

Royal Holloway, University of London
Course specification for an undergraduate award
BA Video Games Art and Design (W6V1)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in BA Video Games Art and Design is delivered full-time in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. It is characterised by its progressive structure, which allows for increasing specialisation through the course. The course gives equal weight to media theory and media practice, and in both media theory and media practice a foundational first year provides the basis for increased specialisation in subsequent years, where you are able to develop and pursue your individual creative and intellectual interests.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	August 2022	Location of study	Egham Campus
Course award and title	BA Video Games Art and Design	Level of study	Undergraduate
Course code	3377	UCAS code	W6V1
Year of entry	2023/24		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Media Arts School of Performing and Digital Arts	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	Three years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information					
The following table summarises the mandatory modules which students must take in each year of study					
Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	MA1804	Digital Storytelling	30	4	MC
1	MA1805	Coding for the Arts	30	4	MC
1	MA1802	Game Engines: Interactive and Immersive Environments	30	4	MC
1	MA1803	3D Digital Art	30	4	MC
2	MA2802	Game Art, Design and Story	30	5	MC
2	MA2803	Mobile and Indie Game Development	15	5	MC
3	MA3802	Game Art, Design and Story: Portfolio Building	30	6	MC
3	MA3801	Advanced Digital Media Project	30	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

The aims of this course are:

- to foster intellectual enquiry in the field of Video Games Art and Design, meeting the general requirements of the QAA subject benchmarking statement in the development of knowledge, understanding, and discipline-specific key skills in media arts;
- to provide a flexible and progressive structure in which you are able to gain knowledge and understanding of theory and practice in Video Games Art and Design;
- to offer modules in which the teaching of theory and practice in Video Games Art and Design is informed by research activity and professional expertise;
- to develop an understanding of professional and ethical issues involved in Video Games Art & Design and a range of digital media platforms;
- to produce graduates who can work collaboratively with others across creative and technical disciplines in the arts and humanities as well as sciences.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))

<ol style="list-style-type: none"> 1. Creative understanding of games informed by an awareness of historical art and design traditions in media arts (K); 2. Knowledge of selected game and wider art, design and story traditions in Europe and North America (K); 3. Understanding and application of theories of meaning and communication in audio-visual media with a particular focus on games (K); 4. Competence in the interpretation of existing audio-visual texts and experiences and the creation of new texts and experiences (K); 5. Develop substantive and detailed knowledge and understanding in selected areas of the field (K); 6. Competence in independent thinking informed by appropriate critical theories of media and culture including art history, design thinking, gender and production studies (K); 7. Collaborative competencies developed by working as part of a creative team, with a particular emphasis on the ability to work in teams that span a range of technical and creative disciplines (K); 8. Understanding of the role and significance of audio-visual media in contemporary society (K); 9. Understand forms of communication, media and culture as they have developed historically, with reference to social, cultural and technological change (K); 10. Ability to make informed contributions to debates about communication and public life (K); 11. Utilise effectively relevant technical concepts and theories that span video game art, design and storytelling (S); 12. Individual skills in devising and carrying out a specialised media arts practical project (S); 13. Practical skills in selected areas of video game production including game art, design, story and code (S); 14. Produce media texts showing competence in operational aspects of media production technologies, systems, techniques and professional practices (S); 15. Engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use (S); 	<ol style="list-style-type: none"> 20. Analyse and interpret, and exercise critical judgement in the understanding of media forms (S); 21. Consider and evaluate own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions (S); 22. Assess the merits of contrasting theories, explanations and interpretations (S); 23. Produce representations which demonstrate the effective manipulation of sound, image and/or the written word (S); 24. Manage time, personnel and resources effectively, by drawing on planning and organisational skills (S*); 25. Develop an entrepreneurial, ethical and critical understanding of creative industries (S*); 26. Analyse, problem-solving, decision-making (S*); 27. Plan and carry through creative practical projects (S*); 28. Critically judge and evaluate information, critically interpreting both written and audio-visual texts (S); 29. Abstract and synthesise information (S*); 30. Develop a reasoned argument (S*); 31. Learn and study, taking responsibility for own learning, and developing habits of reflection on that learning (S*); 32. Written communication, verbal presentation and the formulation of arguments expressed cogently (S*); 33. Audio-visual media communication in selected forms and modes (S); 34. Flexibility and creativity in both independent and group contexts (S*); 35. Reflection and self-evaluation (S*); 36. Information technology (including word processing, email and WWW) and development of specific proficiencies in utilising selected media technologies (S); 37. Information handling and retrieval: identifying, retrieving, synthesising and presenting information, investigating a wide range of sources (S*); 38. Interpersonal skills including listening, leadership, responding to others appropriately and contributing to a team (S*); 39. In addition, the course fosters the development of a range of personal attributes that are important in the world of work, and that strengthen our graduates' abilities to engage in lifelong learning and contribute to the wider community. These include: personal
---	---

<p>16. Initiate, develop and realise distinctive and creative work within the discipline of games design and related areas of digital media production (S);</p> <p>17. Experiment appropriately with forms, conventions, techniques and practices (S);</p> <p>18. Produce media texts which demonstrate an understanding of media forms and structures, audiences and specific communication registers (S);</p> <p>19. Examine media forms critically with appropriate reference to social and cultural contexts and the diversity of contemporary society (S);</p>	<p>motivation; the ability to work autonomously and with others; creativity; self-awareness and self-management; empathy and insight; intellectual integrity; awareness of responsibility as a local, national and international citizen; interest in lifelong learning; flexibility and adaptability (S*).</p>
---	--

Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of labs, lectures, seminars, small-group tutorials, practical workshops, problem classes, supervised workshops, media practice including location work, group work, guided independent research, and guided independent study. You are expected to meet basic standards in information technology, training for which is provided by the College Computer Centre.

Assessment is by practice-based projects, coursework essays, project reports, practical exercises, papers on practical work, oral presentations, work plans and a final year major project. Transferable skills are also inherently assessed through the assignments, reports and oral presentations. Feedback is provided on your performance in coursework, both assessed and non-assessed, and during tutorial and practical sessions.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

Section 8 – Additional costs
There are no single associated costs greater than £50 per item on this degree course.
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College

Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College
--	---	--