAMA2003 GAMA2005 GAMA3000 GAMA3001 GAMA3027 CDME3026	BA (Hons) BA
8	Apply and develop current theory and practice to the creation of new and original work in game art design;	GAMA2000 GAMA2003 GAMA2005 GAMA2004 GAMA3000 GAMA3027	BA (Hons) BA
9	Critically engage with and apply game theory and techniques to a diverse range of situations, users and audiences in a cultural context through written analyses of games;	GAMA2001 GAMA3000 GAMA3027	BA (Hons)
10	Reflect critically upon their own interpretations and be able to assess and challenge accepted opinion.	GAMA2000 GAMA2001 GAMA2003 GAMA2004 GAMA2005 COMP2347 GDES2200	BA (Hons)

		GDES2000	
		GAMA3000	
		GAMA3027	

Skills and capabilities related to employability

11	Develop creative and original game concepts, storyboard narratives, character designs and game environments;	GAMA2005 GAMA2003 GAMA2000 GAMA2001 GAMA3000 GAMA3027	BA (Hons) BA
12	Initiate and develop distinctive and creative work that effectively utilises relevant technical concepts and theories;	GAMA2000 GAMA2003 GAMA2004 GAMA2005 GAMA2001 GAMA3000 GAMA3027	BA (Hons) BA
13	Demonstrate the ability to apply practical skills in creative approaches to the preparation of work in the different fields of game art design;	GAMA2000 GAMA2001 GAMA2003 GAMA2004 GAMA2005 GDES2200 GDES2000 GAMA3000 GAMA3027	BA (Hons) BA
14	Produce work showing competence in operational aspects of game art design techniques and professional practices;	GAMA2000 GAMA2001 GAMA2004 GAMA2005 GAMA3000 GAMA3001 GAMA3027	BA (Hons) BA
15	Produce work, which is informed by and contextualised within, relevant theoretical issues and debates such as cultural context, politics, ethics and gender.	GAMA2000 GAMA2001 GAMA2003 GAMA3000 GAMA3027 CDME3005 CDME3027	BA (Hons) BA

Transferable/key skills

16	Develop an independent, organised approach to learning, and thereby practice time management skills through working to deadlines;	GAMA2000 GAMA2001 GAMA2003 GAMA2004 GAMA2005 GAMA3000 GAMA3027 CDME3026 CDME3005	BA (Hons) BA
17	Develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan	GAMA2000 GAMA2001 GAMA3001	BA (Hons) BA

	work and explore diverse opinions with respect and critical acumen;	GAMA3027	
18	Work collectively on practical tasks and presentations offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives;	GAMA2000 GAMA2001 GAMA2004 GAMA3001	BA (Hons)
19	Demonstrate the ability to select areas of research for investigation from a variety of critical perspectives and to synthesise these into a coherent end product;	GAMA2000 GAMA2001 GAMA2003 GAMA2004 GAMA2005 GAMA3000 CDME3026	BA (Hons) BA
20	Develop the autonomy to construct and sustain a programme of study that allows for varying degrees of specialisation in the area of practical game art.	GAMA2000 GAMA2001 GAMA2003 GAMA2004 GAMA2005 GAMA3000 GAMA3027	BA (Hons)

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**
  Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**
  Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**
  Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

The learning, teaching and assessment methods employed throughout the course support the above by offering a range of opportunities, including individual and group research projects, written and oral forms of presentation and the creation of new work. Game Art engages with a wide range of teaching methods: practical workshops, lectures, seminars, large and small group discussion and presentations, it is, therefore, inclusive for a variety of learning styles.
Each module states a range of learning and teaching methods used for its delivery. Opportunities to achieve the learning outcomes will be provided by the following methods:

- Digital studio workshops
- Seminars and student-led presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/ game art practitioners

- Group work, based on projects
- Project-based activities
- Self-directed study, evidenced by blogs and learning journals
- E-learning through the use of module websites, Blackboard and e-mail
- Studio visits
- Work-based learning

Students will be assessed by the following methods:
- Visual and written research
- Essays and critical statements
- Production of visual, aural and practical work
- Presentations to the module group or the examining tutors
- Production of preparatory and secondary material
- Written learning journal that may also contain images

Learning and teaching methods are kept under review to ensure that as wide a range of methods are being used in order to enhance the opportunities for students to learn. Learning outcomes can be grouped into four areas: knowledge and understanding, cognitive and intellectual skills, practical skills relevant to employment and transferable/key skills.

