BSc Games Design and Development

Programme Specification

1. Programme title	BSc Games Design and Development BSc Games Design and Development with Foundation Year
2. Awarding institution	Middlesex University
3a. Teaching institution	Middlesex University
3b. Language of study	English
4a. Valid intake dates	September
4b. Mode of study	Full Time and Part Time
4c. Delivery method	☒ On-campus/Blended ☐ Distance Education
5. Professional / Statutory / Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	BSc Games Design and Development BSc Games Design and Development with Foundation Year DipHE Games Design CertHE Games Design
8. Year effective from	2023/24

9. Criteria for admission to the programme

Minimum requirements 112 UCAS Tariff Points (from A Levels, BTEC, Access to HE diploma and other accepted qualifications) or equivalent qualification for UK, International and EU students. We accept Advanced Diplomas and Progression Diploma qualifications: these should be at advanced level (level 3) and relevant to the programme of study.

Applicants that are unable to meet the entry requirements for this course, may still be eligible for the Foundation Year in Media course.

Applications from mature students with non-standard qualifications are welcomed; especially applications by industry practitioners in digital media, communications and cognate fields wishing to advance their skills and gain formal HE qualifications.

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

In addition, we ask applicants to participate in a simple written design challenge to demonstrate a basic understanding of games and rules development for games design.

10. Aims of the programme

The programme aims to:

- Encourage an experimental approach to using existing and emerging technologies to create innovative forms of gameplay.
- Provide students with practical opportunities to develop sufficient technical skills to build persuasive and innovative prototypes of their game ideas for stakeholders. This will foster an excellent understanding of how to experiment with hardware technologies such as VR, AR, and Mobile to find new ways to use them in games and software technologies such as AI and big data to create new types of games as well as new ways of working on games.
- Provide opportunities to develop creative and transferable skills required in the various games industries, especially in the fields of Gameplay Design, Technical Design, and Game Design. As well as in the broader digital creative industries:
    - Build a professional mindset towards generating ideas and justifying their innovations and reuse of mechanics and gameplay.
    - Develop and refine the professional communication skills needed to become a professionally competent guide and coordinator of a creative team. Allowing students to articulate a creative vision and identify the appropriate medium and manner of communicating it in different contexts. As well as the skills required to communicate and sell the ideas to stakeholders.
- Encourage students' critical thinking to enable them to examine and respond to current and emerging games markets and the ethical complexity in those markets.
- Enable students to develop the skills and mindset that allows them to learn new tools and competencies quickly, as they are needed, in an industry that is continuously changing. That equip students with creative and transferable employability skills required to professionally network and promote themselves and their work effectively.

