

Programme Specification for BA (Hons) Game Art Design

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 Design
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 Design [P31-Y78 / I680] Creative Digital Media and Game Art Design [D82-C52 / I759] Game Art Design 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, minor updates/amendments July 2016.

12. Educational aims of the programme

BA (Hons) Game Art Design is designed to produce graduates who will possess all of the intellectual, creative and practical skills necessary to function as design practitioners and concept developers in the game industry. This course opens perspectives into the future of this fast-developing arena such as persuasive, serious and applied games as well as games for pure entertainment. 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 Independent Study 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

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

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. This ensures parity across the shared or optional modules.

Knowledge and understanding:

On successful completion of the course, students will be able to:

- understand the relationship between critical analysis and the practical application of game art design and how to explore, analyse and solve design problems;
- appreciate the importance of technical ability and creativity within game art practice;
- 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;
- understand the relationship between form and function and their relationship to concepts of usability and/or narrative;
- recognize the cultural, social & historical contexts in which game art operates.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

- demonstrate a detailed knowledge in the area of game art design in their diverse formations;
- demonstrate a critical awareness of debates and issues in the game art arena and recognise where their own work is located within it;
- apply and develop current theory and practice to the creation of new and original work in game art design;
- 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;
- reflect critically upon their own interpretations and be able to assess and challenge accepted opinion.

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

- develop creative and original game concepts, storyboard narratives, character designs and game environments;
- initiate and develop distinctive and creative work that effectively utilises relevant technical concepts and theories;
- demonstrate the ability to apply practical skills in creative approaches to the preparation of work in the different fields of game art design;
- produce work showing competence in operational aspects of game art design techniques and professional practices;
- produce work which is informed by and contextualised within, relevant theoretical issues and debates such as cultural context, politics, ethics and gender.

Transferable/key skills:

On successful completion of the course, students will be able to:

- develop an independent, organised approach to learning, and thereby practice time management skills through working to deadlines;
- develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan work and explore diverse opinions with respect and critical acumen;
- work collectively on practical tasks and presentations offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives;
- 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;
- 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 design.

Examples of learning, teaching and assessment methods used

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 Design 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/digital media 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
- Screenings
- 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 Design 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 Design is part of the portfolio of courses administered under the Digital Arts Subject in the Institute of Humanities and Creative Arts

Please see Award Map Annex

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 Design 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.

17. Support for students

Throughout their period of study, students are supported by the 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 Design 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, for example, invited to attend the IHCA Freshers' 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 Facebook.

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>

18. Admissions

Admissions Policy for the course

The admissions policy for Game Art Design 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 Design 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 Undergraduate 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).

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

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
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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](#).

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 Digital Arts Subject – under which Game Art Design is administered – has a satisfactory employment achievement. Courses that share modules with Game Art Design 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 Design 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. Associated fields are in art direction, animation, graphic design, digital film production and architectural simulation.

Student employability

As a result of their broad learning experience, the BA (Hons) Game Art Design 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 Subject 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. 'Big box' employers have been avoided in lieu of smaller boutique agencies who have contributed detailed, bespoke and flexible guidance. This arrangement will continue and undergraduates will benefit from such links. Prominent among these employers are the following:

- 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, as with a member of the course team, 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. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

² Skillset Employment Census (2012) and Labour Force Survey, January to December 2012

³ National Careers Service, *Finding out About Computer Games*, September 2013

Award map

Course Title: Game Art Design	Year of entry: 2016/17 onwards
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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
			Single Hons	Joint Hons		
GAMA1000	Theory of Play and Game Art	30	M	M	None	None
GAMA1001	Game Design and Production	30	M	M	None	None
ANIM1002	Introduction to Animation: Human Locomotion	15	O	N/A	None	None
ANIM1004	Character and Characterisation	15	O	N/A	None	None
ANIM1005	Fundamentals of Modelling for Game Art and Animation	15	D	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
GDES1010	Design: Skills and Theory	30	O	N/A	None	None
ILTN1011	Image Making	15	O	N/A	None	Excluded combination ILTN1101
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) ANIM 1005 (15 credits), plus one 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 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, texturing, motion capture and animation	30	M	M	M	O	None	None
GAMA2001	Game Production and UX design	30	M	M	M	O	GAMA1001 or COMP1341 and (COMP1812 or COMP1347)	None
GAMA2002	Introduction to Game Coding	15	M	M	N/A	N/A	None	None
CDME2008	Concept Generation, Research and Preproduction	15	M	O	O	N/A	None	Excluded combination CDME3008
CDME2002	Creating Sound for the Moving Image	15	O	O	N/A	N/A	None	None
CDME2011	Digital Photography	15	O	O	O	O	None	Excluded combination: CDME2030
CDME2029	Motion Graphics and Design for Television and Cinema	30	O	O	N/A	N/A	None	Excluded combination (CDME2025)
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
GDES2014	Children's Book Design	15	O	O	O	O	None	None
GDES2200	Graphic Design for Internet and Multimedia: Production	15	O	O	O	O	None	Excluded combination GDES2000
ILTN2013	Narrative Illustration	15	O	O	N/A	N/A	ANIM1003 or ILTN1011	Excluded combination ILTN2012, running in Sem 1

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), GAMA2002 (15 credits) and CDME2008 (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 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 GAMA2002 (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
CDME3005	Extension Module	15	O	N/A	N/A	N/A	None	None
CDME 3026	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
GDES 3015	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), GAMA 3001 (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 GAMA 3000 or GAMA 3027

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