

Programme Specification **BA GAMES ART**



BAFTA

16th May 2023

Programme Specification

1	Awarding Institution	Warwickshire College
2	Teaching Institution	Warwickshire College Group
3	Final Award Title	BA Games Art (Hons)
4	Interim Award Titles	CertHE Games Art, FdA Games Art
5	Modes of Attendance	Full-time
6	Pathways available	Integrated Foundation Year at level 4 (120 credits) Foundation Degree at level 5 (240 credits) 'Top Up' Degree at level 6 (120 credits at level 6) BA (Hons) 3-year degree levels 4-6 (360 credits)
7	Locations of Study	Royal Leamington Spa
8	UCAS Code	Institution Code: 25 Course Code: I630
8	QAA Benchmark Statements	Subject Benchmark Statement for Art and Design (2019) Foundation Degree Characteristics Statement (2020)
9	Accreditations	Screen Skills Select 2021-2024
10	Other External Factors	None
11	Date of Approval	16th June 2021
12	Date for Next Review	June 2025
13	Dates of Revision	

14 Educational Aims of the Programme

The BA Games Art course is designed to develop students' skills in the research, development and production of video game assets. It is designed for students who wish to turn their artistic talents into a career in the games industry.

Our Games Art courses are delivered in one of the UK's games industry hubs, Royal Leamington Spa. Written and developed with over 10 local games studios, this course will provide the knowledge, understanding and skills on how to research, develop and produce industry-standard video game assets.

The aims of this programme are to:

- Provide a systematic understanding of Games Art including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the Games Industry
- Enable students to deploy accurately established techniques of analysis and enquiry within Games Art
- Provide theoretical understanding that enables the student:
 - To devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of Games Industry and
 - To describe and comment on particular aspects of current research in the Games Industry
- Appreciate the uncertainty, ambiguity and limits of knowledge
- Enable students to manage their own learning, and to make use of scholarly reviews and primary sources
- Develop students' ability to apply their knowledge and skills to new situations, including in the workplace
- Develop effective communication skills in a variety of forms and for a range of audiences within Games Art;
- Develop students as T-Shaped Learners in order to prepare them for personal, social and economic success;
- gain experience of an outsourcing environment, developing the transferable skills and attitudes essential for a successful artist role, including interpersonal communications with a range of individuals and organisations;
- gain a broad view of the games industry and development cycle to enable a holistic view of art and design functions within games organisations;
- develop an appreciation of the changing nature of art and technology in the modern games environment and the factors influencing the drivers to innovation; and
- develop an informed approach to asset management and its importance within a games organisation.

Typically, holders of this qualification will be able to:

- Apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions to a problem
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- The qualities and transferable skills necessary for employment

15 Intended Learning Outcomes of the Programme

Learning in the discipline of Games Art develops:

- the capacity to be creative
- an aesthetic sensibility
- intellectual enquiry
- skills in team working
- an appreciation of diversity
- an appreciation of quality and detail
- the ability to conduct research
- the quality of critically reflecting on one's own learning and development
- the ability to factor ethical considerations into creative practice
- the capacity to work independently, encouraging resilience and self-determination
- the ability to communicate in a range of formats.

The intended learning outcomes for the award title are shown in sections 15.1 to 15.4 below, grouped under the following headings

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- T-shaped employability behaviours (transferable skills)
- Professional competencies (set by PSRBs, where relevant)

Warwickshire College Group believes that students should be equipped with an entrepreneurial mind set – to be confident, innovative, resilient, enterprise-aware and willing to 'have a go' – in order to prepare them for personal, social and economic success.

The college uses a T-Shaped employability behaviour model as a framework to develop transferable skills.