14.   Assessment Strategy

Most assignments are assessed against the learning outcomes for the module through a practical piece of work and learning report; some use presentations or online blogs. The report is a reflective, self-critical account of the student's learning journey in the experience offered by the module. Supporting this is a learning journal, or online blog, offering evidence -– such as 3D models, demonstrations, viewable assets, reports and project logs – that indicate the depth of the student's learning. Transferable skills, such as communication, collaboration and project management, for example, are also explicitly assessed.

Assignments are summatively assessed by the academic staff and formatively by the student themselves and also their peers. During self-assessment, students are required to give a value to their own work, using the course criteria and grading system.

Game Art employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment, or rehearsed presentations. In addition, formative assessment is a part of the individual tutorial system, featured in every module, and feedback. This is an important part of the student development as it creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

15.   Programme structures and requirements

Game Art is part of the portfolio of courses administered under the Digital Arts Subject in the Institute of Humanities and Creative Arts.

Please see the Award Map Annex at the end of this document.

The course is available in full and part-time modes and across the full range of pathways.

16.   QAA and Professional Academic Standards and Quality

This award is located at level 6 of the FHEQ.

The intended learning outcomes for Game Art provide evidence of the ways in which the QAA subject Benchmark Statement for Art and Design, QAA 238, March 2008, has been embedded into the teaching and learning of Art and Design at the University of Worcester.

The learning outcomes of all modules are intended to meet the QAA subject benchmark by providing the opportunity for students to apply and develop the range of Art and Design skills: the productive, the conceptual, the personal and the interpersonal.

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17.   Support for students

Throughout their period of study, students are supported by the Film Subject/Digital Arts academic and technical teams who offer a range of intellectual, practical and pastoral support through a system of personal and academic tutoring. The Game Art Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. Students' transition into University life is assisted by an initial short, one week's induction programme, which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are invited, for example, to attend the IHCA Student Party in induction week.

During this initial induction week, and in the first Worcester Week, students are involved in a range of activities, which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service. Students are also provided with a brief induction into their second and third year in the welcome back meetings.

In addition, the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester and provide online support through e-mail and social media.

Subsequent meetings are arranged with students at least four times during the academic year for first year students and three times for other years. This can be on either a group or a one-to-one basis. Personal Academic Tutors also act as a first point of contact for advice on matters related to academic progress on the course, including:

- general guidance on module and option choices, with appropriate signposting to Firstpoint for the process of module selection;

- support for their tutees in becoming a member of the University and making the transition into higher education and between academic levels;

- helping their tutees to understand the requirements of the course in terms of knowledge and understanding, skills development and assessment requirements;

- facilitating tutees to take responsibility for their own learning, helping them to reflect on their overall progress, identify learning needs and develop appropriate strategies to achieve;

- helping their tutees to make the most of the learning resources and other forms of learning support available to them;

- supporting their tutees in academic, professional and career related planning and development, and appropriate recording of this.

The Course Handbook and module descriptors are available online. Library staff will provide induction to The Hive and information skills workshops. In addition, the University Careers Service provides training opportunities for career planning. Progression is identified not only in the way in which students demonstrate both their developing understanding of the conceptual frameworks of digital media and their practical skills at each level but also through the way in which they manage their independence as a learner.

The following pages on the University website guides students to the appropriate support:
http://www.worcester.ac.uk/student-services/index.htm
http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

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18. Admissions

Admissions policy for the course
The admissions policy for Game Art seeks to be inclusive, and the course is committed to widening participation to include all groups in society. See:
http://www.worcester.ac.uk/journey/admissions-policy.html

Entry requirements
The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) plus 120 Tariff points from minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See UW Admissions Policy for other acceptable qualifications. Evidence of prior study in an art and design discipline – or equivalent experience in the case of mature applicants – will be required on application.

The current UCAS Tariff requirements for entry to this course are published in the prospectus.

Recognition of Prior Learning
Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Full-time applicants apply through UCAS (single honours: I758; joint honours with Animation: P31-Y78 / I680; joint honours with Creative Digital Media: D82-C52 / I759; Joint honours with Graphic Design & Multimedia: Q90-A84 / I2W8).

Part-time applicants apply directly to University of Worcester (UW).

Admissions/selection criteria
Apart from ascertaining that the University's minimum academic standards for entry into the course are achieved, the UCAS application form is used to ensure that the applicant is able to demonstrate sufficient aptitude in the art and design discipline to enable them to be able to engage with the course and that

- the student is of the appropriate calibre in order to engage with the academic and creative rigour of the course;
- the course is matched to the student's aspirations.

All applicants are offered a place on the course upon receipt of an application, which meets the required criteria.

