TEC Partnership
Training • Education • Careers

BA Game Design (Game Art / Game Development)

1. Programme Summary

Title of Programme	a) Game Design (Game Art) b) Game Design (Game Development)
Award Types	BA (Hons)
Total number of credits	360
Contained Awards	Certificate of HE for successful completion of 120 credits at Level 4 Diploma of Higher Education for successful completion of 240 credits at Level 5 Ordinary Degree: BA Game Design for successful completion of 300 credits
Awarding Body	TEC Partnership
Proposed HECOS Codes	a) 101268 (50%) 101019 (50%) b) 101268 (50%) 101020 (50%)
References used in the design of the programme	QAA Benchmark Statements 2019: CMFCS (A/B)
Accrediting Professional or Statutory Body (if applicable)	n/a
Mode of study (full and part time)	Full Time
Duration of study (in years)	3
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education
Minimum numbers to start the programme	a) 6 b) 6

2. Entry Requirements

Standard offer

a) Applicants will require 80 UCAS points in a Games Design, Art, or Computing-related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade D/3.

b) Applicants will require 80 UCAS points in a Games Design or Computing-related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English (or equivalent) at Grade D/3, and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer

a) Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience/interest in the Games or adjacent sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications. If they cannot do this, a small portfolio of work that showcases their talent and interest in Game Art, either Characters, Props, or Animation.

b) Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience/interest in the Games or adjacent sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications. If they cannot do this, a small portfolio of work that showcases their talent and interest in Game Development, either of Gameplay, AI NPCs, or Level Design.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfers and the Recognition of Prior Learning.

Diploma in HE for Game Art

Applicants wishing to join at level 6 will be required to have achieved a Level 5 in Games Art. They must be able to showcase a portfolio of work containing the following skills: 3D Modelling, 2D Art, Animation, Texturing, and evidence of work within a Game Engine. They will be given specific questioning about teamwork, collaborative approaches, and how they would work with junior developers as a senior. Evidence of group work within Game Jams or Projects will help support this.

Diploma in HE for Game Development

Applicants wishing to join at level 6 will be required to have achieved a Level 5 in Games Development. They must be able to showcase a portfolio of work containing the following skills: AI Programming, Gameplay Programming, Game Mechanics, UI Design, and evidence of work within a Game Engine. They will be given specific questioning about teamwork, collaborative approaches, and how they would work with junior developers as a senior. Evidence of group work within Game Jams or Projects will help support this.

3. Degree Classification Weightings
Bachelor's Degree
The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

4. Aims of the Programme
The BA (Hons) Game Design is designed to prepare students for careers within Games and adjacent industries by providing them with the core knowledge of Games and the rules of play, pacing, and project management, but also pathway-specific industries with the artists having access to graphics design, film, TV, animation, and marketing industries. In contrast, the developers will be able to access

app development, computing, and IT. While these are the surrounding industries, the programme also allows students to prepare for high-end game design (AAA), all the way through to independent game design practices. This programme will develop and cultivate students' knowledge in core game design activities, designing a range of game types that will enter development, and develop either their artistic or programming knowledge bases and skillsets using industry-standard software and techniques. To showcase the full breadth of game design, there will be a large emphasis on group projects, personal accountability, and practical skill development.

Students will explore:

Core

- Project Management
- Game Design
- Level Design
- Narrative Design
- Group Management
- Game Theory
- Fun and Play Mechanics

a)

- 3D Modelling
- Animation
- VFX
- 2D Asset Creation
- Character Design
- Game Environment Design
- Lighting Protocols
- Texturing Solutions
- UI Design

b)

- Mechanics Development
- Game Systems
- UI/UX
- Prototype Development
- Node-Based Scripting
- C#/C++ Programming
- Modern Game Engine Development

Progressing through levels 4 and 5, students will advance their ability to plan and develop projects and utilise skillsets that grow and compound their praxis. At level 6, students will be expected to work independently and in collaboration with peers to plan, develop, and reflect upon a final game project throughout the year. The Level 5s are expected to support the Level 6 learners in the final stages of their final project, and the Level 6s will guide the Level 5s on more advanced Game Design elements that only appear in long-form development.