The T-Shaped framework connects this breadth of personal capabilities and qualities with a depth of technical competence through the development of three core behaviours: personal development, social skills and enterprise. The core enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The T-Shaped skills are as follows (see the platinum level of the T-Shaped employability framework, available in your Course Handbook, for more information):

T-Shaped Framework		
Personal Development	Enterprise	Social Skills
<ul style="list-style-type: none"> ● Resilience ● Focus and Drive ● Reliability ● Reflectiveness ● Adaptability 	<ul style="list-style-type: none"> ● Creativity ● Initiative ● Problem solving ● Risk taking ● Business awareness 	<ul style="list-style-type: none"> ● Teamwork ● Networking ● Empathy ● Communication ● Leadership

15.1 Knowledge and Understanding of the Subject

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

KU1	the underpinning principles required of a successful games organisation and the environment in which a games artist operates;
KU2	the crucial relationship between creative, technical and interpersonal skills required of a successful games artist;
KU3	the importance of creative fine art skills in the role of a successful sought-after games artist;
KU4	games design and its role in creating successful games which immerse the player;
KU5	approaches to, and the importance of, successful asset management;
KU6	the impact of technology and IP on competition and innovation within the games industry.
KU7	the critical, contextual, historical, conceptual, economic, social, environmental and ethical dimensions of the games art discipline
KU8	the relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment

15. 2	Cognitive Skills
On successful completion of the programme a student should be able to:	
CS1	solve complex problems in a range of familiar and unfamiliar situations and, through reflection, improve problem solving ability;
CS2	research, select and evaluate from a range of sources to inform and inspire the creation of games art assets;
CS3	conceptualise and interpret the requirements of design briefs;
CS4	interpret, plan and organise individual roles within a games design team towards the completion of a successful development cycle;
CS5	think creatively as a successful and sought-after games artist.

15. 3	Practical and/or Professional Subject Skills
On successful completion of the programme a student should be able to:	
PS1	reflect on own reliability in a range of situations and contexts and evaluate how own reliability affects others;
PS2	create an extensive list of valuable and realistic networking opportunities in own industry sector and evaluate own behaviours in developing an effective professional network;
PS3	apply fine art skills to the creation of successful games assets;
PS4	use industry standard software competently for the creation of successful and viable games assets;
PS5	display the attributes, skills, behaviour and attitudes required of a successful and sought-after games artist;
PS6	demonstrate the ability to establish and develop effective working relationships with others.

15.4 T-Shaped Employability Skills (Transferable Skills)

On successful completion of the programme a student should be able to:

- | | |
|-----|---|
| TS1 | Communicate effectively to a range of audiences using the appropriate format and, following evaluation, identify methods for improvement; |
| TS2 | Evaluate and, through reflection, improve own confidence to take initiative; |
| TS3 | Evaluate own ability to reflect meaningfully and honestly on personal performance and review strategies for using feedback from self and others to improve; |
| TS4 | prepare and present information succinctly using a range of methods; |
| TS5 | display the wider skills required for professional and personal development, career management and lifelong learning. |

16 Relationship with External Reference Points

The aims and outcomes of this award are clearly in alignment with the Frameworks for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (October 2014) at level 5, as referenced in the QAA's UK Quality Code for Higher Education (2018).

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for Art and Design (2017). The relevant understanding, knowledge and skills from the Benchmark Statement have been mapped to the modules at the end of this document. The programme is also mapped to the defining characteristics of Foundation degrees identified in the QAA's Foundation Degree Qualification Benchmark (2020).

17 Course Credit and Outcome Requirements

Warwickshire College Group higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include core modules. To achieve a named award, students must pass all core modules.

BA Games Art (honours degree)

To be awarded an honours degree, students must successfully achieve a total of 360 credits of which a minimum of 100 credits must be at level 6, a minimum of 100 credits must be at level 5 and a minimum of 100 credits must be at level 4.

BA Games Art (honours degree top-up)

To be awarded an honours degree, students must successfully achieve a total of 120 credits at level 6.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows.

Foundation Degree Games Art (foundation degree)

To be awarded with a foundation degree, students must successfully achieve a total of 240 credits of which a minimum of 100 credits must be at level 4 and a minimum of 120 credits must be at level 5. The 160 hours of work-based and placement learning must be completed.