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

The methods will be as follows:

- annual evaluation of the quality of the Game Art Course and subject area;
- external examiner reports;
- feedback from employers;
- student evaluation of all modules;
- course management committees provide further opportunities for student year representatives (StARs) to feedback from each year group;
- staff development opportunities provided by the University's Educational Development Unit promotes good practice and advancement in learning and teaching within each subject area;
- peer observation and discussion of teaching by staff;
- staff perform a range of roles across the University sector as external examiners, peer reviewers and consultants;
- staff have attracted funding for activities relating to improving the quality of teaching and learning:
- a teacher accreditation course (PG Cert in Learning and Teaching in Higher Education) for new staff and Higher Education Academy accreditation for others;
- staff dedicated to equal opportunities.

20. **Regulation of assessment**

The course operates under the University's **Taught Courses Regulatory Framework**

Requirements to pass modules
- Modules are assessed using a variety of assessment activities, which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6 including modules GAMA3001, GAMA3027 and one of CDME3005 or CDME3026.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification
The Honours classification will be determined by whichever of the following two methods results in the higher classification.

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

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21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Staff who teach on the course are recognised industry professionals with considerable teaching experience and research interests. The Film Subject – under which Game Art is administered –

has a satisfactory employment achievement. Courses from Digital Arts and Film that share modules with Game Art show that, in 2015, Creative Digital Media scored a 79% graduate employment achievement at the end of the course, Graphic Design achieved 87% and Illustration 77%. Student satisfaction was high. Graphic Design scored 100%, Animation 93% and Creative Digital Media 81%.

22.   Graduate destinations, employability and links with employers

Graduate destinations
Students are guided in their employability qualities from Level 5. Destinations on graduation are primarily in the game industry. Avenues open to Game Art graduates are concept generation and game applications in the entertainment, and learning and teaching arenas, concept development, character design, 3D modelling and simulation, game environments and animation. Graduates may also transfer skills gained via Game Art into associated fields in art direction, animation, graphic design, automotive industry, digital film production and architectural simulation.

Student employability
As a result of their broad learning experience, the BA (Hons) Game Art graduates will be well equipped to engage in the game industries both in the region and further afield. As an indication of opportunities, there are about 485 computer games businesses (the majority of which are games development companies) in the UK, employing over 7,000 people. The computer games employment average is higher than the creative media employer average of 46%[2]. The largest number of employees in computer games is located in the West Midlands (this University's region) alongside the South East.[3]

The course focuses on employability during level 5. For example, in GAMA2001, Game Production and UX Design, students engage with 'real world' client and user interface scenarios within the module sessions. At level 6, this is extended. In GAMA3001, Professional Practice, students experience a concentrated focus on studio practice, client relationship, brief interpretation, team management and presentation skills.

Engagement with outside clients' live briefs is encouraged. Courses within the Digital Arts and Film Subject areas participate in such initiatives on a regular basis and students also submit work for awards and prizes in national and international competitions. This is a factor of the course that will be developed as opportunities are presented.

Links with employers
Consultation with a number of agencies and individuals has been a feature of the course development. This ensures continual updating of course content and direction to ensure relevancy to industry requirements.

A range of contributors from larger developers, indie developers and mobile/viral game studios will inform and assist in developing the course, with industry contacts from the course leader feeding into ongoing course development.

Undergraduates will benefit from such links, with both practical connections providing live briefs and work placements, and providing inspiration and context for their future practice. Prominent among these employers are the following:

- Rumpus Animation are the makers of critically acclaimed Indie Adventure Game 'Bertram Fiddle'. Based in Bristol, this small team of designers, animators and coders are an exemplary model of current indie development, in terms of both creativity and business, using crowdfunders such as Kickstarter, which will be key for graduates in this arena.

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[2] Skillset Employment Census (2012) and Labour Force Survey, January to December 2012
[3] National Careers Service, *Finding out About Computer* Games, September 2013

- ClockWork Cuckoo - a games design studio in Bristol. It is intended that designers with this studio will be visiting lecturers on the course as well as having a major influence on the course structure. It is creation of small teams like Cuckoo, delivering games via Steam and App Store that we consider will be a major pathway for our students.

- NeonPlay are a relatively new medium sized agency based in Cirencester. They only create mobile apps under their own label. Their background is in the developing arena of viral gaming.

- EA games, and the Emerging Spaces division of Starcom Media, London.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course.