Distinctive Features

The BA (Hons) Game Design programme is split into two pathways: a) and b). These pathways run adjacent to one other and focus on two broad schools within the game design industry. While these two pathways exist, students on both must attend core modules that provide the general knowledge and project management elements that feed into the pathway skills. The core modules help develop a basis for employability within the industry and soft skills that can be applied across the board.

The pathways will be collaborative with each of the core modules but separate for their pathway-specific modules. The students are then not judged on their opposite skillsets, which may have demotivated them on other programmes within the UK. Artists can focus on their specific goals, taking in game knowledge but also the artistic skills that are a must within art roles in games. The programmers can focus on the development of code bases, and programming logic without having to worry about being judged on whether they can draw or animate a character. These specialised pathways will produce specialists within the industry, with knowledge and appreciation for the other whilst not being subjected to a muted grade or diluted skillset due to a too broad skillset. The third year of this programme will offer students the opportunity to develop a full game by pitching a game idea with a collaboration between the artists and developers. This will give them a true studio development experience where they will be held accountable to self-imposed deadlines, project management styles, and external milestones. Throughout this year, they will assign themselves to their specialisms to develop and tailor a portfolio of work that exemplifies their wants and the needs of a role within the industry.

Progression opportunities and existing provisions

The BA (Hons) Game Design course, with its Art and Development pathways, was developed with one goal in mind: joining the games industry. Whether you come from a previous Games Design course at college, or you want to begin your journey here, the course will help you develop your skills, expand your knowledge, and get you building games. Modules will be taught "from the ground up," ensuring that all students can develop knowledge and skills without the need to have significant prior knowledge of the modules or content covered, provided they have a baseline knowledge of the games industry, as well as a passion for this sector.

On successful completion of the BA (Hons) Game Design degree, students will have the opportunity to progress into a variety of roles within games and adjacent industries relating to the following skill areas:

- Software Development
- AI Programming
- Gameplay Programmer
- Engine Technician
- 3D Artist
- Game Animator
- Animator
- VFX Artist
- Concept Artist
- Game Designer
- Lighting Artist
- Level Designer

- Character Artist
- Technical Artist

An important aspect of this programme is ensuring that graduates are employable in a range of areas within games and adjacent industries at a variety of levels. They can achieve this through learning skills and technologies relating to art, animation, engine work, programming, and project management within Games, which are applicable across other industries such as software development, IT, film, TV, marketing, and graphic design.

5.   Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes *By the end of this programme students will be able to:*	Subject Benchmark Reference
1.	(a, b) Critically evaluate game design theories to build professional rationales for design decisions.	4.2 v,vi,vii,viii,x 4.3 v,vi,viii 4.5 iii,vi 5.2 i,ii
2.	(a, b) Critically analyse complex game design processes throughout game development.	4.4 i,iv,v,vii,viii 5.2 I,ii,iv,vi 5.6 ii, iii
3.	(a, b) Work independently and within teams to develop project-based solutions to game design briefs.	5.4 i,ii,iii,iv,v,vi,vii,viii,ix 5.6 I,ii,iii,v,vi,vii,ix,x
4.	(a, b) Apply industry-recognised research methodologies and techniques when designing games.	4.2 v,vi,vii,viii,x 4.3 v,vi,viii 4.5 iii,vi 5.2 i,ii 5.3 I,ii,iii,iv,v,vI,vii,viii
5.	(a, b) Critically reflect upon team performance within games design projects to identify areas of strength, and bolster weakness.	5.2 iv,v,vi 5.4 I,ii 5.6 i,vi,viii
6.	(a, b) Employ and communicate moral, ethical, and legal requirements when developing industry standard practices.	4.4 V,vi,ix 5.3 vii 5.4 viii,ix
7.	(a, b) Demonstrate use of study skills and research methodologies to rationalise, analyse and write professionally for industry.	4.2 v,vi,vii,viii,x 4.3 v,vi,viii 4.5 iii,vi 5.2 i,ii,v 5.3 i,ii,iii,iv,vii,viii
8.	(a) Demonstrate professional game art skills in a variety of specialisms and industry-relevant software packages.	5.4 i,ii,iii,iv,v,vi,vii,viii,ix 5.6 I,ii,iii,v,vi,vii,ix,x

