Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	- Bachelor of Arts with Honours - Games Art - Bachelor of Arts with Honours - Games Art with Professional Experience - Bachelor of Arts with Honours - Games Art with International Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	- Bachelor of Arts (BA) - Games Art - Diploma of Higher Education (Dip HE) - Games Art - Certificate of Higher Education (CertHE) - Games Art
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow Secondary/Tertiary Locations: Cavendish
Language of delivery and assessment	English
QAA subject benchmarking group(s)	ART AND DESIGN
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	Games Art BA, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2024/5

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

Aims of the programme

The course aims to provide students with creative and technical knowledge and understanding of games art, and with the skills needed to design games art assets and game environments. It will also help you develop a critical appraisal of

games art and its role in games design. The course will help you prepare for a career in creating games characters and assets; games narrative; games world layout; or games user experience design and implementation. We will help you plan your career development and develop your entrepreneurial skills.

Working closely with students in our 'sister' course the BSc Computer Games Development, which is embedded in our School of Computer Science and Engineering, you will take part in industry projects and competitions such as game jams. We aim to provide a fluid, high energy, experimental studio environment and creative hub for the development and production of games art assets. Students will engage with learning that is directly industry related, and will collaborate with game designers working on projects that question and challenge the current cultures and contexts for games. You will seek new approaches and audiences that have global reach, reflect on equality diversity and inclusion within games, and will embrace emerging developments in technologies and industry in this highly creative and enterprising field of the arts. The course will explore both established and emerging industries that use games for entertainment and for social enhancement (e.g. education games).

You will graduate with team work, creative and technical skills, ready to be global players in this field that crosses perceived and actual cultural and geographic divides.

Aims

- Ensure you have the tools, skills and knowledge to create assets within a games pipeline, reflecting the way games artists work in a typical games development industry context.

- Support you in becoming highly skilled and effective in the use of software, as you will be working principally in a digital environment.

- Enable you to develop a broad range of relevant transferable skills and approaches, and support the creative exploration of existing and emerging real time games art and visualisation technologies.

- Foster your independence and confidence in identifying and developing your personal and professional games art and games design trajectories.

- Provide an open and supportive creative environment that promotes research, speculative creative exploration in the context of games art and games design practice and theory including games visual asset creation, common games development software, in both individual and collaborative project work and enquiry.

- Create a reflective studio culture that understands games art and games design as a diverse and socially engaged practice, informing and contributing to how we understand the world across multiple contexts.

- Provide an environment where knowledge and critical thinking is contextualised and integrated within practice, promoting independent thought and informed practical exploration and development.

- Support you to develop a career plan and entrepreneurial skills.

Equality, Diversity and Inclusion

The course has been designed and developed with Equality, Inclusion and Diversity at its heart, and reflects the University's commitment to EDI and its Black Lives Matter commitment: https://www.westminster.ac.uk/current-students/news/university-of-westminster-publishes-black-lives-matter-commitment-plan.

The course offers you diverse reading and learning materials, which engage with a wide range of games art and games design within the context of multiple cultures and communities. We also use real world examples, live brief projects and invited speakers who are representative of the diverse community in which we are working. Our assessments are designed to be accessible and authentic, making them achievable and relevant for students of all backgrounds, and representative of the global context. This focus is in line with many of the major industry players in games art and design, who are undertaking actions to improve in these areas, and are looking for new employees who can help them to address issues of exclusion and stereotypes.

The programme has been designed to reflect the growing number of young women and those AFAB (assigned female at birth) who are entering the STEAM (science, technology, engineering, arts and maths) workforce, where technical skills combine with arts subjects. The programme's focus on equality, diversity and inclusion, as articulated here and in the module pro forma documents, will allow students from all backgrounds and genders to engage meaningfully and reflect their true selves in their work. Module sessions will include spaces to challenge and re-imagine gender and other stereotyping.

The module documents outline more granular ways in which this is embedded in your learning; for example when developing games character art in your first and second year, you will first consider representations of characters in games, and the socio-cultural impact of these representations. This will enable you to reflect on why and how you create games characters, and the societal impact of your choices.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Employability and enterprise are embedded in the curriculum. In addition to the industry facing projects and games jams mentioned above, you will study designated work-based learning modules in each year, which are shared with the BSc Computer Game Development, offering the experience of cross-disciplinary team work on enterprise projects. Work experience is offered in the first and second year of study. Your final year focuses on self-promotion and further development of employability skills, creating an online presence and making networking contacts with potential employers significantly working with the Westminster Enterprise Network.

