Course Title	BA (Hons) Games Design
Final Award	BA (Hons) Games Design
Interim Awards	Certificate of Higher Education in Games Design Diploma of Higher Education in Games Design BA Games Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	I603 Games Design
HECOS code (with Subject percentage Splits if applicable)	101267 Computer Games 101268 Computer Games Design 101019 Computer Games Graphics https://www.hesa.ac.uk/support/documentation/hecos
QAA Subject Benchmark	Art and Design 2019
External Accrediting Bodies	None
Apprenticeship Standard used to inform the development of the course (if applicable)	None
Accelerated Degree Option	Yes
Level 6 Top Up Option (online only)	☐Yes ☒No
Study Load	☒Full-time
Mode of study	☒Face to Face
Delivery Location(s)	☒Ravensbourne University campus ☐
Length(s) of Course(s)	3 Years FT
Type (open/closed)	Open
Validation period	Five years (September 2024 – September 2029)
Intended First Cohort Start Date	September 2024
Date produced/amended	19/4/2024
Course Leader	Ram Maccha
Course Development Team Members	Ram Maccha Sonnu Sardesai Carlos Bott Ajaz Ali Bradley O Neill Gianna Osborne Reke Onamusi Oliver O'Keeffe Nicolas Rodriguez
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Course Description

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The BA (Hons) Games Design course centres on conceptualization and development of core game mechanics, rules, narratives, characters, levels, and the holistic player experience. Game designers play a vital role in defining these gameplay elements to ensure the game's engagement and enjoyment. This comprehensive course not only provides an encompassing view of game design but also cultivates critical thinking, creativity, communication, collaboration and adaptability. Focused on core creative and technical methods, it offers avenues for deeper specialization in essential areas, empowering students to innovate, problem-solve and effectively collaborate within the dynamic landscape of game development.

Game design principles: Students grasp foundational game design principles, encompassing mechanics, storytelling and player engagement, laying the groundwork for innovative game creation.

Explore game genre and styles: Dive into various genres and styles, cultivating creativity and expertise in crafting unique gaming experiences.

Games pipelines: Master the game development process, from concept to launch, optimizing efficiency and collaboration through industry-standard pipelines.

Problem-solving skills: Develop the ability to tackle challenges inherent in game design and development, fostering critical thinking and innovation.

Ethical and inclusive design: Embrace ethics and inclusivity, ensuring games reflect diverse perspectives and uphold values for positive social impact.

Level 4 introduces design fundamentals: ideation, storytelling, player psychology, scripting, prototyping, asset production and basic level construction for games.

In Level 5, students apply Level 4 skills to design interactive worlds, craft meaningful storylines, and specialize in advanced design topics.

Level 6 prepares students for industry or independent game development through studio collaboration, cross-course projects, portfolio creation, and professional presentation.

Students who successfully complete this course could potentially get employment in the games industry in roles, such as:

- Game Designer
- Narrative Designer
- Gameplay Designer
- Level Designer
- UI/UX Designer
- Technical Designer
- Game Developer

Course Aims	
Games Design Learning	3
• Integrate design fundamentals to craft immersive gaming experiences.	
• Develop problem-solving solutions for technical and design challenges in game projects.	
• Evaluate varied game genres and artistic styles for games design innovation.	
Soft Skills development	
• Advocate for and identify opportunities for diversity and ethical considerations in game design.	
Industry Readiness	
• Manage game production workflows to ensure timely and high-quality outcomes • To appreciate the value of games beyond the gaming industry • To develop a solid understanding of industry landscape and develop ability to respond and adapt to changes in the external environment	

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA (Hons) Games Design** students will be able to:

Explore	Evidence the ability to analyse, appraise and differentiate Games Design theory, practice and production methodologies through problem-solving, games making and critical reflection. (CLO1)
Create	Evidence the ability to experiment with the development of ideas, materials, tests and outcomes through evaluation of games design practice and how it might advance. (CL02)
Influence	Demonstrate a working approach/attitude that considers social, ethical and environmentally responsible working methods and how this informs personal and professional practice in relation to Games Design. (CL03)
Integrate	Practice critical workflows to successfully enable collaboration, industry practice and professional working models to facilitate self-efficacy, personal agency and professional development in relation to Game Design. (CL04)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Games Design** students will be able to:

