

**BIMM**  
**UNIVERSITY**

A university  
for the creative  
industries

PRESS

BA (Hons)

**GAME DESIGN &  
DEVELOPMENT**

PLAY

**Academic Year 2024/25**

# Welcome

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## **Welcome to Video Games and Creative Technology at Screen and Film School!**

We've built this school for anyone with a passion for creating new worlds through VFX, animation, or video game design. Our approach brings education and the digital industries together in an innovative, collaborative environment, led by our expert lecturers who come with real-world experience. We believe in learning by doing, through creativity and play, and our courses are designed to provide a balance of hands-on practice and cutting-edge theory. We want our courses to be fun and effective in teaching you the expertise you need to succeed.

Our range of degrees will give you a focused, intensive learning experience with the flexibility to suit your ambitions and needs. So, whether you're just beginning your journey or looking to enhance your skills, our courses are designed to support you every step of the way. We also have strong links with major brands, visual artists, and developers, allowing you to build invaluable networks and learn directly from the people who are shaping the future of vfx, animation and games.

I've had over 30 years of experience working and teaching in video games and digital arts, and I know how to help you succeed at University and when you graduate. Our mission is to inspire the next generation of digital artists and developers, equipping you with the skills and confidence to thrive in this exciting industry.

We can't wait to speak with you and help you start your journey towards becoming a games student.

**Nick Rodriguez**

*Dean of Creative Technology*

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# **PART ONE: GENERAL INFORMATION**

# Key Resources

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*A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.*

## **BIMMStudents**

[bimmstudents.com](https://bimmstudents.com) is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

- > Campus SharePoint sites
- > Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
- > Timetables (CELCAT)
- > BIMM Library
- > Study Skills Hub
- > BIMM University's Virtual Learning Environment (Canvas)
- > Creative Futures (careers) information and guidance
- > Tutorial booking
- > BIMM Connect - Student networking
- > BIMM Digital User Guides

## **Canvas**

**Canvas** is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

## **Module Specifications**

Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the [Course Documentation SharePoint](#). They are also linked to in the [Course Structure](#) section of this handbook.

## **Timetables**

Your student timetable is your guide to where you need to be. Your timetable is accessible through [BIMMStudents](#), and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of [bimmstudents.com](https://bimmstudents.com). If you have any questions about your timetable, you should reach out to your Course Leader.

## Equipment Lists

Students may be expected to have certain equipment in order to successfully complete their courses. You can find your Faculty's equipment list [here](#).

## Reading Lists

Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the [Module Reading List SharePoint page](#). Further guidance is also available on the [BIMM Library website](#).

## BIMM Student Association (BSA)

Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

- > Quiz Nights (including Tutors Vs. Students Quiz)
- > DJ Society
- > Five-a-side Football Tournaments
- > Bouldering Society
- > Skateboarding Society
- > Vinyl Club
- > LGBTQ+ Society
- > Women's Society
- > Vegan Society

# Communication

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## **Your University email**

The University will send important information about teaching, assessments, and Faculty events to your BIMM University email address. It's important that you check your University emails on a regular basis and respond or take action as required.

## **Trusted (Emergency) Contact**

We require you to provide the name and contact details for someone to act as your primary designated 'Trusted (Emergency) Contact'. Where possible, we ask you to give details for a second person to act as a secondary 'Trusted (Emergency) Contact'. These people could be called upon to make medical or legal decisions for you if you become incapacitated.

Where possible, at least one should be a parent, guardian or family member. They must be 18 or over. Please do not include someone where the relationship could change over the next few years and ensure they are made aware that you have nominated them as this contact. You will have been asked to nominate these contacts at registration, but you can update these contacts at any time by emailing your Student Wellbeing team.

Note that this policy only applies to students aged 18 or over. For those under 18, the [Under 18s Admission Policy and Procedure](#) applies and emergency contact details must be provided via an U18 Parental Consent Form before arriving at the University.

For further information, see our full [Trusted \(Emergency\) Contact Statement](#).

## **Canvas**

Information will sometimes be shared through the Virtual Learning Environment (VLE), [Canvas](#), both via module pages and via general announcements.

## **Student Voice**

The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year, or you can feedback at any time through a number of methods and contacts, such as:

- > Course Leaders
- > Campus teams, e.g. Student Wellbeing
- > Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our [Quality Handbook](#).

# Support and Advice

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If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

## **Student Wellbeing**

Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

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.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via [BIMMStudents](#), or through your campus's on-site Information Hub.