9	(a) Synthesise industry-standard game art workflows within modern game engines to fully realise projects.	4.4 I,ii,iv,v,vi,vii,viii 4.5 i,iii,v,viii 5.4 iii,iv,v,vi,vii,viii 5.6 i,ii,iii,iv,vi,vii,viii,ix,x
10.	(a) Critically reflect on game art skills, covering a range of technologies during the development of industry projects.	4.4 I,ii,iv,v,vi,vii,viii 4.5 i,iii,v,viii 5.2 I,ii,iii,iv,v,vi 5.6 xi
11	(a) Demonstrate professional development of a game art specialism within the games industry using presentation and communication skills.	4.4 I,iv,v,vi,viii 5.2 v 5.4 i,iii 5.6 I,ii,v,vi,viii,xi
12	(b) Demonstrate professional game programming skills in a variety of languages and engines.	4.4 V,vi,ix 5.4 viii,ix
13	(b) Synthesise industry-standard game programming workflows within modern game engines to fully realise projects.	4.4 I,ii,iv,v,vi,vii,viii 4.5 i,iii,v,viii 5.4 iii,iv,v,vi,vii,viii 5.6 i,ii,iii,iv,vi,vii,viii,ix,x
14	(b) Critically reflect on game development skills, covering a range of technologies during the development of industry projects.	4.4 I,ii,iv,v,vi,vii,viii 4.5 i,iii,v,viii 5.2 I,ii,iii,iv,v,vi 5.6 xi
15	(b) Demonstrate professional development of a game development specialism within the games industry using presentation and communication skills.	4.4 I,iv,v,vi,viii 5.2 v 5.4 i,iii 5.6 I,ii,v,vi,viii,xi

6.   Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	n/a	

7.   Graduate Attributes and Threshold Characteristics

Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills, and threshold characteristics:

- The ability to visually communicate their ideas clearly, coherently, and accurately.
- Identify and discuss key theoretical aspects such as market research, game design, and either game art or game development for specialist elements.

- To exercise some personal responsibility in time management, planning, and evaluating the appropriateness of different approaches to problem-solving to an industry standard.
- To have a rounded understanding of games technologies and apply practical approaches to creating industry-standard content.
- Understand the processes and methodologies for key aspects of specialist areas within the industry such as 3D modelling, AI fundamentals, or level design.
- Obtain industry approaches to all elements of games, including digital art, project management, and programming within engines.

Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills, and threshold characteristics:

- The ability to use industry techniques to effectively communicate ideas and effectively communicate with specialist and non-specialist audiences.
- Critically analyse to appropriately apply theoretical and practical approaches to underpin decision-making within game development and specialist skills projects.
- Exercise personal responsibility in time management, planning, and evaluating the appropriateness of different approaches to problem-solving and meeting deadlines.
- Employ professional project management techniques that allow for the successful creation of games and development projects.
- Develop new and existing specialist skills using a range of established industry techniques.

Level 6

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills, and threshold characteristics:

- Using professional industry standards, communicate ideas, and produce pre-production methodologies that deliver fully realised game ideas.
- Apply industry-standard problem-solving and critical thinking skills to solve production issues during game development milestones.
- Critically evaluate and independently reflect upon existing roles and jobs within the industry while developing solutions to those specialisms.
- Work independently and self-manage independent development projects, demonstrating appropriate project management skills with the surrounding research.
- Demonstrate key industry skills in game design following the appropriate specialism, and then critically reflect upon them in alignment with industry standards.