Explore	Analyse and contextualise Games Design methodologies through specific games-making practice, critical-thinking and reflection to support problem-solving and personal development. (CLO1)
Create	Illustrate and critique the development of ideas and customise workflows for games outcomes. Classify emerging game design practices, technical competencies, supporting ideation, communication, and presentation of gaming outcomes. (CLO2)
Influence	Construct a working approach/attitude that considers social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Games Design. (CLO3)
Integrate	Critique their ability to effectively synthesise collaboration, industry interactions & practices and professional working models to facilitate self-efficacy, personal agency and professional development in relation to Games Design. (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Games Design** students will be able to:

Explore	Develop the ability to research and categorise Games Design methodologies through specific games-making practice, critical-thinking and reflection. (CLO1)
Create	Evaluate capacity to consider ideas, materials, tests and outcomes with respect to their application in a professional environment. (CLO2)
Influence	Identify working approach/attitudes that considers social, ethical and environmentally responsible working methods and how this informs personal and professional practice in relation to Games Design. (CLO3).
Integrate	Organise their ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Games Design. (CLO4).

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Games Design** students will be able to:

Explore	Demonstrate the ability to understand and implement core concepts and theories pertaining to Games Design methodologies through specific games-making practice, critical-thinking and reflection. (CLO1)
Create	Illustrate capacity to consider ideas, materials, tests and outcomes in game design. Show emerging technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for Games Design. (CLO2).
Influence	Demonstrate a working approach/attitudes that considers social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Games Design. (CLO3).
Integrate	Evidence their emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Games Design. (CLO4).

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies
Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognize a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include: • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship	**Explore, Influence, Integrate**

	• Service orientation • Active listening • Coaching and mentoring Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
All levels will adopt a face-to-face strategy in terms of teaching. Institutional virtual learning environment (VLE) and online learning platforms will complement this face-to-face delivery.	**Level 4:** At level 4 students will be introduced to the types of assessment that will be used across the entire course. They will be introduced to working from a brief.
A flipped model will support learners to engage with learning materials, facilitating enhanced approaches to engagement through a mix of materials and learning environments.	Students will have an opportunity to develop diverse ways of presenting work to tutors and peers including learning journal, presentations, infographics, video, and audio.
The course curriculum has been designed to incorporate a scaffolded approach across the levels. Cross-module studies are encouraged at the same level. Modules in subsequent levels are designed to build on top of the knowledge and experience gained in the preceding level. The delivery model will be able to adapt quickly and seamlessly to changes in accessibility and social proximity.	Assessment will include a variety of tasks such as Games Design, blogs, reports, presentations and evidence of experimentation and research. It will require students to demonstrate design documentation and gameplaying manner appropriate to the specific brief i.e., How design should be presented and gameplay or levels should be demonstrated..
Please note that we deliberately group together students from across our portfolio of games programmes. This is because in industry games are not created in isolation and are dependent on effective collaboration between a range of team members each with their specialist skills. We aim to replicate this ethos and to enable you to benefit from seeing the entire span of the games lifecycle with moments in which your role is key and other times when you are supporting a collaborate effort. Please expect to be taken out of your comfort zone, it is a deliberate and safe way for you to experience the culture of a games studio while developing your professional place in gaming.	Students can express these through a variety of media: written, recorded video, recorded audio and image-based work are acceptable. Students will be encouraged to engage with professional qualification award schemes (Unreal, Unity or similar) as part of their professional development, but this will not form part of module assessment. Each module has a **Formative** assessment point where students are given feedforward/feedback on work so far and advice and guidance on how to develop and complete projects. This can take the form of a group code review, one on one with a tutor or small group as per the project brief for the unit.
Level 4: At Level 4 skills will be developed through a combination of flipped learning workshops, lectures, seminars and group exercises, self-	Each module has a **Summative** assessment point where a final grade is awarded and feed forward if given to the student. **Level 5:**

directed study, as well as individual or group tutorials.

Students will engage with and be trained in the use of digital platforms for effective delivery of outcomes including games, presentations, documentation, and prototypes.

In addition, students may also test their developing disciplinary knowledge with collaborative learning exercises and challenges as directed by module briefs using both digital and physical spaces to achieve goals.

Level 4 will provide a set of technical and theoretical competencies that enable students to engage with the practice of games design, how to manage learning in a creative HE environment and develop a theoretical appreciation of games technology and its place in broader culture of game development.

