

BA (Hons) Games and Level Design

Programme Specification

1. Programme title	BA Games and Level Design BA Games and Level Design with Foundation Year
2. Awarding institution	Middlesex University
3a Teaching institution	Middlesex University
3b Language of study	English
4a Valid intake dates	September
4b Mode of study	Full-time or Part-time
4c Delivery method	<input checked="" type="checkbox"/> On-campus/Blended <input type="checkbox"/> Distance Education
5. Professional / Statutory / Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	BA (Hons) Games and Level Design BA(Hons) Games and Level Design with Foundation Year DipHE Games Design CertHE Games Design
8. Academic year effective from	2024/25

9. Criteria for admission to the programme

Minimum requirements 112 UCAS Tariff Points (from A Levels, BTEC, Access to HE diploma and other accepted qualifications) or equivalent qualification for UK, International and EU students. We accept Advanced Diplomas and Progression Diploma qualifications: these should be at advanced level (level 3) and relevant to the programme of study.

The Foundation Year is an accessible pathway for individuals who may not meet the standard entry requirements for this course, providing a supportive starting point for all applicants.

We welcome applications from mature students with non-standard qualifications and diverse backgrounds, particularly welcoming those with non-traditional pathways to higher education. This includes industry practitioners in digital media, communications and cognate fields wishing to advance their skills and gain formal HE qualifications.

In addition, we may ask applicants to participate in a simple written design challenge to demonstrate a basic understanding of games and rules development for games design.

Students whose first/main language is not English must also have an overall IELTS score of 6.0, and not less than 5.5 in any element. Where they do not meet these criteria, they should attend and successfully complete a Middlesex University pre-sessional course.

10. Aims of the programme

The programme aims to:

- Foster an excellent understanding of story-based games and what makes satisfying story game experiences.
- Build a toolset of a wide range of styles and tones of written and spoken communication to document a design, create worldbuilding, and guide the development of original concepts and prototypes for games with stories.
- Develop the creative and transferable skills required in the various games industries, especially in the fields of Content Design, Level Design, and Game Design. As well as in the broader digital creative industries:
- Build a professional mindset towards generating ideas and justifying their innovations and the interplay of story and mechanics.
- Develop and refine the professional communication skills needed to become a professionally competent guide and coordinator of a creative team. Allowing students to articulate a creative vision and identify the appropriate medium and manner of communicating it in different contexts. As well as the skills required to communicate and sell the ideas to stakeholders.
- Encourage students' critical thinking to enable them to examine and respond to current and emerging games markets and the ethical complexity in those markets.
- Build an inclusive awareness of the global nature of the games industry. Encouraging students to play, critique, and deconstructing games from a range of cultures and viewpoints. Including serious games, games for change, educational games, and art games.
- Enable students to develop the skills and mindset that allows them to learn new tools and competencies quickly, as they are needed, in an industry that is continuously changing. That equip students with creative and transferable employability skills required to professionally network and promote themselves and their work effectively.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

- A1 The current state of storytelling in games and other media.
- A2 Existing discourse on the cultural and professional state of games including academic areas of research and criticism.
- A3 Key concepts in the development lifecycle including project management, project workflows, and quality assurance
- A4 Critical discourse on existing and emerging game markets and their business models
- A5 Models of player experience and models of social interaction in game worlds and adjacent communities (psychology, UX, Game Studies)

Teaching/learning methods

- Students gain knowledge and understanding through a combination of interactive and engaging sessions, seminars, experiential activities, and practical workshop activities

Assessment methods

Students' knowledge and understanding is assessed by:

- Pitch Presentations
- Design Documentation
- Testing Documentation
- Critical Presentations
- Essay
- Reports
- Portfolio

B. Skills

On completion of this programme the successful student will be able to:

- B1 Create and publish games using storytelling techniques and environmental design.
- B2 Break down and solve problems using design knowledge and an understanding of storytelling structures.
- B3 Generate and communicate detailed ideas using appropriate media in a professional tone and style appropriate to the situation
- B4 Create digital and non-dics for prototyping (scripting and debugging)

- B5 Gain experience with conducting play testing as part of the game design and development process along with a range of social research methods.
- B6 Become adept collaborators through various team roles. Learning to be a team member, team coordinator, and develop an understanding of different communication styles required to work with and lead groups from different disciplines
- B7 Connect ideas for games to a deeper cultural and ethical grounding in professional work and game design.

Teaching/learning methods

- Students learn skills through a combination of interactive and engaging sessions, seminars, experiential activities, and practical workshop activities. In second- and third-years project supervision and project stand ups are used as part of the teaching and learning practice.

