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 University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University'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	April 2024	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%. 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 Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

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 (*)*)				
Theme	**Course learning outcome**	**Level 4**	**Level 5**	**Level 6**
Research Skills	Research, apply, and evaluate evidence and ideas relevant to the subject area.	Compile relevant information about a topic in response to a brief.	Justify a position using relevant sources and evidence.	Formulate conclusions and insight about the subject area through research.
Theoretical and Contextual Understanding	Identify, analyse and evaluate critical theories and historical contexts.	Identify critical theories and historical contexts relevant to the subject area.	Analyse critical theories and historical contexts relevant to the subject area.	Evaluate critical theories and historical contexts relevant to the subject area.
Individual and collaborative working	Work independently and collaborate to develop, research, and complete critical and/or creative work.	Identify a range of approaches to independent and collaborative work.	Apply a range of approaches to independent and collaborative work.	Evaluate a range of approaches to independent and collaborative work.
Reflective Practice and Social Context	Reflect upon your own skills and abilities and those of your peers.	Discuss reflective approaches to their own practice and that of their peers.	Apply reflective approaches to their practice and that of their peers.	Evaluate reflective approaches to their practice and that of their peers.
	Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability.	Identify contemporary debates surrounding equity, inclusion, and sustainability.	Evaluate contemporary debates surrounding equity, inclusion, and sustainability.	Intervene in debates surrounding equity, inclusion, and sustainability.
Subject specific skills	8. Demonstrate excellent levels of technical ability through industry level skills application.	Identify key technical practices and formal conventions relevant to audiovisual content production. Create audiovisual content that demonstrates basic technical proficiency in pre-production, production and post-production.	Evaluate key technical practices and formal conventions relevant to audiovisual content production. Create audiovisual content that demonstrates intermediate technical proficiency in pre-production, production and post-production.	Create innovative and original audiovisual content. Create audiovisual content that demonstrates advanced proficiency in one or more areas within pre-production, production and post-production.

Problem solving with new technologies	9. Experiment, innovate and problem solve using new and emerging technologies.	Recognise emerging and new technologies and their place in innovative technical pipelines. Identify problems with new technologies and their possible solutions.	Solve problems with new technologies by applying the correct toolset. Apply emerging technologies to your own creative pipeline.	Apply new technologies to create technologically formed solutions. Evaluate the integration of emerging and innovative technologies in your own practice
Team working and leadership	10. Demonstrate the ability and understanding to work productively in a film crew, employing industry level knowledge.	Work effectively with others on a practical creative project, showing ability to listen, contribute and lead where appropriate	Work productively within a small group or team, observing budgets and deadlines, whilst producing creative work.	Successfully contribute a specialist skill whilst working in a professional manner within a larger and more complex production and contributing to the overall creative outcome.

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 University 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. Assessments designated as 'summative' will receive a mark 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.

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.

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 |