In your first year (level 4), you will take three core modules that are designed to help you develop the core skills you will need as you progress through the course, and then in the workplace. These skills are grouped under three themes: understanding and critiquing briefs; developing your creative voice and technical skills; and demonstrating you can work in multidisciplinary teams. You will also take the Digital Arts module, to start your employability journey by creating a website to showcase your work. In Game Enterprise, you will work with students on our sister course, the BSc Computer Games Development, in multi-disciplinary teams. This will introduce you to the 'game development pipeline' giving you an understanding of how games artists work alongside others in industry. This module is industry-facing and you will work on live projects and have industry mentors assigned to you, to help you develop your employability further.

At Level 5 (your second year), the Games Studio module is another chance to work with games coders and developers from the sister BSc programme, on a module that includes a week long intensive Work Based Learning project, working with industry, on developing a games project. There is an opportunity to develop this further during the summer in a funded, industry-facing competition.

In your final year you focus on your own unique creative voice, developing a piece of games art for your portfolio in your Final Project, and continuing your employability journey through the Industry 3: Professional Practice and Public Engagement module, which helps you showcase your work as you start to look for employment, or to start your career as an entrepreneur.

The course has membership of The Independent Game Developers Association Limited ("**TIGA**") which gives students on this course the opportunity to enter relevant categories of the TIGA Games Industry Awards and TIGA UK Games Education Awards categories; as well as the opportunity to access membership only event(s). These activities will help students develop their employability and their visibility to potential employers / clients. Where appropriate (including but not limited to the Final Project), students will be encouraged to enter their assessed coursework into the TIGA awards.

Throughout the main course curriculum, subject learning is contextualised in terms of your personal and professional development. This course will embody the five Westminster Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

London and the surrounding area are the heart of the UK Game Development industry with 655 developers and publishers in Greater London alone (here). This hub of game development will offer many opportunities for invited speakers, internships and graduate employment.

The course team work closely with the award-winning Westminster Enterprise Network (here), which offers support to:

- explore opportunities and networks

- develop ideas and skills

- build experience

- accelerate business ideas and careers.

You will also have the opportunity to take an additional year between Levels 5 and 6 (second and third year) to spend on professional experience or international experience. The international experience (study abroad) year offers one or two semesters studying at one of our overseas partner Universities. This is both an exciting experience and also one that helps you to develop the global outlook by employers. The professional experience (placement) year is planned in partnership with the Westminster Work Based Learning team. Upon completing a degree course, our graduates will be prepared to work as a creative in game development or any other real-time visualisation industry. Graduates will be able to work as a:

- Generalist Games Artist

- Environment/Prop Artist

- Character Artist

- Concept Artist

- Technical Artist

- VFX/Lighting Artist

- UX/UI Artist.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)

- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- LO 4.1 Explore the many roles that game art performs in the life cycle of a game from initial concepts (such as mood boards & concept art) to in-game art, to UX/UI to releasing marketing assets (store asserts etc) (KU GA KTS CS)

- LO 4.2 Demonstrate the use of core 3D and 2D processes by creating and texturing a 3D game level asset from a given brief, then import it into a game engine (KU SS)

- LO 4.3 Develop knowledge, technical skills and understanding of the game production pipe line at key stages of pre, developmental and post production. (KU GA PPP KTS SS CS)

- LO 4.4 Demonstrate knowledge of using a game engine and game development processes by swapping placeholder objects for newly created objects (KU KTS SS CS)

- LO 4.5 Research, discuss and reflect on games art assets in the context of historic / intercultural and international practices and content creation with a focus on inclusive design and end user experience (KU GA PPP KTS CS)

- LO 4.6 Visually create concepts for specific assets within a game narrative, with consideration to audiences and global issues (KU GA PPP SS)

- LO 4.7 Create placeholders within a games environment and develop these to resolved assets in the context of a game narrative (KU GA PPP KTS SS)