CertHE Games Art (Certificate of Higher Education)

Students will have obtained a minimum of 120 credits, of which 100 must be at level 4.

17.1 Course Work-Based and Placement Learning (WBPL) Requirements

Work-Based and Placement Learning is a fundamental and mandatory aspect of all Warwickshire College degrees. Students are expected to complete 160 hours of work-based or placement learning by the end of Level 5.

Placement activities will be made available within Games Industry offices where available but the chief focus of the work-based and placement learning on the BA Games Art will be industry set briefs alongside working in Royal Leamington Spa College's in house game studio Studio 694. The studio is designed to give students the experience of working on a game or game assets from concept through to submission to a platform holder.

17.2 Course Structure and Distinctive Features

The BA Games Art is designed to develop students' skills in the research, development and production of computer game assets. It is designed for students who wish to turn their artistic talents into a career in the games industry. During the three-year programme students will learn and utilise techniques in 3D modelling, texturing and lighting, concept art, animation and traditional art through life and observational drawing. Students will learn alongside others who are passionate about games and will be taught both software and traditional techniques from introductory to advanced level.

Year 1 will introduce students to the basic toolset for the creation of game ready 3d assets and processes behind making them.

499AAD Academic Study Skills, Employability and T-Shaped module will contextualise the practical application of games art skills and therefore create a more creative and knowledgeable graduate.

An introduction to technical training in Principles of Modelling Low Poly, Principles of Modelling High Poly, Texturing for Games, Principles of Animation, Art Process and Techniques and Intro to Sculpting fulfils the practical aspects to year one.

Additionally students will gain an experience of research and referencing whilst studying Concept Art The emphasis here is on the students developing their skills as games artists who are designing and developing their traditional skill base and producing 3D assets with a creative and communicative intent.

Alongside live briefs set by local game studios/employers in the first year, students in year 2 will work in our in-house game studio, Studio 694.

Year 2 builds on the creative and technical skills and contextual framework developed in year one, whilst encouraging students to look towards the wider professional environment. This will include continued working on live briefs set by employers and gaining work placements in order to develop their professional working skills. Further technical training at an advanced level in Real-time Environment Production, Organic Asset Production, Hard Surface Asset Production, Game Production Project and UI will also form the second year.

Year 3 builds again on the creative and technical skills and contextual framework developed in years one and two, whilst encouraging students to specialise in their craft and prepare themselves for a career. This year will include working on self-directed briefs with interim feedback from local employers. Further technical training at an advanced level in FMP and Simulated Employment.

This course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any prerequisite or co-requisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award.

17.3 Course Structure					
Level 4					
Module Code	Module Title	Credit Value	Pre-req Co-req	Indicative Delivery	Module Status
490AAD	Academic Study Skills, Employability and T-Shaped	20		Year1 Semester 1&2	M
450AAD	Principles of Modelling Low Poly	10	Co-req	Year1 Semester 1	M
451AAD	Principles of Modelling High Poly	10	Co-req	Year1 Semester 1	M
452AAD	Texturing for Games	10	Co-req	Year1 Semester 1	M
453AAD	Principles of Animation	10		Year1 Semester 2	M
454AAD	Art Process and Techniques	20		Year1 Semester 1	M
455AAD	Intro to Sculpting	10		Year1 Semester 2	M
457AAD	Reflection	10		Year1 Semester 2	M
458AAD	Concept Art	20		Year 1 Semester 2	M
Level 5					
Module Code	Module Title	Credit Value	Pre-req Co-req	Indicative Delivery	Module Status
550AAD	Real-time Environment Production	20		Year2 Semester 1	M
552AAD	Organic Asset Production	20		Year2 Semester 1	M