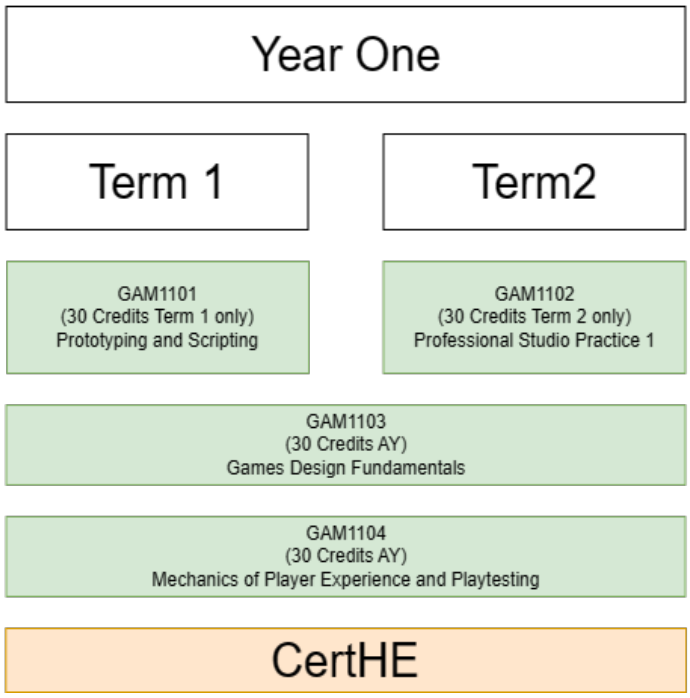
11. Programme outcomes*	
A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of : A1 The current state of research and experimental uses for technology in games. A2 Existing discourse on the cultural and professional state of games including academic areas of research and criticism. A3 Key concepts in the development lifecycle including project management, project workflows, and quality assurance A4 Critical discourse on existing and emerging game markets and their business models A5 Models of player experience and models of social interaction in game worlds and adjacent communities (psychology, UX, Game Studies)	**Teaching/learning methods** Students gain knowledge and understanding through a combination of interactive lectures, seminars, experiential activities, and practical workshop activities **Assessment methods** Students' knowledge and understanding is assessed by written and practical coursework including: • Pitch Presentations • Design Documentation • Testing documentation • Critical Presentations • Essay
B. Skills On completion of this programme the successful student will be able to: B1 Create and publish games using novel mechanics and technologies B2 Break down and solve problems in technical and design spaces. B3 Generate and communicate detailed ideas using appropriate media in a professional tone and style appropriate to the situation B4 Create digital and non-digital prototyping and user flow wireframes and using spreadsheets for prototyping (scripting and debugging) B5 Gain experience with conducting play testing as part of the game design and development process along with a range of social research methods. B6 Become adept collaborators through various team roles. Learning to be a team member, team coordinator, and develop an understanding of different	**Teaching/learning methods** Students learn skills through a combination of interactive lectures, seminars, experiential activities, and practical workshop activities. In second- and third-years project supervision and project stand ups are used as part of the teaching and learning practice. **Assessment methods** Students' skills are assessed by both written and practical coursework including: • Pitch Presentations • Design Documentation • Digital and Non-Digital Prototypes of various types • Reflective Documents, developer diaries, videos, and presentations • Project planning logs/timeline

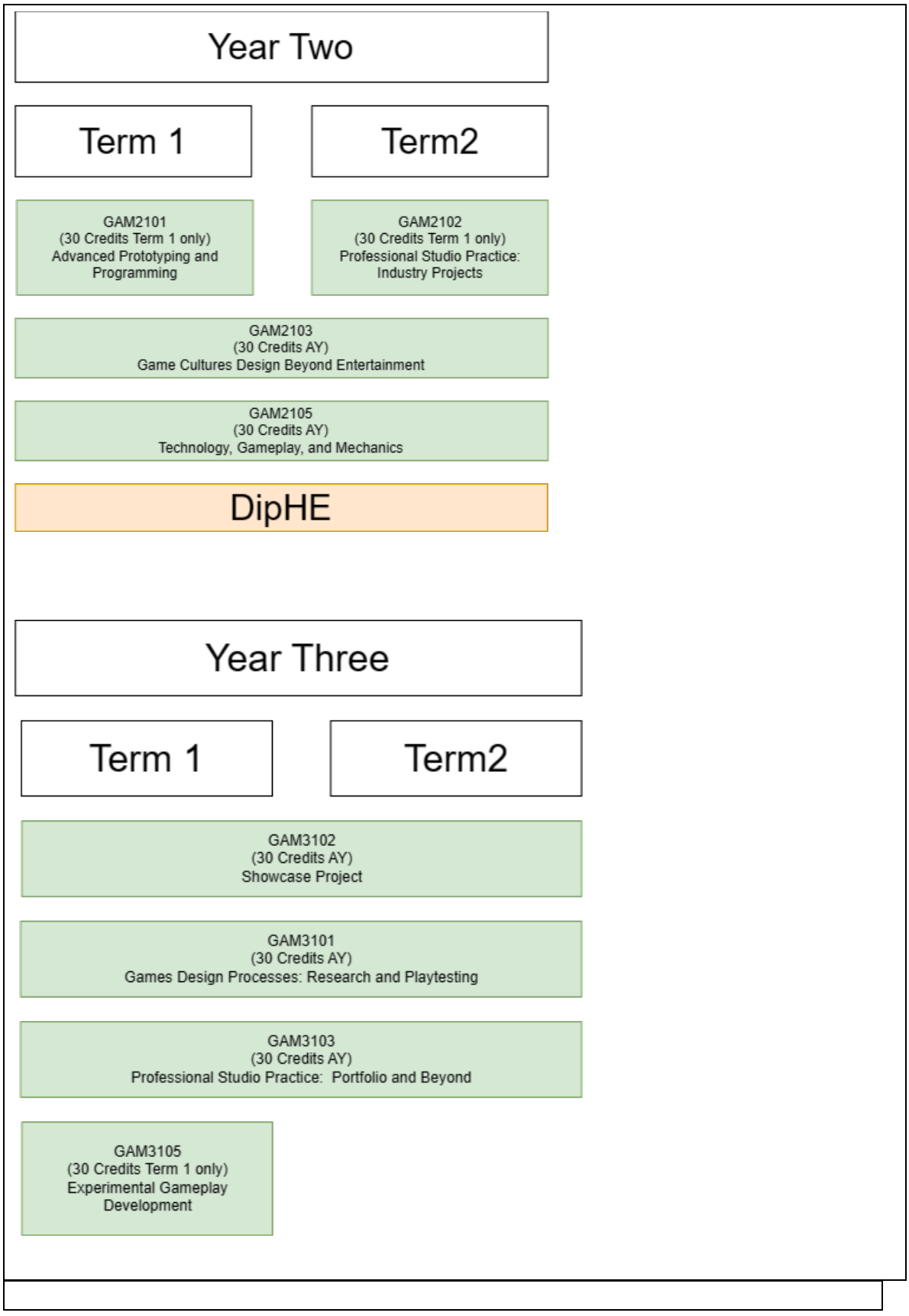
communication styles required to work with and lead groups from different disciplines B7 Connect ideas for games to a deeper cultural and ethical grounding in professional work and game design.	