8.   Programme Structure (a)

Module Title	Core / Option	Credits	Level	Delivery
Game Design Principles	Core	20	4	T1
Digital Art Fundamentals	Core	20	4	T1
Level Design and Game Worlds	Core	20	4	T2
3D Modelling	Core	20	4	T2
Prototype Production	Core	20	4	T3
Character Design	Core	20	4	T3
Theory of Fun and Games	Core	20	5	T1
Character Animation	Core	20	5	T1
Writing for Games	Core	20	5	T2
Prop Development for Game Worlds	Core	20	5	T2
Junior Game Dev Production	Core	20	5	T3
Game Environment Production	Core	20	5	T3
Professional Game Concept	Core	20	6	T1
Character Modelling	Core	20	6	T1
Senior Game Dev Studio Production	Core	40	6	T2/3
Final Specialist Project	Core	40	6	T2/3

Programme Structure (b)

Module Title	Core / Option	Credits	Level	Delivery
Game Design Principles	Core	20	4	T1
C# Fundamentals for Games	Core	20	4	T1
Level Design and Game Worlds	Core	20	4	T2

AI Programming Fundamentals	Core	20	4	T2
Prototype Production	Core	20	4	T3
Node Based Scripting	Core	20	4	T3
Theory of Fun and Games	Core	20	5	T1
C++ For Games	Core	20	5	T1
Writing for Games	Core	20	5	T2
Advanced Game Systems for Production	Core	20	5	T2
Junior Game Dev Production	Core	20	5	T3
Advanced AI Behaviours	Core	20	5	T3
Professional Game Concept	Core	20	6	T1
Emerging Technology in Games	Core	20	6	T1
Senior Game Dev Studio Production	Core	40	6	T2/3
Final Specialist Project	Core	40	6	T2/3

9.   Teaching and Learning Strategy

The teaching and learning strategy for this programme will be a combination of tutor-led seminars and supported open workshops, focusing on developing students learning and supporting them in conducting independent research for their chosen projects and assessments. Over the course of the programme, students are encouraged to take a more independent approach to their work and will be expected to work more collaboratively with their peers and the module leaders. This reflects their growing knowledge, confidence, and professional approach to the subject matter.

Skillset modules such as Digital Art Fundamentals and Node Based Scripting will involve delivery, but also student-led workshops developing student skills in a practical environment, with a focus on self-discovery and skill experimentation. While the course is practically led, modules such as Game Design Principles, and Theory of Fun and Games are designed to test and develop the students' academic capabilities, focusing on key study skills progression, in-depth research techniques, and methodologies while remaining pertinent to the games industry. These sessions will be tutor-led, with the option for learners to discuss in seminars key points and research surrounding topics.

Level 4 will introduce students to new concepts surrounding games, refresh and deepen the knowledge gained in prior game design qualifications and is designed to enable students to investigate elements within Game Design, Art Fundamentals, C# Programming, and Project Development, all

within the directed classroom. Students will be encouraged to develop their independent learning skills while working on projects. At Level 5, this focus of deep learning is amplified as more complex elements are introduced, placing more emphasis on the students taking control of their learning, through more collaborative classroom modes of delivery with masterclasses and workshops for the learning of practical skills.

As students progress onto the final year (level 6) of this programme, the teaching strategy will develop into a more facilitative and managerial approach. The Final Specialist Research Project will act as a pseudo dissertation, allowing the students to contextualise their research to be combined with a practical portfolio that represents their personal development and research. The Professional Game Concept module and Senior Game Dev Studio Production modules will allow students to follow the development process of a full game from start to finish, unifying all elements of the course. This will be student-led and met with an agile workflow to represent industry methodologies.

Use of Artificial Intelligence
With the advent of generative AI, we will be utilising its power through safe, moderated, and curated approaches specific to the modules at hand, which will be expanded upon for those modules. However, due to the nature of Generative AI, it cannot be used as a sole use of referencing and cannot be used to generate final summative content.