Students will also be introduced to what it means to be creative and how creative people initiate, plan and execute projects alongside rigorous technical due diligence.

Students will also discover ideas around structured gameplay mechanics, semiotics, interactive narratives, player psychology, game theory, level design and advanced game design.

Through set tasks and project work students will be introduced to technical workflows and approaches to prototyping that are common in industry and students will explore how these can inform their creative and professional process.

Learning is facilitated by permanent and sessional teaching staff, who are practising professionals themselves and bring an

At level 5 the types of assessment evidence required across the modules are similar to level 4 in scope and breadth. However, students will be encouraged to self-direct their study within skill sets. Students will be exposed to the wide range of design roles within industry and encouraged to investigate them further.

Formative Assessment
In Level 5 students will be provided with Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations.

In addition, in Level 5 there is more opportunity for collaborative work with peer and industry feedback, and work-based learning opportunities. The Professional Life Practice modules and the Work Based Learning Modules support students to engage with external industry professionals and gain knowledge and insight regarding entrepreneurship, enterprise and agency.

Summative Assessment

This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each. Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.

Level 6:

In level 6 the types of assessment evidence required across the Modules are like level 5 but are more individually focused.

Formative Assessment
In Level 6 students will be provided with

Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations.

important industry-informed perspective to the course.

Students will be introduced to industry through skills, discussion of key topics and direct interaction with industry.

Level 4 will also introduce the students to the Professional Life Practice modules that are embedded in each undergraduate learning level. These modules specifically support collaborative experimental practice, entrepreneurship, and enterprise, helping to catalyse, develop and highlight interdisciplinary working methods interaction and innovation.

The modules will also facilitate opportunities to integrate with industry partners to establish professional currency at the start of the undergraduate journey, and to drive enterprise and employability through the degree experience.

These Professional Life Practice modules integrate the emerging subject knowledge of each student with working methods from a range of disciplines to create a multidisciplinary synthesis of practice, skills and learning. Students will develop social, cultural, emotional, and cognitive intelligence through projects that facilitate community and industry connections aligned to the Ravensbourne Core Competencies.

Level 5:

Skills acquired at Level 5 are developed further through a combination of workshops, lectures, seminars, group exercises, self-directed study, as well as individual or group tutorials.

Students will work alongside students from other games courses on collaborative sessions enabling students to develop team working and understanding of key development workflows.

In addition, in Level 6 there is more opportunity and encouragement for students to engage with peer and industry feedback.

Summative Assessment

This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each.

Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.

Students will choose how to answer briefs from the industry discipline that interests them the most. Game Artists with the creation of Media Design Documentation, Game Assets and Concepts. Designers with Games Design Documentation, World Building Documents and Playable Prototypes and Technical Designers looking to Technical Design Documentation, Systems Design, and working in game mechanics.

These Modules will inform Level 6 Modules around portfolio creation and Final Major Project and enable students to make career choices around their industry discipline.

In addition, students will test their developing disciplinary knowledge in collaborative scenarios with the opportunity to take part in the Professional Life Practice Modules, and Work Based Learning Modules, offering collaborative and industry aligned opportunities both within Ravensbourne and in external contexts.

Students will also be introduced to what currently constitutes innovative practice within games design and explores the interplay of design, art, scripting and programming.

Visiting speakers and specialists will be invited to deliver lectures or practical workshops, bringing their own specialism and examples of industry work into the sessions.

The Professional Life Practice Modules at Level 5 support practical, theoretical and industry focused engagement facilitating expertise, experience, and interactions with professional aspects of the games and games design disciplines.

All Level 5 students can undertake a Work Based Learning modules at the end of Semester 2. The Work Based Learning module will offer the students the ability to engage with equivalent industry-led experience supporting industry interactions,

entrepreneurship, and employability skills. The placements will be supported by the careers team at Ravensbourne.

Level 6:

Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study, and individual tutorials.

A sizeable proportion of project-based work will be initiated and developed by students themselves, with a view to mastering skills particular to their interests within the discipline.

Students will be encouraged to delve deeper into their interests through individual tutorials and programmes of study initiated by the students themselves using online and physical resources.

Students will be offered increased responsibility for their own learning undertaking a major project. Whilst students will be encouraged to work in multi-discipline teams to facilitate the most complete playable game outcomes, individuals can undertake major projects tied to the discipline.

Students are expected to take on professional attitudes to time and project management, quality assurance, playtesting, and deployment.