- LO 4.8 Demonstrate a visual inquiry and engagement with industries and applications for game art and game design. (KU GA PPP)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- LO 5.1 Participate creatively and demonstrate teamwork skills through joint / group activities such as Games Jams (PPP KTS)

- LO 5.2 Demonstrate knowledge of the role of various styles of game art by producing the same object in a number of different aesthetics such as pixel art, realistic, low poly, cel shaded (KU PPP KTS SS)

- LO 5.3 Produce written and graphical work showing the role and process of UX/UI within game development and what a game artist does for this. (KU PPP SS)

- LO 5.4 Produce concept art as part of the game development process, and use this to create the concepts for a game object (asset). (GA PPP KTS SS)

- LO 5.5 Engage in critical inquiry, discussion and analysis of game art in context with historic / intercultural and international practices and content creation with a focus on inclusive design and end user experience. (KU GA PPP KTS)

- LO 5.6 Develop a range of game assets that are effective within the context of a game production employing knowledge of technical processes and hybrid skillsets. (KU GA PPP KTS SS CS)

- LO 5.7 Explore human user / technical interaction including sensory embodiment of experience in the development of game assets and game design (KU PPP SS)

- LO 5.8 Consider the relationship, ethical impact of contemporary technologies applied to game design upon and within culture and communities globally and locally. (KU GA KTS CS)

- LO 5.9 Contextualise knowledge, skills and understanding in game arts and game asset production to current industry applications and contexts to inform and develop relevant employability skills and strategies for future work experience, employment and individual enterprise. (KU GA PPP KTS)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- LO E.1 Reflect and discuss in depth, cultural and intercultural experience from living and studying abroad (KU GA PPP KTS)

- LO E.2 Synthesise ideas, influences and observations informed by living and studying abroad in the development of critical inquiry, research and practice (KU PPP KTS)

- LO P.1 Identify and evaluate professional contexts for game development practice in the game development industry or specialist design fields (KU GA PPP)

- LO P.2 Undertake a sustained period of professional work experience as a work-placement and use the knowledge and skills gained to inform and enhance professional strategies and learning for future employment and enterprise on graduation (KU GA PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- LO 6.1 Demonstrate the complete cycle of character creation by concept-designing, creating a 3D version of, animating and then bringing into a game engine an original game character (KU SS)

- LO 6.2 Demonstrate the complete cycle of game level creation by concept-designing, creating a 3D version of a level, lighting it, populating with objects within a game engine and using tools and skills learned. (KU GA PPP KTS)

- LO 6.3 Demonstrate the role of a technical artist and a VFX artist by documenting how and why these skills are deployed and apply these skills to the creation of a level or a character. (KU GA PPP KTS SS)

- LO 6.4 Participate at a near-professional level in creative teamwork to design, plan and produce a complex game production (KU GA PPP KTS SS CS)

- LO 6.5 Demonstrate conceptual and technically complex skills and understanding of creative technologies employed across hybrid platforms and software application in the development and production of contextualised game assets and design (KU GA PPP KTS SS CS)

- LO 6.6 Undertake in depth research and produce a critical written text that considers the ethical, political, social and ecological contexts and conditions of games in contemporary culture and society (KU GA PPP KTS CS)

- LO 6.7 Identify and apply advanced knowledge and skills to a specific role within games art (KU SS)

- LO 6.8 Evidence considered and advanced awareness and understanding of game art asset production and hybrid creative computer game crafting and user interface components (KU GA PPP KTS SS)

- LO 6.9 Demonstrate a consolidated and advanced awareness of your personal games art skills and experiences, in relation to your future within the games development pipeline or other creative practice (PPP)

- LO6.10 Set your own criteria for developing professional and interpersonal networking and communication, and to explore the opportunities for employment or further study. (GA PPP)

How will you learn?

Learning methods

Learning methods

Located at the Harrow Campus, you will work in specialised facilities including the Games Hub and Emerging Media Space, as well as in our design studios linked with illustration, design, film, animation and computer games development. Through projects, lectures and workshops you will be introduced to the framework, routes and roles of a games artist and various aspects of games art. Key to working on this course is collaborative engagement. Game jams, and the production of games assets within the framework of a pre-determined games design initiative, replicate the fields of creative practice you will work in professionally. We call this 'authentic learning', meaning that your learning experience prepares you for the world of work by echoing the way people work in the games art industry.