Generative Text
The use of an LLM (Large Language Model) to generate text must be thoroughly documented and bound through extensive referencing, as outlined in the module handbook. No generative text can be used in summative submissions as the core element of the submission.

Generative Images
The use of AI Image Generators, or LLMs to generate visual aids, images or videos must be thoroughly documented and bound through extensive referencing, rationales, and influences, and showcased as outlined in the module handbook. No generative imagery can be used in summative submissions as the capstone or core element of the skill practice, as this detracts from the module learning outcomes that are defined.

Assessment methods

Assessment methods on this programme will involve a range of written assessments, presentations, and practical development assessments. These will vary depending upon content, with modules such as Game Design Principles being more academic and research-based, containing essay writing and design documentation, whereas in the 3D Modelling module, students will produce a series of 3D models and a Development Logbook that exemplifies their design, rationale, and theory throughout the project. Furthermore, the Prototype Development module contains group work, which consists of one element, followed by an individual reflection on their professional practice.

Problem-solving, critical reflection, and analysis are key skills that must be developed by students on this programme, regardless of the individual pathway (though particularly important for those wishing to enter at the AAA level), and therefore modules must contain aspects of these wherever able.

10.   Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes. Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition that is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

11.   Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points. TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners' reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator, or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report, and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Head of Area (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12.   Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document, and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an

action plan agreed between the line manager and the member of staff. Student satisfaction is measured by student surveys on larger courses; on the smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team. Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate normally meet on a monthly basis and their remit is to:

• Consider matters relating to the student experience within Higher Education.
• Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
• Provide feedback on areas of good practice.
• Put forward suggestions for the development of Institutional policy and strategy.
• Enhance the student learning experience by promoting academic and research events and cultural events on campus.
• Increase student engagement in all aspects of Higher Education quality processes.

13. Management of Ethical issues within the programme.

As part of the fundamental core of the degree programme it is expected that all projects will be within expected professional ethical guidelines. Any projects that may require an ethics form will be run through the ethics committee. The video/audio content for feedback, will be held for 6 years, after such time they will be erased unless requested earlier. All students will be asked to sign consent at the start of the course that the institute will retain the right to use, reproduce, modify, and distribute students work as they see fit. The student can request removal of this at any time. Regarding Intellectual Property rights, please review HE15 of our Higher Education Policies.

14. Management of Work Based Learning Opportunities

n/a

15. Resources needed to pass the programme.

Access to a High-End PC or Laptop
Pathway a) - Graphics Tablet

16. Resources supplied to the student.

• High-End PCs
• Unreal Engine
• Unity
• Autodesk Package
• Adobe CC (+Substance Package)
• Blender
• Audacity
• Graphics Tablets
• Large Development Classroom (For cross year Development Studios)
• Mirror

17.   Curriculum Map (A)

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11
Game Design Principles	L4	-	Maxwell Stringer	GDD 75% GDD Research Rationale 25%	Y	P	P		P		P	P				
Digital Art Fundamentals	L4	-	Maxwell Stringer	Presentation of 2D Assets 100%	Y			P			P	P	P	P	P	P
Level Design and Game Worlds	L4	-	Maxwell Stringer	Level Design Maps 50% Game Levels 50%	Y	P	P		P	P	P					
3D Modelling	L4	-	Maxwell Stringer	Presentation of 3D Assets 100%	Y			P	P		P	P	P		P	P
Prototype Production	L4	-	Maxwell Stringer	Range of Game Prototypes 80% Individual Reflection 20%	Y	P	P	P	P	P	P		P	P	P	P
Character Design	L4	-	Maxwell Stringer	Presentation of Character Designs 100%	Y			P	P		P	P	P		P	P
Theory of Fun and Games	L5	-	Peter True	Academic Essay 100%	Y	P			P			P				
Character Animation	L5	-	Maxwell Stringer	Presentation of Character Animations 100%	Y	P		P			P	P	P	P	P	P