Assessment methods

Students' knowledge and understanding is assessed by presenting portfolios of their work. Some elements will be responses to briefs, others assessments include:

- Pitch Presentations
- Design Documentation
- Digital and Non-Digital Prototypes
- Developer diary videos
- Reflective presentations
- Project planning logs/timeline
- Reports
- Portfolio

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Foundation Year

Semester 1

- ADM0001 Creative London
- ADM0002 Skills and the Creative Process

Semester 2

- ADM0003 Exploring Creative Directions
- ADM0004 Major Project and Portfolio

Full Time

Year 1 / Level 4

Semester 1

- GAM1101 Prototyping and Scripting
- GAM1103 Games Design Fundamentals

Semester 2

- GAM1102 Professional Studio Practice: Introduction
- GAM1104: Mechanics of Player Experience and Playtesting

Year 2 / Level 5

Semester 1

- GAM2101 Advanced Prototyping and Programming
- GAM2103 Game Cultures Design Beyond Entertainment

Semester 2

- GAM2102 Professional Studio Practice: Industry Projects
- GAM2104 Level Design and Gameplay Events (BA Only)

Year 3 / Level 6

Semester 1

- GAM3104 Advanced Level Design Environmental Storytelling (BA Only)
- GAM3103 Professional Studio Practice: Portfolio Enhancement Projects

Semester 2

- GAM3101 Games Design Processes: Research and Playtesting
- GAM3102 Showcase Project

Part Time

Year 1 / Level 4

Semester 1

- GAM1103 Games Design Fundamentals

Semester 2

- GAM1102 Professional Studio Practice: Introduction

Year 2 / Level 4

Semester 1

- GAM1101 Prototyping and Scripting

Semester 2

- GAM1104: Mechanics of Player Experience and Playtesting

Year 3 / Level 5

Semester 1

- GAM2103 Game Cultures Design Beyond Entertainment

Semester 2

- GAM2102 Professional Studio Practice: Industry Projects

Year 4 / Level 5

Semester 1

- GAM2101 Advanced Prototyping and Programming

Semester 2

- GAM2104 Level Design and Gameplay Events (BA Only)

Year 5 / Level 6

Semester 1

- GAM3104 Advanced Level Design Environmental Storytelling (BA Only)

Semester 2

- GAM3103 Professional Studio Practice: Portfolio Enhancement Projects

Year 6 / Level 6

Semester 1

- GAM3101 Games Design Processes: Research and Playtesting

Semester 2

- GAM3102 Showcase Project

12.2 Levels and modules

Level 4

Compulsory

Students must take all of the following:

- GAM1101
- GAM1102
- GAM1103
- GAM1104

Optional

N/A

Progression requirements

Students must pass at least 90 credits to progress to Level 5.

To achieve Honours, failed credit will need to be repeated.

Level 5

Compulsory

Students must take all of the following:

- GAM2101
- GAM2102
- GAM2103
- GAM2104

Optional

N/A

Progression requirements

Students must have passed at least 210 credits to progress to Level 6. *To achieve Honours, failed credit will need to be repeated.*

Level 6

Compulsory

Students must take all of the following:

- GAM3101
- GAM3102
- GAM3103
- GAM3104

Optional

N/A

Progression requirements

To graduate with an honors degree in BA (Hons) Games and Level Design students must have achieved 360 points. To graduate with an ordinary degree, 300 credit points with a minimum of 60 credit points at Level 6.

12.3 Non-compensatable modules

Module level – Level 6

Module Code – GAM3102

13. Information about assessment regulations

This programme will run in line with general [University Regulations](#), and especially the Code of Assessment Practices.

Please refer to module narratives for additional information on the assessment strategy of each module and to section 12.1 for details of credit requirement for awards.

14. Placement opportunities, requirements and support

N/A

15. Future careers / progression

Targeting employment in the games industry as a Content Designer, Level Designer, Production Assistant, or Game Designer.

This degree equips students with transferable skills applicable to multiple career paths within the creative industries such as User Experience Design, Project Management, Digital Branding, or Copy Writer.

16. Particular support for learning (if applicable)

All BA (Hons) Games and Level Design students learning is supported and enhanced by:

- Access to specialist tutors in the development of their creative skills and online research.
- A yearly assessment overview schedule
- Specialist computing spaces and equipment

- ❑ Visiting speakers from the arts, media and cultural industries feature in a good range of research seminars, symposia, and workshops on campus or via remote means.
- ❑ Specialist computing spaces and equipment.
- ❑ Access to the faculty Kit Hub for bespoke equipment: Audio-visual equipment available for loan, including digital stills cameras, digital video recorders, digital audio recorders
- ❑ A free Adobe studio subscription.
- ❑ Access to industry relevant software (e.g. Unity, Unreal, and Adventure Game Studio)
- ❑ All printing and copying required.
- ❑ Self-service laptops available for loan.
- ❑ Audio-visual equipment available for loan, including digital stills cameras, digital video recorders, digital audio recorders.
- ❑ Access to wellbeing resources and support provided by Middlesex University

Workshops and online packages; specialist teaching staff who all have strong industry links, are available within the Games Design teaching team and the Faculty of Arts & Creative Industries; the campus benefits from all that London offers as a world renowned creative and cultural centre.