You will work both independently and collaboratively in project teams, to develop and produce games art assets. We foster individual creative growth and development, helping you find your own specialised area of practice and expertise within the game industry, that could include practitioner, technical producer, project manager, concept designer, concept illustrator etc.

Learning activities include project-based and studio work, talks from industry professionals working in the field, lectures, briefings and seminars. The course offers a fusion approach to learning, where practical work is contextualised and informed through research, theoretical and cultural discussion. You will undertake critical analysis of the challenges and problems that face contemporary games art and games design, in the context of wider cultural and community contexts and environments.

Course based collaboration and inter-disciplinary collaboration is embedded into module briefs and extracurricular projects, as well as competitions such as game jams. As part of your studies, you will have the opportunity to apply for internships and for international placements at partner institutes.

Skills that will be taught include: games character and games asset creation, games character and asset animation, games world layout, games user experience design and implementation, critical review, presentation and pitching, project planning and management, collaboration and teamwork. You will learn these skills through the lectures, workshops, studio sessions and other classes you attend.

You will be expected to use your independent study time to practice and refine these skills, as well as to undertake reading, research and other preparation for classes, and to work on your assessed coursework.

To reflect the diverse nature of professional game development, where skilled professionals from different disciplines work collaboratively together, the Games Art BA has embedded collaboration with students on other courses such as Graphic Design, Illustration, Animation, and most importantly with our sister course BSc Game Development (in the School of Computing Science and Engineering). Through this inter-disciplinary collaboration students will gain valuable experience of working in unison with colleagues from different fields, which is central to professional game development.

Some projects will expect individual submissions and will focus solely on the students' own ideas and aesthetic voice, while other projects will require teamwork and the submission of work that demonstrates the group's ability to work collaboratively and deliver outputs. Some projects are self-initiated while others will respond to briefs that emulate work in the game design and development industry, or are live projects set by industry practitioners. Other projects may include entries for national or international student competitions and awards such as BAFTA YGD https://ygd.bafta.org/competition ; CONTRADO https://www.contrado.co.uk/blog/art-competitions-forstudents/ Creative Conscience Awards https://www.creative-conscience.org.uk/awards/ ; and Global Game Jam https://globalgamejam.org/

Course identity and your journey through the course

Students will build a strong learning community working with other students on this BA programme. In your first year (level 4), you will take three core modules that are designed to help you develop the core skills you will need as you progress through the course, and then in the workplace. These skills are grouped under three themes: understanding and critiquing briefs; developing your creative voice and technical skills; and demonstrating you can work in multidisciplinary teams.

Your level 4 modules on Intro to Games Art; Intro to 2D Art; and Intro to UX/UI in Games Art have been designed to start you on your journey of developing these skills. In these modules you will learn the core skills needed to work as a games artist: designing objects and other assets that can be imported into a games environment, and learning how to design the interface and user experience within a game. The assessments will introduce you to working with client / designer briefs, and you will work in groups on some of your preliminary work.

Alongside these core modules, you will have the opportunity to work with students from other courses.

Games art is an inter-disciplinary field, straddling drawing, illustration, graphic design, animation and coding.

In your first year (level 4) you will also take the Digital Arts module, working alongside illustration and graphic design students, to develop your drawing and design skills using a range of digital tools. You will also start your employability journey in this module, creating a website to showcase your work. And in Game Enterprise, you will work with students on our sister course, the BSc Computer Games Development, spending time in the Cavendish Street campus games studios. In this module you will work in multi-disciplinary teams with students who are learning to be games coders and developers. This will introduce you to the 'game development pipeline' giving you an understanding of how games artists work alongside others in industry. This module is industry-facing and you will work on live projects and have industry mentors assigned to you, to help you develop your employability further. Option modules help you explore your own interests or specialisms.

This approach continues in your second year (level 5). In Character Design you work with students on your BA programme to further develop skills in asset creation. Designing for Games and Digital Arts 2 allow you to develop your creative voice, studying alongside illustration, animation and graphic design students. And Games Studio is another chance to work with games coders and developers from the sister BSc programme, on a module that includes a week long intensive Work Based Learning project, working with industry, on developing a games project. There is an opportunity to develop this further during the summer in a funded, industry-facing competition.