## **Learning & Disability Support**

If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

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).

In order to access additional support, a diagnosis of a condition is key. Anyone without a diagnosis should organise one as soon as possible to ensure they receive the support they are entitled to. BIMM University can support students in accessing a dyslexia assessment service should they require it.

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**

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

## **Careers**

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

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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.

# Graduate Attributes

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Upon graduating, BIMM University students are expected to be:

## **Employable and Entrepreneurial**

BIMM graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers including:

- > exemplary communication skills;
- > efficient time management;
- > effective self-managed independent and team working;
- > respect for the opinions of others and the ability to receive criticism and use it constructively; imaginative, creative and critical thinking;
- > effective problem solving;
- > digital literacy;
- > numeracy;
- > a strong sense of personal and professional identity.

## **Resilient and Adaptable**

BIMM graduates will be confident and resilient enough to recover quickly from set-backs.

## **Creative, Collaborative and Connected**

BIMM graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.

## **Globally Aware**

BIMM graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

## **Socially Responsible**

BIMM graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

## **Professional**

BIMM Graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.

## **Intellectually Curious**

BIMM Graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.

## **Self-Aware**

BIMM Graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

# Assessment

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## Higher Education Strategy

BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full [here](#).

## Assessment Guidance

During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the [Student Assessment Handbook](#) in full to make sure you understand how assessments will work for you. Both the Assessment Handbook and the [Undergraduate Academic Assessment Regulations](#) provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

## How will I be assessed?

There are generally two types of assessment on BIMM University courses:

- > Coursework – assessments that are submitted online through the University's VLE, Canvas.
- > Face-to-Face – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Assessment can be formative or summative:

- > Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students' performance can be improved or maintained.
- > Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

## How will my work be marked?

Student work is marked using the BIMM University assessment rubric. A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. You can find the assessment rubric for each level of study in the [Student Assessment Handbook](#).

## When will I be assessed?

Assessment dates can be found in the Course Structure section of this handbook, as well as in the module specification.

**Academic Integrity**

BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the [Academic Integrity Policy](#).

**Exceptional Circumstances**

We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. [The Exceptional Circumstances Policy](#) covers topics such as reasonable adjustments, adjustments to teaching, and mitigation.

# Feedback

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Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

## **Different types of feedback**

There are three main types of feedback that are used at BIMM University:

- > Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.
- > Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.
- > Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the [Student Assessment Handbook](#) for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

## **PART TWO: COURSE-SPECIFIC INFORMATION**

# Course Summary & Aims

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## Course Summary

The video game industry is in a constant state of flux. The technologies and tools used in the industry favour the creation of new gameplay styles, new game genres, and the possibility to experience gaming in a more life-like and relatable way. This technological development also requires better preparedness and capacity of game professionals and creatives in the sector to keep up with and be versatile, resilient and competent in the face of the challenges that continue to emerge.

The BA (Hons) Game Design and Development course has been developed by game development professionals, creatives, and game academics to prepare professional videogame designers for the present and future challenges of the video game industry. Whether you're looking to work in a game studio, venture out as an indie developer, want to develop more artistic or unconventional games, or are inclined to be an independent game creator, you'll find the tools, skills and learning strategies necessary for a successful career.

The course is delivered in collaboration with game industry experts, who participate either as lecturers or as guests offering workshops and master classes. You will also be able to participate in various networking events and conferences organized by our network of contacts or by the institutions to which we are affiliated, such as the video game industry associations. Moreover, thanks to our connections and partnerships with funding institutions and publishers, you will discover the guidelines to successfully develop and plan the launch of your video games reaching your target players. This setup represents a great opportunity to develop a diverse network of contacts and mingle with other game developers.

Through the course and other various complementary academic activities, such as talks with experts, workshops and tutorials, you will develop a comprehensive understanding of the video game industry and what it means to be a game designer. You will also have numerous opportunities to develop your game portfolio, both in the course modules as well as at additional events, such as game jams, game competitions, projects commissioned by partners as well as other student-driven initiatives.

The structure of the course encourages collaboration and interaction with professionals and students from other disciplines and contexts. Games Design & Development students have the opportunity to collaborate with Games Art and Technology classmates, along with peers from the Music and Film faculties to develop audio and music for games, stage game scenes, create compelling narratives and characters or even develop hybrid and multi-disciplinary projects.