553AAD	Hard-Surface Asset Production	20		Year2 Semester 1 & 2	M
590AAD	Work-Based and Placement Learning	20		Year2 Semester 2	M
553AAD	Game Production Project	20		Year1 Semester 2	M
554AAD	UI	20		Year1 Semester 2	M
Level 6					
Module Code	Module Title	Credit Value	Pre-req Co-req	Indicative Delivery	Module Status
690AAD	Research Theory and Design	20		<i>Year x Semester y</i>	<i>M or O</i>
691AAD	Capstone Project	40		<i>Year x Semester y</i>	<i>M or O</i>
650AAD	Games Production Pipeline	20		Year3 Semester 1&2	M
651AAD	Games Industry Simulation	20		Year3 Semester 1&2	M
652AAD	Professional Portfolio	20		Year3 Semester 1&2	M

18 Learning & Teaching Methods

Approaches to learning and teaching are designed to provide opportunities for students to progressively develop specific industry focused practical skills and generic transferable skills supported by a theoretical framework which is contextualised to the Games Industry.

Students will undertake a wide range of learning activities designed to enable them to achieve the learning outcomes as specified within each module guide. A range of teaching

methods will be deployed including lectures, seminars, portfolio, practical demonstrations, project work and tutorials. Taught sessions will be in groups of up to 15. Progress will be monitored through tutorial contact and tracked via records of assessment outcomes.

Learning and teaching will be supported by Google Classroom. This will enable the student to access lecture notes, resources, websites and other reference materials, at any time.

A fundamental aspect of the BA Games Art is the work-based and placement learning (WBPL) including practical experience, project work and self-evaluation. WBPL enables the contextualisation of theories and concepts that underpin and define the Games industry. WBPL also enables the development and application of transferrable, practical work related skills essential for employment. For example, the application of theory to a practical setting will embed the technical and management skills that are integral to working to a high standard within the context of the Games Industry.

Employers are involved in some module delivery acting as advisors, setting briefs and reviewing outcomes. Employers will also provide input as guest speakers and facilitate visits to their company premises. The totality of these opportunities enables theory to be applied within the context of contemporary industry settings, ensuring contemporary vocational relevance.

Transferable skills are supported across all modules and are identified as communication skills, interpersonal skills, team working and self-directed skills, administration skills, numeracy and IT skills. It is recognised that, in order to be successful within the Games industry in a wide range of job roles, students need to acquire and practice the skills and attributes required in the world of work, and to develop teamwork, problem solving and appreciation of the value of lifelong learning and personal development.

BA Games Art will be delivered to small class sizes of normally 15 to 20 students. Small group sizes will allow students to ask questions to ensure understanding and engage in discussions to ensure effective learning has taken place. Teaching small groups allows the opportunity for tutors to check understanding and conduct small group activities. Students will be encouraged to share their experiences and understanding. Employer support will be fully utilised to ensure that students can gain knowledge and understanding of the workplace through visits, talks and real case studies. Small group sizes allow the opportunity for greater flexibility and group activities to be part of normal teaching and learning practice.

Academic Study Skills and Entrepreneurial Thinking, Preparation for Employment and Research Report modules will provide a particular focus for the development of communication skills, networking skills, organisational skills, flexibility and adaptability. Students will review and explore their academic and professional skills required for success and explore the transferability of these skills.

This programme has been designed for students to develop and experience a variety of harmonising approaches to learning and teaching and a good balance of activities. Students will develop a range of academic, cognitive, practical and transferable skills to prepare them for further study and their future employment. The College places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Library Services, and the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

Contact time

A typical 20-credit module will normally have 60 hours of timetabled teaching in lectures, seminars and practical sessions.

Independent self-study

In addition to contact time, for each module, students are expected to undertake regular self-study plus additional preparation for assessments.

Students are expected to work independently for 140 hours per module. Independent learning is supported by the College's virtual learning environment, Google Classroom and the electronic learning resources available from the College libraries.

19 Assessment

The approach to assessment has been designed to provide students with a variety of challenges appropriate for undergraduate level work. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is assessed.

Summative assessment items are scheduled and students will receive an assessment plan at the beginning of each academic year. Detailed assessment briefs are given to students at the start of a module as part of the module guide.

All modules will be assessed by 100% coursework. This will include written assignments, essays, debates, presentations, portfolios and practical projects. Each module has an individual assessment strategy, stated in its module descriptor, showing which assessment tasks are used to assess the learning outcomes.

All practical assessments will be submitted via Google Classroom. All theory and written based assessment will be submitted via Turnitin. Student's written work will be checked using this text matching software, used to detect any plagiarism or poor study skills.

Students will receive prompt written feedback on their work communicated via Google Classroom, Turnitin and email, helping them to develop their academic skills.

The use of a wide range of appropriate assessment methods enables and supports a mix of learning styles and individual differences in terms of ability and skills. The following table shows a mapping for each module of the contribution of each assessment to the Module Learning Outcomes.

The table below 19.1 shows the weighting of different assessment activities used across the programme(s).

19.1 Assessment Grid					
Level 4					
Module Code	Module Title	Written Report	Presentation	Coursework/ Portfolio	Reflective Account
490AAD	Academic Study Skills, Employability and T-Shaped	✓			
450AAD	Principles of Modelling Low Poly			✓	
451AAD	Principles of Modelling High Poly			✓	
452AAD	Texturing for Games			✓	
453AAD	Principles of Animation			✓	
454AAD	Art Process and Techniques		✓	✓	
455AAD	Intro to Sculpting			✓	
457AAD	Reflection	✓			✓
458AAD	Concept Art		✓	✓	
Level 5					
Module Code	Module Title	Written Report	Presentation	Coursework/ Portfolio	Reflective Account
550AAD	Real-time Environment Production		✓	✓	✓
552AAD	Organic Asset Production		✓	✓	✓
553AAD	Hard-Surface Asset Production		✓	✓	✓
590AAD	Work-Based and Placement Learning		✓	✓	✓
553AAD	Game Production Project	✓	✓	✓	✓

554AAD	UI	✓	✓	✓	
Level 6					
Module Code	Module Title	Written Report	Presentation	Coursework/Portfolio	Reflective Account
690AAD	Research Theory and Design	✓			
691AAD	Capstone Project	✓	✓	✓	✓
650AAD	Games Production Pipeline	✓		✓	
651AAD	Games Industry Simulation		✓	✓	✓
652AAD	Professional Portfolio			✓	✓

20 Regulation of Assessment

This course uses the Warwickshire College Group higher education (HE) academic regulations for bachelor degrees awarded by Warwickshire College. The full Warwickshire College Group HE academic regulations can be found in the HE area of the Warwickshire College Group intranet.

Marks are provided along with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module.

If an overall module grade does not meet the minimum pass grade then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or restudy the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades. A Course Assessment Board will make decisions about whether students have satisfied all of the requirements for progression or final award grades.

Should a student fail a module then the Course Assessment Board will notify the student of their entitlement to be reassessed or to restudy the module in the following year. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

Inclusion policies and mitigating circumstances procedures are available on the WCG intranet – individual cases are considered based on this framework and passed through a HEQAS board (Higher Education Quality and Academic Standards).

21 Entrance Requirements

The Warwickshire College HE Admissions Policy is available on the College external website.

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](#), then clicking on 'Entry profile'.

The standard entry requirements for a Warwickshire College undergraduate degree at level 4 is a minimum of two A levels (or equivalent qualification at level 3 such as a BTEC Diploma) providing a minimum of 80 UCAS points plus four GCSEs (grades 4/C minimum or equivalent qualifications) including English Language and mathematics.

Entry onto the Integrated Foundation Year is a minimum of 32 UCAS points plus four GCSEs including English Language at grade 4/C or above.

BA Games Art course requires:

- 80 UCAS Tariff points and good portfolio of work achieved through the following routes:
- successful completion of a Foundation course in Art and Design
- a merit profile at BTEC Extended Diploma in a relevant subject;
- an International Baccalaureate with 28 points;
- equivalent qualifications and experience. (APEL as determined by the university guidelines and regulations)

** Entrance to the course is possible with only a good portfolio review and interview with course manager.

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English (e.g. IELTS score 6.0 or equivalent or IELTS score 5.5 on the Integrated Foundation Year).