Award map

Course Title: Game Art	Year of entry: 2017-18 onwards

Level 4						
Module Code	**Module Title**	**Credits (Number)**	**Status** (Designated (D) or Mandatory (M) or Optional (O))		**Pre-requisites** (Code of Module required)	**Co-requisites or excluded combinations and other notes**
			SH	JH		
GAMA1000	Theory of Play and Game Art	30	M	M	None	None
GAMA1001	Game Design and Production	30	M	M	None	None
ANIM1005	Fundamentals of Modelling for Game Art and Animation	15	D	N/A	None	None
GAMA1003	Drawing for Game Artists	15	D	N/A	None	None
ANIM1004	Character and Characterisation	15	O	N/A	None	None
ANIM1002	Introduction to Animation: Human Locomotion	15	O	N/A	None	None
COMP1347	Programming: Concepts to Construction	30	O	N/A	None	Excluded combination COMP1812
COMP1812	Programming and Scripting	30	O	N/A	None	Excluded combination COMP1347
DFPR1104	Introduction to Sound Design	15	O	N/A	None	None
ILTN1012	Image and Meaning	15	O	N/A	None	Excluded combination: ILTN1101

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include GAMA1000 (30 credits), GAMA1001 (30 credits) ANIM1005 (15 credits) and GAMA1003 (15 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above: GAMA1000 (30 credits) and GAMA1001 (30 credits).

Level 5								
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**				**Pre-requisites** (Code of Module required)	**Co-requisites or excluded combinations and other notes**
			SH	**Maj**	**JH**	**Min**		
GAMA2000	Game Art: Modelling, Rigging & motion capture	30	M	M	M	O	None	None
GAMA2001	Game Production and UX design	30	M	M	M	O	None	None
GAMA2003	Production Design	15	M	O	O	O	None	None
GAMA2005	Game Art Environments	15	O	O	O	O	ANIM1005 or GAMA1001	None
GAMA2004	Digital Sculpting	15	O	O	O	O	None	None
COMP2347	Programming: Concepts to Construction	15	O	O	N/A	N/A	None	Excluded combination COMP1347 or COMP1812
COMP2361	Mobile Applications Development	30	O	O	N/A	N/A	COMP1347	Excluded combination COMP3361
GDES2000	Graphic Design for Internet and Multimedia	30	O	O	N/A	N/A	None	Excluded combinations GDES2100, GDES2200
GDES2100	Graphic Design for Internet and Multimedia: Planning	15	O	O	O	O	None	Excluded combination GDES2000

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include GAMA2000 (30 credits), GAMA2001 (30 credits) and GAMA2003 (15 Credits), plus any other 15 credit optional module.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional from the table above to the value of 30 credits.

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5
Major Pathway students must take at least 60 and no more than 90 credits from the table above to include GAMA2000 (30 credits), GAMA2001 (30 credits) and GAMA2003 (15 Credits).

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include **both** GAMA2000 (30 credits) **and** GAMA2001 (30 credits).

Minor Pathway Requirements at Level 5
Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include *either* GAMA2000 (30 credits) *or* GAMA2001 (30 credits).

Level 6								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites or excluded combinations and other notes**
			SH	**Maj**	**JH**	**Min**		
GAMA3000	Research and Independent Study for Game Art Design	30	M	M	O	O	GAMA2000 or GAMA2001	Joints should choose one of GAMA3000 or GAMA3027 or JOIN3001/2 or JOIN3003
GAMA3027	Negotiated Project in Game Art Design 1	30	M	M	O	O	GAMA2000 or GAMA2001	None
GAMA3001	Professional Practice in Game Art Design	15	M	O	N/A	N/A	GAMA2000 or GAMA2001	None
CDME3026	Negotiated Project	15	O	O	N/A	N/A	None	None
COMP3361	Mobile Application Development	30	O	O	O	N/A	COMP2347/ COMP1347/COMP1812	Excluded combination: COMP2361
GDES3015	Pressure Projects	15	O	O	N/A	N/A	None	None
ILTN3011	Authorial Practice	15	O	N/A	N/A	N/A	ILTN2001 or ILTN2012 or ILTN2013 or ILTN2014	None

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include GAMA3000 (30 credits), GAMA3001 (15 credits) and GAMA3027 (30 credits)

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include GAMA3000 (30 credits) and GAMA3027 (30 credits) and *either* GAMA3001 (15 credits) *or* COMP3361 (30 credits) *or* CDME 3026 (15 credits) *or* GDES 3015 (15 credits)

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include *either* GAMA3000 (30 credits) *or* GAMA3027 (30 credits).

Joint pathway students who choose to take their Independent Study (or equivalent) in this subject must take GAMA3000 or GAMA3027 Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6
Minor pathway students must take either 30 or 45 credits from the table above to include *either* GAMA3000 (30 credits) *or* GAMA3027 (30 credits).

Credit requirements for awards involving two subjects
In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons