

Programme Specification for BA (Hons) Game Art

This document applies to Academic Year 2020/21 onwards

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | N/A |
| 4. | Final award | BA(Hons) |
| 5. | Programme title | Game Art |
| 6. | Pathways available | Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx |
| 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 | Game Art I758 |
| 10. | Subject Benchmark statement and/or professional body statement | QAA Subject Benchmark Statement: Art and Design (2017) |
| 11. | Date of Programme Specification preparation/revision | <p>November 2015. Minor updates/amendments July 2016.</p> <p>January 2017 – Course title changed from Game Art Design to Game Art. New modules added GAMA1003, GAMA2003, GAMA2004, GAMA2005. GAMA2000 module title changed. GAMA2002 removed and COMP2347 added as shared module. GDES1010, ILTN1011, CDME2002, CDME2008, CDME2011, CDME2029, GAMA2002, GDES2014, ILTN2013, and CDME3005 removed. General updates made to all sections of the programme specification. GDES2200 removed and replaced with GDES2100.</p> <p>December 2017 – Changes to Level 6. New Modules added GAMA3004, 3005, 3006. Shared module GAMA3013 added to replace GAMA3000. Amendments to GAMA3027 (title change) and recoded GAMA3000, GAMA3003 (code correction from GAMA3001 and update to Learning Outcomes to share with Animation).</p> <p>December 2018 – Amendments to L4 and L6 to implement mandatory L4 (All courses) with only optional LANG modules.</p> <p>August 2019 – AQU amendments to Section 19.</p> <p>October 2019 – Amendment to award map wording.</p> <p>November 2019 – New modules added: GAMA2002, GAMA2006, and GAMA2007. Modules removed: GAMA2001, GAMA2005, SCR2005, GAMA3006.</p> <p>August 2020 – AQU amendments to Section 19.</p> <p>Nov 2020 – Dissertation-equivalent module noted on award map (AQU). Excluded combinations updated for GAMA3003.</p> <p>December 2020 – Amendment to award map wording for L5 and L6 minor pathway requirements.</p> |

12. Educational aims of the programme

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

The course is designed to develop students' knowledge and understanding of the subject and also advance the necessary skills to practice art and design in game development. It incorporates three essential components of the student's learning experience: academic and creative rigour, professional competence and a sound theoretical foundation, focused in the UK Department for Culture, Media and Sport (DCMS) consultation paper on the video games industry of October 2012. In a global context, its breadth mirrors the five broad games areas of interest encompassed by the work of the US Center for Computer Games and Virtual Worlds.¹

The course broadly aims to enable students to:

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

The specific aims are to:

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

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

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

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|------------------------------------|
| Knowledge and Understanding |
|------------------------------------|

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

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|---------------|--|--|
| 1. | Understand the relationship between critical analysis and the practical application of game art and how to explore, analyse and solve design problems | GAMA2002 GAMA2000 GAMA3000 GAMA3004 |
| 2. | Appreciate the importance of technical ability and creativity within game art practice; | GAMA2000 GAMA2002 GAMA3000 GAMA3013 |
| 3 | Adopt an approach to creative game principles and concepts that takes into account client and user concerns as well as changes in technology both now and in the future; | GAMA3000 GAMA3004 GAMA3013 |
| 4 | Understand the relationship between form and function and their relationship to concepts of usability and/or narrative; | GAMA2000 GAMA2002 GAMA3013 GAMA3004 |
| 5 | Recognize the cultural, social & historical contexts in which game art operates. | GAMA3013 GAMA3003 GAMA3004 |

Cognitive and Intellectual skills

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| 6 | Demonstrate a detailed knowledge in the area of game art design in their diverse formations; | GAMA3000 GAMA3004 GAMA3005 |
| 7 | Demonstrate a critical awareness of debates and issues in the game art arena and recognise where their own work is located within it; | GAMA3000 GAMA3013 GAMA3003 |
| 8 | Apply and develop current theory and practice to the creation of new and original work in game art design; | GAMA2002 GAMA3000 GAMA3005 GAMA3004 |
| 9 | Critically engage with and apply game theory and techniques to a diverse range of situations, users and audiences in a cultural context through written analyses of games; | GAMA3000 GAMA3013 GAMA3004 |
| 10 | Reflect critically upon their own interpretations and be able to assess and challenge accepted opinion. | GAMA2002 GAMA3000 GAMA3004 GAMA3013 |

Skills and capabilities related to employability

| | | |
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| 11 | Develop creative and original game concepts, storyboard narratives, character designs and game environments; | GAMA2000 GAMA2002 GAMA3000 GAMA3013 All O Modules |
| 12 | Initiate and develop distinctive and creative work that effectively utilises relevant technical concepts and theories; | GAMA2000 GAMA2002 GAMA3000 GAMA3004 GAMA3005 |
| 13 | Demonstrate the ability to apply practical skills in creative approaches to the preparation of work in the different fields of game art design; | GAMA2000 GAMA2002 GAMA3000 GAMA3005 GAMA3004 |
| 14 | Produce work showing competence in operational aspects of game art design techniques and professional practices; | GAMA3003 GAMA3004 |
| 15 | Produce work, which is informed by and contextualised within, relevant theoretical issues and debates such as cultural context, politics, ethics and gender. | GAMA3000 GAMA3013 GAMA3004 |

Transferable/key skills

| | | |
|----|---|--|
| 16 | Develop an independent, organised approach to learning, and thereby practice time management skills through working to deadlines; | GAMA3000 GAMA3013 GAMA3004 GAMA3003 |
| 17 | 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; | GAMA3004 GAMA3013 All O modules |
| 18 | Work collectively on practical tasks and presentations offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives; | GAMA3004 L5 Optional Modules |
| 19 | Demonstrate the ability to select areas of research for investigation from a variety of critical perspectives and to synthesise these into a coherent end product; | GAMA3013 GAMA3000 GAMA3005 |
| 20 | Develop the autonomy to construct and sustain a programme of study that allows for varying degrees of specialisation in the area of practical game art. | GAMA3013 GAMA3000 |

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

- Joint Pathway**
 Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- Major Pathway**
 Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- Minor Pathway**
 Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

The learning, teaching and assessment methods employed throughout the course support the above by offering a range of opportunities, including individual and group research projects, written and oral forms of presentation and the creation of new work. Game Art engages with a wide range of teaching methods: practical workshops, lectures, seminars, large and small group discussion and presentations, it is, therefore, inclusive for a variety of learning styles.

Each module states a range of learning and teaching methods used for its delivery. Opportunities to achieve the learning outcomes will be provided by the following methods:

- Digital studio workshops
- Seminars and student-led presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/ game art practitioners
- Group work, based on projects
- Project-based activities
- Self-directed study, evidenced by blogs and learning journals
- E-learning through the use of module websites, Blackboard and e-mail
- Studio visits
- Work-based learning

Students will be assessed by the following methods:

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

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

14. Assessment Strategy

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

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

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

15. Programme structures and requirements

Game Art is part of the portfolio of courses administered under the Digital Arts Subject in the School of Arts.

Please see Appendix 1 for the Award Map.

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

16. QAA and Professional Academic Standards and Quality

This award is located at level 6 of the FHEQ.

The intended learning outcomes for Game Art provide evidence of the ways in which the QAA subject Benchmark Statement for Art and Design February 2017, 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 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 School. Students are invited, for example, to attend the School of Arts Student Party in induction week.

During this initial induction 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 School of Arts monitors attendance closely in first year and provides support for first year students through the Personal Academic Tutoring system.

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>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

18. Admissions

Admissions Policy for the course

The admissions policy for Game Art seeks to be inclusive, and the course is committed to widening participation to include all groups in society. See:

<http://www.worcester.ac.uk/journey/admissions-policy.html>

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

Please see the [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.

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

Applicants to the course are required to provide an online portfolio to ensure eligibility.

Full-time applicants apply through UCAS (single honours: I758; joint honours with Animation: P31-Y78 / I680

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.

Selection Criteria for Game Art *must include* the following:

- An online portfolio;
- evidence of good visual communication in a variety of media;
- a commitment to the subject;
- good general knowledge and understanding of the subject.

The following examples of evidence are also desirable, but are not essential to being offered a place:

- good communication aptitude through a variety of media, both traditional and digital;
- self-generated projects (outside a curriculum) in any media;
- evidence of experience in developing visual or aural concepts;
- a good selection of sketchbooks and/or research material with substance, (i.e. giving an insight to ideas generation and critical thinking through a visual approach rather than long annotations);
- a good knowledge of the cultural and contextual aspect of game art, and its impact on contemporary culture.

Candidates are *not expected* to have evidence or experience of advanced software skills.

19. Regulation of assessment

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

Requirements to pass modules

- Modules are assessed using a variety of assessment activities, which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- 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 7 days (one week) 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 7 days (one week) 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 resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-..

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated

- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed 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 |

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](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

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

Student employability

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

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

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

The course focuses on employability during level 5. For example, in GAMA2007 Game Production, students engage with 'real world' client and user interface scenarios within the module sessions. At level 6, this is extended. In GAMA3003, Professional Practice, students experience a concentrated focus on game development practices, brief interpretation, team management and presentation skills.

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

Links with employers

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

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

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

- Exient are a world leading independent game developer, based in Leamington Spa at the heart of the UK Game Development Industry. A regular contributor to high profile conferences such as GDC and Develop, Exient develops both original and contract (license / conversion) titles for publication on consoles, handheld devices and mobile platforms using their in-house, cross-platform technology XGS.
- Microsoft Rare are arguably one of the most successful UK game development studios, with a 30-year history making iconic games such as Perfect Dark, Banjo-Kazooie, Golden Eye and latterly, Sea of Thieves.
- Rumpus Animation are the makers of critically acclaimed Indie Adventure Game 'Bertram Fiddle'. Based in Bristol, this small team of designers, animators and coders are an exemplary model of current indie development, in terms of both creativity and business, using crowd funders such as Kickstarter, which will be key for graduates in this arena.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.

Award map

| | |
|-------------------------------|---------------------------------------|
| Course Title: Game Art | Year of entry: 2020/21 onwards |
|-------------------------------|---------------------------------------|

| Level 4 | | | | | | |
|-------------|---|------------------|--|-----|--|--|
| Module Code | Module Title | Credits (Number) | Status (Designated (D) or Mandatory (M) or Optional (O)) | | Pre-requisites (Code of Module required) | Co-requisites or excluded combinations and other notes |
| | | | SH | JH | | |
| GAMA1100 | Game Art: Design, Theory and Concepts | 30 | M | M | None | None |
| GAMA1101 | Game Construction I | 15 | M | M | None | None |
| GAMA1102 | Game Construction II | 15 | O | NA | None | None |
| GAMA1103 | Core Skills 2D: Drawing & Digital Art | 30 | M | NA | None | None |
| GAMA1105 | Core Skills 3D: Props | 15 | O | NA | None | None |
| GAMA1106 | Core Skills 3D: Character Creation | 15 | M | M | None | None |
| LANG xxxx | Optional modules offered by the Language Centre | 15/30 | O | N/A | None | None |

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules, and 30 credits of optional modules. Optional modules can include 15 or 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joint Honours students must take the 60 credits of mandatory modules from the table above

| Level 5 | | | | | | | | |
|-------------|---|------------------|--|-----|-----|-----|--|--|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | | | | Pre-requisites (Code of Module required) | Co-requisites or excluded combinations and other notes |
| | | | SH | Maj | JH | Min | | |
| GAMA2000 | Game Art: Modelling, Rigging & Motion Capture | 30 | M | M | M | O | None | None |
| GAMA2002 | Game Art Environments | 30 | M | M | M | O | None | Excluded: GAMA2005 |
| GAMA2003 | Production Design | 15 | M | O | O | O | None | None |
| GAMA2004 | Digital Sculpting | 15 | O | O | O | O | None | Excluded: ANIM2005 |
| GAMA2006 | UI Design | 15 | O | O | O | O | GAMA1101 or GAMA1001 | Excluded: GAMA2001 |
| GAMA2007 | Game Development | 15 | O | O | O | O | GAMA1101 or GAMA1001 | Excluded: GAMA2001 |
| LANG xxxx | Optional modules offered by the Language Centre | 15/30 | O | N/A | N/A | N/A | N/A | N/A |

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), GAMA2002 (30 credits) and GAMA2003 (15 Credits), plus any other combination of 15 credit optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

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) and GAMA2002 (30 credits). If taking more than 60 credits, additional optional modules from the 15 credit GAMA options above should be selected.

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 GAMA2000 (30 credits) and GAMA2002 (30 credits). Students may also take any additional optional 15 credit GAMA module from the table above.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table.

| 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 | | | |
| GAMA3013 | Pre-production practices | 30 | M | O | O | O | None | Excluded ANIM3013 | |
| GAMA3000 | Game Art Individual Portfolio Project (Dissertation equivalent module) | 30 | M | M | O | N/A | None | To be taken in one semester. | |
| GAMA3003 | Professional Practice I | 15 | M | M | O | N/A | None | Excluded combination: DFPR3103, GDES3012, ILTN3009, CMED3011 | |
| GAMA3004 | Group Game Development Project | 30 | O | O | O | O | None | None | |
| GAMA3005 | Supplementary Skills for Game Artists | 15 | O | O | O | O | None | None | |

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include GAMA3013, GAMA3000 and GAMA3003.

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 GAMA3003 (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** GAMA3004 (30 Credits) if taking 45 Credits in Game Art. If taking 60 or more credits, students may take **both** modules.

Joint pathway students who choose to take their Dissertation (or equivalent Project) in this subject must take GAMA3000.

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3001 or JOIN 3002 where the Dissertation covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table.

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 |