22 Support for Students and their Learning

Equal Opportunities

Student support is consistent with the Warwickshire College Group policy on Equality and Diversity which can be found on the Warwickshire College Group external website. WCG has a proactive Equality and Diversity Committee which meets three times per year, plus an Access and Participation Committee to review widening access, student support and progression.

Learning Resources

Warwickshire College Group library service provides a full range of texts, journals, e-books and other online resources. The College virtual learning environment known as the Google Classroom can be accessed via the Internet and holds a wide range of course materials and assessment information.

Inclusion

The HE Inclusion team provides support for students registered with disabilities such as dyslexia. The team will help students access DSA funding and ensure that students have the support they require to achieve the course.

Induction

All students will be given a full induction to their course which will include meeting academic staff and non-academic support staff, plus an overview of College services. Students will receive a copy of the HE Student Handbook which provides key information for students.

Tutorials

Students will be allocated an academic tutor who will offer support throughout their studies. Each course has a comprehensive course handbook. Students are entitled to a minimum of two academic tutorials per year on an individual basis with their academic tutor. In addition, students will have a pastoral tutor to support them through their studies and provide a sign-posting service to the other support available in the College.

Study Skills

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes, including through the module Academic Study Skills, Employability and T-Shaped, known as ASSET. This module has been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

Student Services

The college's Student Services department provides a range of support and guidance services for students as described in the HE Student Handbook and Warwickshire College Group intranet. This includes residential accommodation at three of the college sites: Leamington, Moreton Morrell and Pershore Colleges. The Student Engagement Officer ensures that students have the opportunity to elect Student Representatives to sit on the HE Student Council and Course Consultative Committees.

Careers Advice

Students will meet for careers talks and common topic discussions allowing for closer support and exploration of your job opportunities. The Career Launchpad online employability portal offers the opportunity for students prepare for job interviews, and

give tips for CV writing in addition to keeping students up to date with current affairs and updates from their chosen profession or sector.

Work-Based and Placement Learning (WBPL)

All HE WBPL is undertaken in line with the approved Warwickshire College Group WBPL documentation and procedures which are held on the HE area of the Warwickshire College Group intranet.

23 Evaluating and Enhancing the Quality and Standards of Teaching & Learning

Quality and standards at Warwickshire College Group are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. The Quality and Enhancement Manual on the college intranet provides details of the regulations, policies and procedures used. The Higher Education Quality Team (HEQT) oversees the monitoring of quality and standards.

The HE Subject Leader completes an Annual Course Report (ACR) at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The ACR is scrutinised at an annual validation event where the resulting quality improvement plan is approved.

One key piece of information that feeds into the Annual Course Report is the External Examiner (EE) Report. The EE looks at the quality of assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College Group assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College Group intranet.
- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE First Impressions and HE Course Surveys.
- Course Consultative Committees are held three times a year to ensure that student representatives have an input to course management issues including reviewing ACRs, EE reports and HE Course Survey results.
- Students are represented on a number of Warwickshire College Group meetings including the Higher Education Student Experience Committee, Higher Education Academic Board and Academic Standards and Quality Assurance (ASQA) Committee (Governors).

24 Indicators of Quality and Standards

This award is designed with reference to the UK Quality Code for Higher Education as described in section 16. This includes the Frameworks for Higher Education Qualifications (FHEQ) (which provides details of the academic level expected within each year of the course) and Subject Benchmark Statements (which describe the content expected in courses in particular subjects).

Indicators of annual quality and standards include annual reports that are considered carefully by the course team and any actions are responded to:

- Annual External Examiners' reports; and
- Annual Industry Adviser reports.

In April 2021, Warwickshire College Group was granted Bachelor Degree-Awarding Powers (BDAP) via an Order from the Office for Students following an in-depth scrutiny of quality and standards by the Quality Assurance Agency (as the designated quality body) during 2020.