Learning and teaching in the programme will be supported by [Student Learning Assistants](#), Graduate Academic Assistants, the [Learning Enhancement Team](#), [Disability and Dyslexia Support](#) service, visiting external presenters and collaboration with [MDX Works](#). VLE and Library

These additional support opportunities will ensure that all students enjoy equality of opportunity during their studies at Middlesex, in an inclusive, supportive and diverse learning context that breaks down any barriers which might prevent students with disabilities from actively participating in student life.

Wider support for learning across the University is rich and varied, whether remote or on campus. The [Sheppard Library](#) is excellently resourced, including the latest online resources for Games Design study, which can be easily accessed remotely or on campus. The library also offers quiet study space, bookable study rooms and student IT support services. [Library Subject Specialists for Games Design](#) are also available to support student research. The Learning Enhancement team (LET) offers academic support and workshops; students who are returning to HE after some years and students whose first language is not English are especially encouraged to use [LET Learning Support sessions](#). [Specialist IT expertise and services](#) are readily available. Campus [support services](#) offer specific support with health, well-being and safety including on-site counselling, welfare support, childcare and disability support services.

17. HECos code(s)

- 101268 computer games design 50%
- 100368 creative computing 25%
- 100736 human-computer interaction 25%

18. Relevant QAA subject benchmark(s)

Art and Design

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf>

Computing

<https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf>

19. Reference points

QAAHE Benchmark for Computing

<https://www.qaa.ac.uk/docs/qaa/sbs/sbs-computing-22.pdf>

QAA HE Benchmark for Art & Design

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf>

IGDA Curriculum Framework v.3.2 (2008)

<https://docplayer.net/1868720-Igda-curriculum-framework.html>

IGDA ongoing consultation

<https://www.linkedin.com/pulse/new-kind-video-game-curriculum-framework-suzanne-freyjadis/?articleId=6579470022060634112>

TIGA benchmark statement

<https://tiga.org/education/tiga-benchmark-statements-for-bachelors-degrees-with-honours-in-game-development-subject-areas>

The programme is also informed by the following internal sources:

- The Middlesex University regulations;
- Middlesex University policies on academic quality; concerns and complaints; data protections; employability; environment; equal opportunity; ethics; freedom of speech; health and safety; modern slavery statement; student conduct and discipline rules; and widening access to higher education;
- Strategy documents, on learning, teaching and assessment produced or curated by CAPE, especially on technology enhanced learning (TEL) and inclusivity in the curriculum;
- Guidelines developed by the Faculty of Arts and Creative Industries Learning and Teaching Committee.

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for BA Game and Level Design

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding:

A1	The current state of storytelling in games and other media.
A2	Existing discourse on the cultural and professional state of games including academic areas of research and criticism.
A3	Key concepts in the development lifecycle including project management, project workflows, and quality assurance
A4	Critical discourse on existing and emerging game markets and their business models
A5	Models of player experience and models of social interaction in game worlds and adjacent communities (psychology, UX, Game Studies)

Skills:

B1	Create and publish games using storytelling techniques and environmental design.
B2	Break down and solve problems using design knowledge and an understanding of storytelling structures.
B3	Generate and communicate detailed ideas using appropriate media in a professional tone and style appropriate to the situation
B4	Create digital and non-digital prototyping and user flow wireframes and using spreadsheets for prototyping (scripting and debugging)
B5	Gain experience with conducting play testing as part of the game design and development process along with a range of social research methods.
B6	Become adept collaborators through various team roles. Learning to be a team member, team coordinator, and develop an understanding of different communication styles required to work with and lead groups from different disciplines
B7	Connect ideas for games to a deeper cultural and ethical grounding in professional work and game design.

Programme Outcomes:

A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7
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Highest level achieved by all graduates

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Module Title	Module Code by Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7
Prototyping and Scripting	GAM1101		x	x		x		x	x				
Professional Studio Practice 1	GAM1102		x					x	x		x		
Games Design Fundamentals	GAM1103	x	x	x			x	x	x	x		x	
Mechanics of Player Experience and Playtesting	GAM1104	x		x	x	x	x	x		x		x	x
Advanced Prototyping and Programming	GAM2101		x	x	x	x	x	x					
Professional Studio Practice 2: Industry Projects	GAM2102		x		x		x	x			x		
Game Cultures Design Beyond Entertainment	GAM2103			x	x		x	x		x		x	X
Level Design and Gameplay Events	GAM2104	x				x	x	x	X			x	
Games Design Processes, Research, and Playtesting	GAM3101				x		x			x		x	x
Showcase Project	GAM3102		x			x	x	x			x		
Professional Studio Practice 3: Portfolio and Beyond	GAM3103		x	x	x		x	x				x	X
Advanced Level Design Environmental Storytelling	GAM3104	x				x	x	x	x				