Module	Level	Pre	Tutor	Assessment	Y/N	1	2	3	4	5	6	7	8	9	10	11
Writing for Games	L5	-	Peter True	Interactive Game 80% Evaluation 20%	Y	P		P	P		P	P				
Prop Development for Game Worlds	L5	-	Maxwell Stringer	3D Asset Kit 50% Group Environment Research Document 50%	Y		P	P			P		P	P	P	P
Junior Game Dev Production	L5	-	Maxwell Stringer	Specialist Assets 75% Individual Reflective Journal 25%	Y		P	P		P	P	p	P	P	p	P
Game Environment Production	L5	-	Maxwell Stringer	Presentation of Game Environment (Group) 70% Individual Evaluation 30%	Y		P	P	P	P	P	P	P	P	P	P
Professional Game Concept	L6	-	Maxwell Stringer	Professional GDD (Group) 100%	Y	F		F	F		F	F				
Character Modelling	L6	-	Maxwell Stringer	Character Model Presentation 100%	Y		F		F		F	F	F	F	F	F
Senior Game Dev Studio Production	L6	-	Maxwell Stringer	Final Game (Group) 70%	N	F	F	F	F	F	F	F	F	F	F	F

				Game Development Bible 30%												
Final Specialist Project	L6	-	Maxwell Stringer	Specialist Research Rationale 50% Specialist Output 50%	N			F	F		F	F	F	F	F	F

18. Curriculum Map (B)

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	12	13	14	15
Game Design Principles	L4	-	Maxwell Stringer	GDD 75% GDD Research Rationale 25%	Y	P	P		P		P	P				
C# Fundamentals for Games	L4	-	Damitri Hullet	Presentation of 2D Platformer 100%	Y			P	P		P	P	P	P	P	P
Level Design and Game Worlds	L4	-	Maxwell Stringer	Level Design Maps 50% Game Levels 50%	Y	P	P		P	P	P					
AI Programming Fundamentals	L4	-	Damitri Hullet	Presentation of AI Assets 100%	Y			P	P		P	P	P	P	P	P
Prototype Production	L4	-	Maxwell Stringer	Range of Game Prototypes 80%	Y	P	P	P	P	P	P			P	P	P	P

				Individual Reflection 20%												
Node Based Scripting	L4	-	Damitri Hullet	Presentation of Mechanics 100%	Y			P	P		P	P	P	P	P	P
Theory of Fun and Games	L5	-	Peter True	Academic Essay 100%	Y	P			P			P				
C++ For Games	L5	-	Damitri Hullet	Presentation of C++ Demo 100%	Y	P		P	P		P	P	P	P	P	P
Writing for Games	L5	-	Peter True	Interactive Game 80% Evaluation 20%	Y	P		P	P		P	P				
Advanced Game Systems for Production	L5	-	Damitri Hullet	Presentation of Advanced Systems 70% System Plan 30%	Y		P	P		P	P	P	P	P	P	P
Junior Game Dev Production	L5	-	Maxwell Stringer	Specialist Assets 75% Individual Reflective Journal 25%	Y		P	P		p	P	p	P	P		P
Advanced AI Behaviours	L5	-	Damitri Hullet	Presentation of Advanced AI 100%	Y			P	P		P	P	P	P	P	P
Professional Game Concept	L6	-	Maxwell Stringer	Professional GDD (Group) 100%	Y	F		F	F		F	F	F	F	F	F
Emerging Technology in Games	L6	-	Damitri Hullet	Emerging Technology Development Project 100%	Y		F		F		F	F	F	F	F	F

Module	Level	Pre-req	Tutor	Assessment												
Senior Game Dev Studio Production	L6	-	Maxwell Stringer	Final Game (Group) 70% Game Development Bible 30%	N	F	F	F	F	F	F	F	F	F	F	F
Final Specialist Project	L6	-	Maxwell Stringer	Specialist Research Rationale 50% Specialist Output 50%	N			F	F		F	F	F	F	F	F