25 Progression

The focus of the course is on developing essential art and technical skills to ensure that students are equipped to meet the requirements of the games industry. It is recognised that what is taught in the classroom/studio today may be out of date tomorrow.

Therefore, an important aspect of the course is to develop a thorough understanding of those management processes and skills that will allow students to effectively manage their responsibilities in the light of changing and competing priorities. With this in mind, students should complete the course with an industry standard portfolio ready for interview and application to jobs in the games industry.

Further study at masters level is also an option to students who successfully complete the BA Games Art course.

26 Further Information

This programme 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 by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Descriptors collated in the Module Handbook.

The language of study is English.

27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS T-shaped employability framework

Level 4

Module Codes	Module Titles	K	K	K	K	K	K	K	K	C	C	C	C	C	P	P	P	P	P	P	T	T	T	T	T
		U	U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
		1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5
490AAD	Academic Study Skills, Employability and T-Shaped	✓						✓		✓			✓	✓	✓	✓		✓	✓	✓		✓	✓		
450AAD	Principles of Modelling Low Poly					✓	✓			✓	✓	✓		✓			✓	✓	✓			✓	✓		
451AAD	Principles of Modelling High Poly					✓	✓			✓	✓	✓		✓			✓	✓	✓			✓	✓		
452AAD	Texturing for Games			✓		✓					✓	✓		✓			✓	✓			✓				
453AAD	Principles of Animation		✓				✓			✓	✓	✓		✓			✓	✓	✓		✓			✓	
454AAD	Art Process and Techniques			✓						✓		✓		✓			✓		✓					✓	
455AAD	Intro to Sculpting					✓	✓			✓	✓	✓		✓			✓	✓	✓			✓	✓		

457AAD	Reflection	✓	✓					✓	✓					✓					✓		✓	✓	✓		✓
458AAD	Concept Art	✓		✓				✓	✓		✓	✓		✓			✓	✓	✓		✓			✓	

Level 5																									
Module Codes	Module Titles	K U 1	K U 2	K U 3	K U 4	K U 5	K U 6	K U 7	K U 8	C S 1	C S 2	C S 3	C S 4	C S 5	P S 1	P S 2	P S 3	P S 4	P S 5	P S 6	T S 1	T S 2	T S 3	T S 4	T S 5
550AAD	Real-time Environment Production	✓		✓			✓			✓	✓			✓			✓	✓			✓	✓			
552AAD	Organic Asset Production	✓	✓	✓		✓				✓	✓	✓		✓			✓	✓	✓		✓		✓	✓	✓
553AAD	Hard-Surface Asset Production	✓	✓	✓		✓				✓	✓	✓		✓			✓	✓	✓		✓		✓	✓	✓
590AAD	Work-based and Placement Learning			✓					✓	✓	✓			✓			✓	✓			✓	✓			
553AAD	Game Production Project			✓		✓	✓	✓	✓	✓	✓			✓			✓	✓			✓				
554AAD	UI	✓	✓		✓	✓				✓	✓		✓	✓	✓				✓	✓	✓		✓		

Level 6																									
Module Codes	Module Titles	K U 1	K U 2	K U 3	K U 4	K U 5	K U 6	K U 7	K U 8	C S 1	C S 2	C S 3	C S 4	C S 5	P S 1	P S 2	P S 3	P S 4	P S 5	P S 6	T S 1	T S 2	T S 3	T S 4	T S 5
690AAD	Research Theory and Design	✓	✓				✓	✓	✓		✓			✓											
691AAD	Capstone Project	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓			✓	✓	✓		✓			✓	
650AAD	Games Production Pipeline	✓	✓				✓			✓				✓					✓			✓			✓
651AAD	Games Industry Simulation	✓	✓		✓	✓				✓			✓	✓	✓			✓		✓	✓	✓		✓	✓
652AAD	Professional Portfolio		✓				✓					✓		✓	✓	✓			✓		✓	✓		✓	✓