In your final year you focus on your own unique creative voice, developing a piece of games art for your portfolio in your Final Project, and continuing your employability journey through the Industry 3: Professional Practice and Public Engagement module, which helps you showcase your work as you start to look for employment, or to start your career as an entrepreneur.

Teaching methods

You will be taught by tutors who have both academic and professional experience in the field of computer games, games art, concept illustration, animation and film. You will have lectures from professionals in the field, and specific technical training from those with a deep knowledge and experience of contemporary games technologies and methodologies. The course team will provide technical support and a wide range of online tutorials for all technical programmes taught. Modules provide fusion learning combining theory and practice, so that your critical studies have a direct relationship to your practical production.

Teaching takes the form of tutorial group discussions, seminars, lectures, workshops, technical training sessions, work reviews, game jams, and briefings. Teaching at University level is designed to support and signpost knowledge with a significant proportion of your learning being self-initiated and managed by you. Each module pro forma identifies the number of taught hours you can expect on a module and the form of these taught hours. Most teaching is delivered face-to-face, and our online learning environment Blackboard enhances your learning through capturing key teaching resources. Where the module pro forma identifies hours for online teaching, this will usually take the form of a pre-recorded lecture, or an invitation for you to share work in an online space (e.g. a Padlet) and peer review the work of other students in your class.

Games Art modules offer subject-specific understanding and skills, and consider design in real-time environments, such as user experience, 2D and 3D art, character art, engagement and narrative. You can create your own pathway through the course via your choice of optional modules and electives. Some modules on the Games Art BA are shared with other game and visual communications students, to accommodate a collaborative, cross-disciplinary approach. The option choice modules expand the curriculum further into specialist areas including drawing, visual effects, sequential design and messaging, and mixed realities.The programme includes Work Based Learning modules and placements, projects and events.

Assessment methods

The course offers authentic assessment, which allows students both to work on industry projects (or projects that authentically simulate the workplace) and also to tailor your work according to your own interests and perspective.

The assessments on this course are designed to equip you with the core skills you will need as you progress through the course, and then in the workplace. These skills are grouped under three themes: understanding and critiquing briefs; developing your creative voice and technical skills; and demonstrating you can work in multidisciplinary teams.

Starting from your first module (Intro to Games Art), by completing your assessments you will develop a portfolio of work that you can use to showcase your technical skills and your creative voice to potential employers or clients, alongside demonstrating your ability to interpret a brief. Specific employability modules will help you to present this portfolio of work strategically to progress your career. And the assessments you undertake working with students on our sister course, the BSc Computer Games Development, will develop your multidisciplinary team work skills and your understanding of the games development pipeline.

In this way, your assessments are designed to be 'authentic'; that is, they help prepare you for the workplace and are either industry-facing or inspired by real workplace scenarios and problems.

Assessments on the course support self and peer evaluation, critical reflection and provide strategies to further develop your knowledge, skills and understanding to meet the learning outcomes for the assessments in that module. The form of assessments varies and can include the submission of practical work as digital documents, peer work review, solo and group presentation, or written assignments including essays, blogs, reports, written critiques, project proposals and reflective summary reports. Many submissions include a reflective summary report for you to evaluate your own learning on the submitted assignment, or to consider the equality diversity and inclusion aspects of the work.

All assignments are submitted through our online learning platform Blackboard.

Formative assessment will take the form of verbal feedback through tutorials, studio work and games jams reviews and discussion, seminars and group / peer evaluation and comment. Formative assessment is not marked but used as a time of evaluation and reflection to plan further development of your work leading to the marked summative assessments.

Summative assessment includes a mark, and clear feedback aligned to the assessment criteria that are set out in your module handbook or module pro forma, and the accompanying module rubric that enables you to see to what level you have accomplished each assessment criteria.