19.   TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations	Prototype game production will present changes in theme, style and management of projects that will force student to adapt to change.	The Prototype Game Production which forces changes in leadership per game will allow graduates to develop and enhance their adaptive skills to work within a changing environment which is seen within ideas generation within industry.	
Being productively disruptive	The Senior Game Dev module, and Specialist research project will potentially allow students to be disruptive through ideas, research and applying these to final projects.	Emerging technology, and Game Environment Production embed this attribute by focusing on how to stand out and change the formula for how to present new and interesting ideas.	
Resilience	All Presentation assessments across the course will help build student resilience in regards to not only believing in their creations, but also in preparing themselves to present any idea.	Most modules will cover this, especially the longer form modules such as Senior Game Dev, or Prop Modelling for Environments, which will require students to maintain focus and passion for a long period of time and learn to develop a work life balance.	
Preparing for unknown futures	The Specialist research project allows students to plan and develop projects that can help secure their place within the industry, however taking change of this considering the fluctuating industry can give them that edge.	The Specialist research project, and Senior Game Development modules allow students contain elements of preparation and reflection in the form of pre/post game dev content, such as a Game Development Bible highlighting professional knowledge and adaptability.	

Finding alternative solutions to problems	The Junior Game Dev module allows students to develop critical assets for the seniors, however utilising methodologies that may be thrust upon them outside of the natural pipelines that exist within game development.	Teaching within the Professional Game Concept Module will cover the consideration and planning for alternative solutions to classic game development problems, and the recommendation of a chosen course of action.	

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills	In the Group Projects, and Assessment presentations, students will have to develop their communication skills to work towards their joined goal, or to clearly communicate ideas and rationale.	The Prototype Production, Junior Game Dev, and Senior Game Dev modules require students to be able to interact with different layers within the studio, and each answering to the module tutor to rationalise their work, and explain research undertaken to come to this conclusion.	
Leadership and followership skills	In the group projects, students will assign leads and followership roles in which they can showcase their capabilities in those roles.	The Prototype Production, Junior Game Dev, Senior Game Dev, Advanced Games Systems, Prop Modelling for Environments, and Game Environment Production all require elements of leadership and group work for students to showcase, step up, and undertake roles of leadership.	
Project development and/or management	All Project related assessments in trimester 3 will all students to display project management elements, especially when		

	accounting for the work completed and recorded on agile software.		

Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	All specialist modules require students to present either as a team or solo, which will increase their confidence in communication overtime.	All specialist modules require students to present either as a team or solo, which will increase their confidence in communication overtime, both in and out of assessment in the form of pitches.	
Digital skills and adaptability	All assessments will require students to utilise digital skills and showcase adaptability across a breadth of software and engines.	Level 4s modules will introduce all basic software to students and will be compounded upon within the future levels of the degree, so that students can adapt to new software and techniques more easily.	
Timekeeping	Students will be given timeslots for their presentations, and therefore must adhere to the times stated and not overrun for feedback.	The major project modules, such as Senior Game Dev, and Prototype Production, require students to be able to effectively manage their time to a schedule to meet the needs of their projects.	
Self-presentation	Students will be required to display self - presentation through the varied assessment methods displayed on this programme, particularly presentations, that will require students to deliver professional presentations that		

	make their knowledge of these subject clear to audiences		

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values	Professional attitudes and values will be embedded throughout all modules and assessments, and the utmost professionalism will be required on major project modules such as Senior Game Dev, and Professional Game Concept, in which they will be working with multiple students and acting as a studio dev team.		
Ethics and morals	Ethics and Morals will be considered during the Specialist research project outright if students decide on primary research methods. Outside of this, all game design modules will require students to consider idea theft, IP and patents which may influence the development of their titles.		
Self-Care and Care of others		Self-care and care of others is embedded into most modules, relating to the ethics and morality covered above.	