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

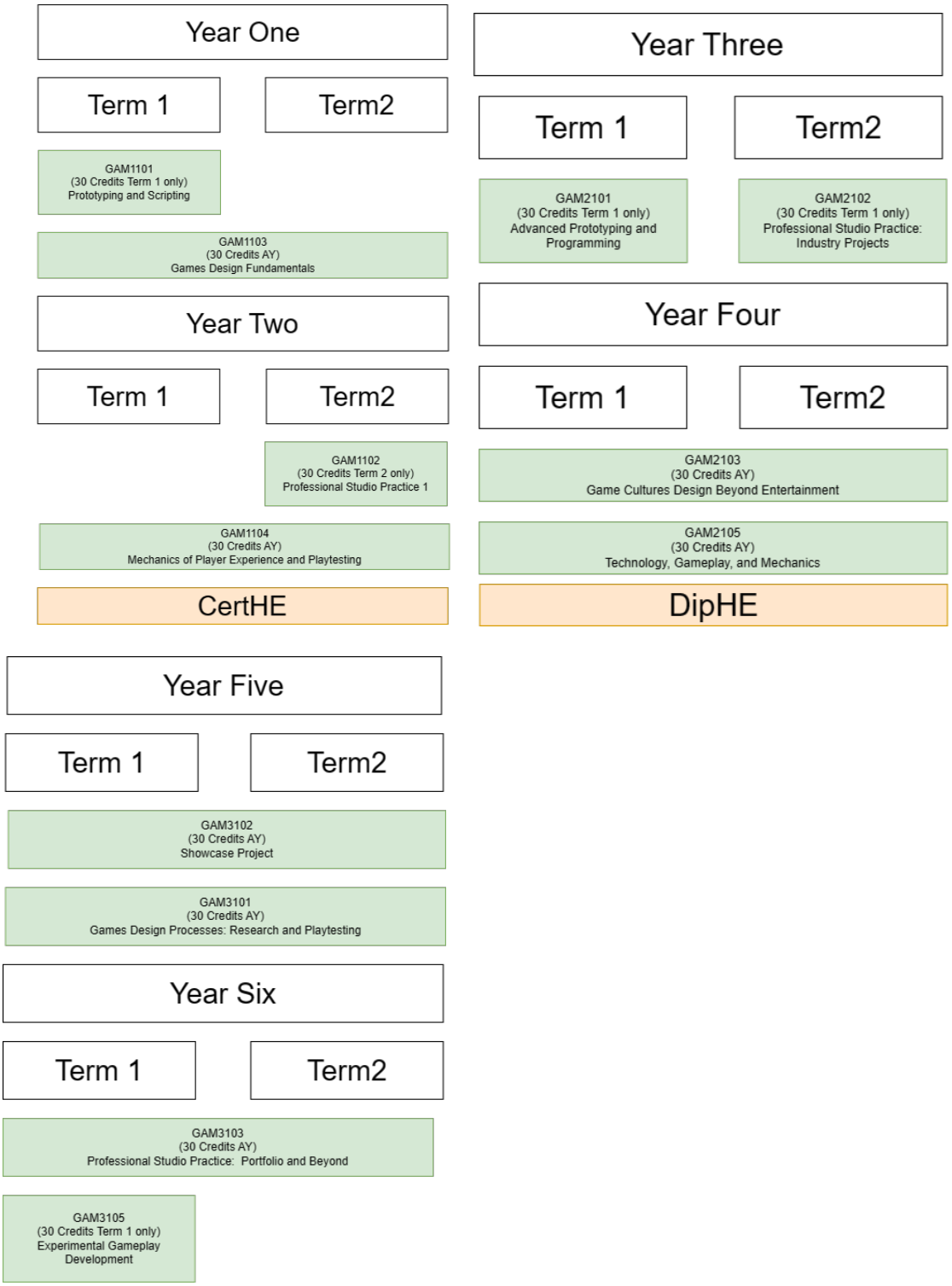
12. 1 Overall structure of the programme