All marking criteria on this course are based upon the University outcome classification descriptors as laid out in Appendix C of the Student Regulation Handbook: https://www.westminster.ac.uk/current-students/guides-and-policies/academic-matters/academic-regulations

Grade descriptors are a framework and will not provide mutually exclusive criteria for each grade band. The final grade will be a matter of academic judgement. Module handbooks and module sites on the VLE contain specific assessment criteria for the module which are informed by the university grade descriptors.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	LO 4.1, LO 4.2, LO 4.3, LO 4.4, LO 4.5, LO 4.6, LO 4.7, LO 4.8, LO 5.1, LO 5.2, LO 5.3, LO 5.4, LO 5.5, LO 5.6, LO 5.7, LO 5.8, LO 6.1, LO 6.2, LO 6.3, LO 6.4, LO 6.5, LO 6.6, LO 6.7, LO 6.8
Literate and effective communicator	LO 4.1, LO 4.2, LO 4.3, LO 4.4, LO 4.5, LO 4.6, LO 4.7, LO 4.8, LO 5.5, LO 5.6, LO 5.7, LO 5.8, LO 6.4, LO 6.5, LO 6.6, LO 6.8, LO E.1, LO6.10
Entrepreneurial	LO 4.8, LO 5.1, LO 5.5, LO 5.9, LO 6.4, LO 6.5, LO 6.8, LO 6.9, LO6.10
Global in outlook and engaged in communities	LO 4.4, LO 4.5, LO 4.6, LO 4.7, LO 4.8, LO 5.5, LO 5.7, LO 5.8, LO 5.9, LO 6.4, LO 6.5, LO 6.6, LO 6.7, LO 6.8, LO E.1
Socially, ethically and environmentally aware	LO 4.5, LO 4.6, LO 4.7, LO 4.8, LO 5.3, LO 5.5, LO 5.7, LO 5.8, LO 5.9, LO 6.1, LO 6.4, LO 6.5, LO 6.6, LO 6.8, LO E.1

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
4ILLU005W	Digital Arts 1	Core	20	10
4CCGD006W	Game Enterprise	Core	20	10
4CCGD008W	Introduction to 2-Dimensional Art	Core	20	10
4CCGD007W	Introduction to Games Art	Core	20	10
4CCGD009W	Introduction to UX / UI in Games Art	Core	20	10
4ILLU003W	Drawing Explorations	Option	20	10
4ANIM008W	Visual Effects	Option	20	10
		Elective	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5CCGD014W	Character Design	Core	20	10
5ILLU015W	Designing for Games	Core	20	10
5ANIM007W	Digital Arts 2	Core	20	10
5CCGD009W	Games Studio	Core	20	10
5GPDS007W	Sequence and Message	Option	20	10
5CCGD004W	Game Engine Architecture	Option	20	10
5GPDS010W	Reality VR, AR, and MR	Option	20	10
5GPDS009W	UX/ UI Design	Option	20	10
		Elective	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
5GPDS011W	Extended Work Placement (Visual Media)	Option	120	60
5GPDS012W	Study Abroad (Visual Media)	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6ILLU004W	Contextual Research Project	Core	20	10
6CCGD012W	Final Project - Games Art	Core	40	20
6ILLU001W	Industry 3: Professional Practice and Public Engagement	Core	20	10
6MECM006W	Audio Storytelling	Option	20	10
6GPDS006W	Critical Design	Option	20	10
6ANIM006W	Digital Arts 3	Option	20	10
6MECM012W	User Experience (UX) and App Design	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The course has membership of The Independent Game Developers Association Limited ("**TIGA**") which gives students on this course the opportunity to enter relevant categories of the TIGA Games Industry Awards and TIGA UK Games Education Awards categories; as well as the opportunity to access membership only event(s). These activities will help students develop their employability and their visibility to potential employers / clients. Where appropriate (including but not limited to the Final Project), students will be encouraged to enter their assessed coursework into the TIGA awards.

Course management

The BA Games Art is hosted by the Design, Creative and Digital Industries College. The management structure supporting the course is as follows.

The Course Leader is responsible for the day-to-day running and overall management of the course and development of the curriculum. Specifically, the course leader is responsible for:

- Admissions
- Approving students' programme of study
- Organising tutorials, supervisory support, and pastoral care
- Coordinating dissertation and professional project supervision
- Coordinating marks for assessment boards
- General management of the course.

Module leaders oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module.

Management: The Head of College and holds overall responsibility for all courses run by the College.

The Head of Westminster School of Media and Communication is where the BA Games Art sits, with other Creative Technology and Design BA Programmes.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.   Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©