

**BIMM
UNIVERSITY**

A university
for the creative
industries

BA (Hons)
**GAMES ART AND
TECHNOLOGY**

Academic Year 2024/25

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PART ONE: GENERAL INFORMATION

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Student Wellbeing

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

Learning & Disability Support

Learning Student Support teams can help you to explore what statutory and local support is available to you and in some cases, degree students in UK campuses may be eligible for Disabled Students Allowance (DSA).

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via bimmstudents.com) for more information.

Academic support information, including guides to referencing and academic writing, can be found on the [Study Skills SharePoint](#).

Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.

The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to [BIMMStudents](#), selecting your campus, and then selecting the Creative Futures icon.

Complaints & Appeals

We hope you are satisfied with your experiences at BIMM University. However, if you have a concern, then we have procedures in place for handling Student Complaints and Appeals.

The Student Complaints Procedure outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by the University. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

The Student Appeals Procedure outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

- > Student Wellbeing Advisor or Manager
- > Your Course Leader or Deputy Course Leader
- > Head of School or Campus Dean
- > One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the [Appeals and Complaints](#) pages of our website.

Student Responsibilities

All of BIMM University's policies and procedures can be found on the University's [website](#). Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our [Student Engagement Policy](#). Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the [BIMM University electronic library](#) and dedicated physical reading rooms, and you are expected to use these resources in your own time.

Prevent Duty

[The Prevent Duty](#) is part of the UK Government's Counter-Terrorism strategy to prevent individuals being drawn into extremism. BIMM University safeguards learners from extremist ideologies, radicalisation and support individuals through early intervention.

We take a proactive and risk-based approach to the Prevent Duty, and it is embedded into many of our policies, including our dedicated Prevent Duty Policy, and our Safeguarding Policy. Anyone can make a referral – if you have a concern, you should speak to your local Student Wellbeing team in the first instance for help and support.

For further information, see the [Prevent Duty Policy](#).

IT Usage

The [Fair Usage Policy](#) outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

PART TWO: COURSE-SPECIFIC INFORMATION

and the development of a more complex video game project. Year 2 unlocks optional modules that allow you to tailor the course to your own goals. Year 3 consists of modules and projects that cover the entire game development and production process. Apart from developing a game, you will undertake other pre-production and post-production activities. You will learn how to pitch game concepts, analyse market trends, formulate a go-to-market strategy, identify potential publishers and understand their logic, gain further knowledge about marketing and monetisation of games, and complete other essential tasks to ensure that your game is ready for launch.

Course Aims

The BA (Hons) Games Art & Technology course aims to fulfil the demand for professional, technically skilled game graduates who are equipped with artistic, critical, logistical, collaborative and practical skills, facilitating a smooth transition into the industry upon graduation.

A main course focus is to help you build a broad and solid foundation of game art skills. Central to this is the offer of optional modules in years 2 and 3 which include audio design for games, animation for game artists, user interfaces for games and procedural game development. We will be happy to encourage and support your personal journey whether you want to develop skills and gain knowledge to work at a game studio, develop indie games, or pursue a career in other creative industries.

The course is taught by game academics, artists and experts from the video game industry. In addition, students interact constantly with professionals in the game industry and benefit from our partnerships and collaborations with public institutions dedicated to video games. All course lecturers have industry experience and regular visits from game developers and game artists ensure a vibrant, relevant and up-to-date learning. In addition, our dedicated Creative Futures team works hard to support you on work placements in the summer break between years 2 and 3, and we continue to support our students after graduation.

The learning environment is that of an atelier, where students can develop their artistic and visual talents under the guidance of experts from different areas and disciplines. Analogue art practices such as drawing and sculpture converge with digital practices such as pixel art and modelling, enabling students to develop a complete set of game art skills. We provide students with artistic freedom to sketch and test their ideas, critically analyse their art practice, to iteratively seek solutions to the challenges they face, and to be successful in achieving their goals. We strive to provide an environment that encourages students' creativity, reflection and experimentation.

Course Structure

Alongside your course's subject-specific core and optional modules, all undergraduates at BIMM University will study an aligned series of core modules called the Curriculum Spine. You will study a Spine module each semester throughout the duration of your course. These modules have been designed to provide a connected learning experience across all our Schools, providing opportunities to collaborate with students from both other courses and Faculties. These Spine modules will aid you to develop graduate attributes plus personal and professional development skills essential for success in the creative industries.

Code	Year/ Semester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1						
COM411	1/1	4	The Creative Industries	Spine	15	14
GAA401	1/1	4	2D Workflows	Core	15	14
GAA402	1/1	4	Art Principles for Games Artists	Core	15	13
GAT403	1/1	4	Introduction to Engine Technology	Spine	15	14
COM412	1/2	4	The Creative Industries & You	Spine	15	13
GAA403	1/2	4	Introduction to 3D Modelling	Core	15	13
GAA404	1/2	4	Introduction to Materials and Lighting	Core	15	14
GAD404	1/2	4	Introduction to Prototyping	Core	15	14
Total Credits					120	

Course Learning Outcomes

BA (Hons) Games Art & Technology Year 1 (Level 4):

Setting. Able to:

- A1. Work in response to guidelines and supervision to establish a base of fundamental skills in digital art practice

Knowledge and Understanding. Able to:

- B1. Explore the relationships between technical and creative aspects of games production and development
- B2. Interpret the requirements of a range of games development department roles and responsibilities

Cognitive skills. Able to:

- C1. Relate technical and design developments in your field of study to your own practice.
- C2. Use appropriate research tools to gather and evaluate data to inform your practice. Recognise and reference ideas of others in your own work.
- C3. Propose logical and reasoned solutions to technical and design problems. Reflect on external feedback and personal experience.
- C4. Communicate ideas clearly in a range of modes of expression, through structured and coherent arguments.

Performance & Practice. Able to:

- D1. Apply appropriate technical and creative art asset production skills within clearly defined parameters
- D2. Undertake key art roles and responsibilities for commercial games art departments
- D3. Work collaboratively with other games makers, applying standard approaches to collaboration in specified contexts
- D4. Discuss key ethical and professional practice issues and applying to your practice

Personal & enabling skills. Able to:

- E1. Identify personal strengths and weaknesses and engage with support and reflective thinking to address areas for development.
- E2. Plan your workload effectively to be able to carry out creative projects and meet assessment deadlines.
- E3. Identify opportunities for collaborative work and the personal skills required to succeed in these contexts.
- E4. Use appropriate technology to support your learning and development.