BSc Game Design and Development (FT)




Year Two
Term 1
Term2
GAM2101
(30 Credits Term 1 only)
Advanced Prototyping and
Programming
GAM2102
(30 Credits Term 1 only)
Professional Studio Practice:
Industry Projects
GAM2103
(30 Credits AY)
Game Cultures Design Beyond Entertainment
GAM2105
(30 Credits AY)
Technology, Gameplay, and Mechanics
DipHE
Year Three
Term 1
Term2
GAM3102
(30 Credits AY)
Showcase Project
GAM3101
(30 Credits AY)
Games Design Processes: Research and Playtesting
GAM3103
(30 Credits AY)
Professional Studio Practice: Portfolio and Beyond
GAM3105
(30 Credits Term 1 only)
Experimental Gameplay
Development

BSc Game Design and Development (PT)



12.2 Levels and modules

Level 4		
COMPULSORY	OPTIONAL*	PROGRESSION REQUIREMENTS
Students must take all of the following: GAM1101 GAM1102 GAM1103 GAM1104	No options	 GAM1101 GAM1102 GAM1103 GAM1104
Level 5		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: GAM2101 GAM2102 GAM2103 GAM2105	No options	 GAM2101 GAM2102 GAM2103 GAM2105
Level 6		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: GAM3101 GAM3102 GAM3103 GAM3105	No options	 GAM3101 GAM3102 GAM3103 GAM3105

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	**Module code**
Level 4	GAM1101 GAM1102
Level 5	GAM2101 GAM2102 GAM2105
Level 6	GAM3101 GAM3102 GAM3105

13. Information about assessment regulations
This programme will run in line with general University Regulations, and especially the Code of Assessment Practices. Please refer to module narratives for additional information on the assessment strategy of each module and to section 12.1 for details of credit requirement for awards.

14. Placement opportunities, requirements and support (if applicable)
N/A

15. Future careers / progression
Targeting employment in the games industry as a Game Developer, Technical Game Designer, Production Assistant, or Game Designer. Graduate jobs beyond the games industry in User Experience Design, Project Management, Software Development, or Systems Analyst Consultant

16. Particular support for learning (if applicable)
Learning and teaching in the programme will be supported by Student Learning Assistants, Graduate Academic Assistants, the Learning Enhancement Team, Disability and Dyslexia Support service, visiting external presenters and collaboration with MDX Works. These additional support opportunities will ensure that all students enjoy equality of opportunity during their studies at Middlesex, in an inclusive, supportive and diverse learning context that breaks down any barriers which might prevent students with disabilities from actively participating in student life.