Visiting lecturers may be invited to deliver lectures and/or practical sessions related to their area of work and students will develop an outward facing portfolio to aid graduate progression.

Written work will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development. Within the sphere of theoretical study, students will expand their ability to write reflexively and critically about their discipline

and competently be able to contextualise their personal practice. Students will be expected to interface directly with industry through mentoring, competition, and research.	

Work-Based Learning

Student are encouraged from Level 4 to engage with industry and seek internship and reality based opportunities within the industry at Level 5. The careers team within Student Services can facilitate outreach for students to contact companies. Students are provided with membership of industry bodies that can assist with placements.

Students are likely to apply for specific internship or work experience placements with development or publishing companies. They might also apply for zero hours casual work as quality assurance engineers.

Students are encouraged to find industry mentors to assist professional development.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
GDE24101	Design Fundamentals		Mandatory	20
GMD22104	The Design of Play	x	Mandatory	20
GMD22102	Engines & Pipelines	x	Mandatory	20
GMD22105	Environments and Levels	x	Mandatory	20
PLP24103	Professional Life Practice "Developing your Practice" - Critical Game Studies	x	Mandatory	20
PLP24106	Professional Life Practice "Exploring your Practice" – Y1 Project	x	Mandatory	20
				120
Level 5				
GDE24201	Multiplatform Mechanics		Mandatory	20
GDE24202	Narrative and World Building		Mandatory	20
GDE24204	Game Studio	x	Mandatory	40
PLP24203	Professional Life Practice "Applying your Practice" – WBL Prep	x	Mandatory	20
PLP24206	Work-Based Learning	x	Mandatory	20
				120
			Total	**240**
Level 6				
GDE24301	Pre-Production "Planning and Documentation"	x	Mandatory	40
GDE24302	Production	x	Mandatory	40
PLP24303	Professional Life Practice "Situating your Practice" – Portfolio and Industry Prep	x	Mandatory	20
GDE24304	Postproduction	x	Mandatory	20
				120
			Total	**360**

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		**Independent Study Hours**	
Taught Hours	48	Independent Study, Self-directed Study and Assessment	152
Total			200

Course Regulations

Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

Students will be expected to have fives GCSE at Grade C / Level 4 or above in English in addition to at least any one of the below;

- Three A Levels at grade CCC or above
- BTEC Extended Diploma at grade MMM
- UAL Level 3 Extended Diploma
- T Level (pass or above)
- Access to Higher Education Diploma
- International Baccalaureate at grade 24 or above
- Other/Mixed qualifications equivalent to 96 UCAS Tariff points

Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 42% for undergraduate students; or a 52% for postgraduate students. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 42% (undergraduate) or 52% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Games Design. Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Games Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Games Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Games Design (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?	
N/A	
Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
Design Fundamentals	X	X		
Design of Play	X	X		
Engines & Pipelines	X			X
Environments, Levels and World-Building	X	X		
PLP: Critical Game Studies			X	X
GMDPLP22103 PLP: Year One Project		X		X
Level 5 Modules				
Multiplatform Mechanics	X	X		
Narrative and World Building	X	X		
Games Studio		X		X
PLP: Preparation for WBL			X	X
Work-Based Learning	X	X	X	X
Level 6 Modules				
Pre-Production "Planning and Documentation"	X	X		
Production		X		X
PLP: Professional Portfolio and Industry Prep			X	X
Production			X	X

Course Diagram

	Semester 1	Semester 2	
Level 4 **120 credits**	**Design Fundamentals** 20 credits	**Design of Play** 20 credits	
	Engines and Pipelines 20 credits	**Environments and Levels** 20 credits	
	PLP: Developing your Practice Critical Game Studies 20 credits	**PLP: Exploring your Practice Year End Project** 20 credits	
	Semester 1	Semester 2	
Level 5 **120 credits**	**Multiplatform Mechanics** 20 credits	**Games Studio** 40 credits	**Work-Based Learning** 20 credits
	Narrative and World Building 20 credits		
	PLP: Applying your Practice Preparation for the Industry 20 credits		
	Semester 1	Semester 2	
Level 6 **120 credits**	**Pre-Production "Planning and Documentation"** 40 credits	**FMP Production** 40 credits	**FMP Postproduction** 20 credits
	PLP: Professional Portfolio and Industry Prep 20 credits		

The Quality Team   Definitive Documents