A particularity of the Games Design & Development course is that it is oriented towards the development of technical and design skills. In terms of design, this involves learning to conceptualise games and all their systematic elements, such as game mechanics, dynamics, levels, challenges, characters and narratives. But it also entails learning to work with and effectively implement specifications and requirements throughout the game development process. You will develop problem-solving skills, learn to measure and gauge game production goals (e.g. player experience, and usability) and hone skills to address the requests of players, customers, publishers, investors, funding institutions and market demands. On the technical side, this means you will not only conceptualise games successfully and innovatively, but also have the tools and develop the ability to implement your ideas through programming, prototyping and the use of different game engines.

The first year of Games Design & Development provides the creative and technical foundations to take initial but solid steps into the games industry. You will be introduced to wide-ranging skills and critical thinking practices with projects which include designing playful artefacts, tinkering with code and game engines, conceptualising, testing and implementing your first game mechanics and developing your first digital game prototypes. Year 2 develops skills and knowledge in greater depth and delves deeper into story and narrative design and the development of more sophisticated game systems. Year 2 also unlocks optional modules that allow you to tailor the course to your own goals. In Year 3 you will venture into level

design and worldbuilding. You will also have modules and projects covering 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 Design & Development is designed for students wanting to develop game design and game development skills and realise a creative passion for their craft within a dedicated games development school environment. The course aims to fulfil the demand for professional, technically skilled game graduates who are equipped with creative, 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 design skills. You will also be able to discover your passions and define your focus areas through your years of study. Central to this is the offer of optional modules in years 2 and 3 which include designing for hardware, 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.

Game design skills are only developed and solidified by constant experimentation and practice. With this aim, we provide students with creative environments to test their ideas, critically analyse their work, 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
<b>Year 1</b>						
COM411	1/1	4	<b>The Creative Industries</b>	Spine	15	14
GAD401	1/1	4	<b>Design Principles for Games Designers</b>	Core	15	13&14
GAT401	1/1	4	<b>Game Programming Fundamentals</b>	Core	15	14
GAT403	1/1	4	<b>Introduction to Engine Technology</b>	Spine	15	14
COM412	1/2	4	<b>The Creative Industries &amp; You</b>	Spine	15	13
GAD402	1/2	4	<b>Introduction to Game Design</b>	Core	15	13
GAD403	1/2	4	<b>Introduction to Game Mechanics</b>	Core	15	14
GAD404	1/2	4	<b>Introduction to Prototyping</b>	Core	15	14
Total Credits					120	

# Course Learning Outcomes

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## **BA (Hons) Games Design & Development Year 1 (Level 4):**

### **Setting. Able to:**

- A1. Work in response to guidelines and supervision to establish a base of fundamental skills in digital and game design 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 design asset production skills within clearly defined parameters
- D2. Undertake key design roles and responsibilities for commercial games design 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.

# Course Specification

<b>Full Title of the Course &amp; Award</b>	BA(Hons) Games Design and Development
<b>Mode of Attendance</b>	Full Time
<b>Length of course</b>	This course is taught as a three-year course at levels 4, 5 and 6.
<b>Start date</b>	September 2024
<b>Awarding Institution</b>	BIMM University
<b>Teaching Institution</b>	BIMM Institute Berlin, SFS Brighton
<b>UCAS Code</b>	G100
<b>HECOS Codes</b>	101267 – Computer Games 101268 – Computer Games Design
<b>Language of Study</b>	English
<b>Final Award</b>	Certificate of Higher Education (exit award only at level 4) Diploma of Higher Education (exit award only at level 5) Bachelor’s Degree with Honours
<b>FHEQ Level</b>	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6
<b>ECTS Level</b>	60 credits at Level 4 60 credits at Level 5 60 credits at Level 6
<b>Reference Points</b>	QAA Subject Benchmark in QAA Art and Design (2019) FHEQ (2008) QAA Quality Code (2018)

<b>Minimum Period of Registration</b>	3 years
<b>Maximum Period of Registration</b>	6 years
<b>Admissions Criteria</b>	<p>UK Campuses: Minimum of 2 A-levels at Grade E or above (32 UCAS points), OR BTEC Level 3 equivalent, and normally three GCSEs at a minimum grade C/4, including English Language.</p> <p>For overseas students: Academic entry requirements can be found on the website here: <a href="https://www.bimm.ac.uk/international/entry-requirements/">https://www.bimm.ac.uk/international/entry-requirements/</a></p> <p>IELTS 6.0 overall with a minimum of 5.5 to be achieved in each band or equivalent BMM approved English Language qualifications.</p>
<b>Date of Course Specification Revisions:</b>	September 2023