17. HECos code(s)	101268 computer games design 50% 100368 creative computing 25% 100736 human-computer interaction 25%
18. Relevant QAA subject benchmark(s)	**Art and Design** https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf **Computing**

	https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf

19. Reference points

QAAHE Benchmark for Computing
https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf

QAA HE Benchmark for Art & Design
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf

IGDA Curriculum Framework v.3.2 (2008)
https://docplayer.net/1868720-Igda-curriculum-framework.html

IGDA ongoing consultation
https://www.linkedin.com/pulse/new-kind-video-game-curriculum-framework-suzanne-freyjadis/?articleId=6579470022060634112

TIGA benchmark statement
https://tiga.org/education/tiga-benchmark-statements-for-bachelors-degrees-with-honours-in-game-development-subject-areas

The programme is also informed by the following internal sources:

- The Middlesex University regulations;
- Middlesex University policies on academic quality; concerns and complaints; data protections; employability; environment; equal opportunity; ethics; freedom of speech; health and safety; modern slavery statement; student conduct and discipline rules; and widening access to higher education;
- Strategy documents, on learning, teaching and assessment produced or curated by CAPE, especially on technology enhanced learning (TEL) and inclusivity in the curriculum;
- Guidelines developed by the Faculty of Arts and Creative Industries Learning and Teaching Committee.

20. 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.

21. Curriculum map for *BSc Games Design and Development*

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	
A1	The current state of research and experimental uses for technology in games.
A2	Existing discourse on the cultural and professional state of games including academic areas of research and criticism.
A3	Key concepts in the development lifecycle including project management, project workflows, and quality assurance
A4	Critical discourse on existing and emerging game markets and their business models
A5	Models of player experience and models of social interaction in game worlds and adjacent communities (psychology, UX, Game Studies)
Skills	
B1	Create and publish games using novel mechanics and technologies
B2	Break down and solve problems in technical and design spaces.
B3	Generate and communicate detailed ideas using appropriate media in a professional tone and style appropriate to the situation
B4	Create digital and non-digital prototyping and user flow wireframes and using spreadsheets for prototyping (scripting and debugging)
B5	Gain experience with conducting play testing as part of the game design and development process along with a range of social research methods.
B6	Become adept collaborators through various team roles. Learning to be a team member, team coordinator, and develop an understanding of different communication styles required to work with and lead groups from different disciplines
B7	Connect ideas for games to a deeper cultural and ethical grounding in professional work and game design.

Programme outcomes															
A1	A2	A3	A4	A5				B1	B2	B3	B4	B5	B6	B7	
Highest level achieved by all graduates															
6	6	6	6	6				6	6	6	6	6	6	6	

Module Title	Module Code by Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7
Prototyping and Scripting	GAM1101	x	x	x		x	x	x				x	
Professional Studio Practice 1	GAM1102		x				x	x			x	x	
Games Design Fundamentals	GAM1103		x	x			x	x		x		x	
Mechanics of Player Experience and Playtesting	GAM1104			x	x	x	x	x		x			x
Advanced Prototyping and Programming	GAM2101		x	x	x	x	x	x				x	
Professional Studio Practice 2: Industry Projects	GAM2102		x		x		x	x			x	x	
Game Cultures Design Beyond Entertainment	GAM2103			x	x		x	x		x		x	x
Technology, Gameplay, and Mechanics	GAM2105	x				x	x	x	X			x	
Games Design Processes, Research, and Playtesting	GAM3101				x		x			x			x
Showcase Project	GAM3102		x			x	x	x			x	x	
Professional Studio Practice 3: Portfolio and Beyond	GAM3103		x	x	x		x	x				x	X
Experimental Gameplay Development	GAM3105	x				x	x	x	x			x	