Leeds Trinity University

Programme Specification

With effect from: September 2024

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1 Programme name and award

This programme specification relates to the following award(s)
BA (Hons) Games Design

2 Aims of the programme

Rationale and general aims, including what is special about this programme
The BA (Hons) in Games Design provides you with the technical and creative skills to be a successful games designer. You will increase your technical fluency in a range of professional software and engage with narrative, considering how interactivity can offer different forms of storytelling. You will learn about the wide-ranging impact of video games on society and never forget the fun in making games. The programme will enable you to both design your own projects and respond to industry briefs. Emphasis will be placed on creative and design outputs, equipping you with the knowledge needed to solve problems as you develop a games design portfolio. The programme will enable graduates to navigate a rapidly changing world and embed a deep understanding and use of digital technology. It will deliver the knowledge and understanding needed to gain valuable graduate-level employment skills in creative digital design for games as well as provide skills and attributes for employment opportunities in games and digital design related areas. **Programme Aims**: • Provide you with an inclusive and stimulating curriculum for the study of games design. • Enable you to establish and develop key skills in areas of creative practice, research and professional practice.

- Provide you with the creative, technical and project management skills to realise your game design ideas.
- Prepare you for employment (including self-employment) and/or further study.
- Enable you to make a useful contribution to the social, economic and cultural life of the region and beyond.
- Emphasise the cultural, technical and vocational relevance of the programme.
- Develop effective collaborations with the creative and cultural industries, games studios, other HEIs and wider creative and screen industry communities.

3   Level Learning Outcomes and Attributes and Skills Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Attributes and Skills (undergraduate) (AS) or Employability skills (postgraduate) (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Attributes and Skills Outcomes (UG) or Employability Outcomes (PG) and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
Level 4	
K1	An understanding of established areas of knowledge of games design and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and unfamiliar contexts.
K2	The ability to synthesise information and ideas and formulate creative proposals to address established issues or opportunities in games design in familiar and unfamiliar contexts.
K3	The ability to identify and apply established principles, concepts, theoretical frameworks and approaches to games design, recognising their relative strengths in familiar and unfamiliar contexts.
K4	The ability to analyse and evaluate discipline currency in regard to the relevance and significance of information and data in games design, using established principles, frameworks, criteria and techniques in familiar and unfamiliar contexts.
I1	The ability to apply and appraise analytical techniques appropriate to the discipline of games design.
I2	To develop awareness of approaches to solving problems in games design.
I3	The ability to take responsibility for the evaluation of your own capabilities and development using established criteria in familiar and unfamiliar contexts.

Level 5		
K1	An understanding of wide-ranging areas of knowledge relating to games design and recognising those areas where theories, ideas and concepts are most/least secure in contexts of varying complexity.	
K2	The ability to Identify and apply a range of relevant principles, concepts, theoretical frameworks and approaches to games design while recognising competing perspectives in contexts of varying complexity.	
K3	Ability to critically understand the relation between functional and aesthetic aspects of game art and design and their relevance to the evolving technological contexts of game making.	
K4	Acquisition of discipline currency with knowledge and understanding of relevant professional work processes and applications for the generation of game art and design and other relevant technologies for constructing effective games.	
I1	Knowledge of the main methods of analysis and enquiry in games design and the ability to evaluate critically the appropriateness of different approaches.	
I2	Critical evaluation of approaches to solving problems in games design, evaluating the reliability and validity of a variety of information sources, using and comparing a range of principles, frameworks, criteria and techniques in contexts of varying complexity.	
I3	The ability to take responsibility for the evaluation of own and/or others' capabilities and development, using wide-ranging approaches and criteria in contexts of varying complexity.	
Level 6		
K1	Subject knowledge with an in-depth and coherent understanding of games design, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing.	
K2	The ability to identify and understand the specialist principal factors, historical, cultural, technological, and psychological, that affect or limit game dynamics and visual presentation of a video game.	
K3	Theoretical knowledge with the ability to evaluate the relation between functional and aesthetic aspects of game art and design and their relevance to the evolving technological contexts of game making.	
K4	Discipline currency with detailed knowledge of relevant professional work processes and applications for the generation of game art and design, and other relevant technologies for constructing effective games.	
I1	The ability to select, apply and evaluate analytical techniques appropriate to the discipline of games design.	
I2	Critical evaluation of approaches to solving problems in games design: selecting effective principles, frameworks, criteria and techniques to support conclusions in complex and inter-related contexts.	
I3	An understanding of the limits of your knowledge and the consequent influence on analysis and practice.	

Attributes and Skills Outcomes (undergraduate)	
AS1	**Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;
AS2	**Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well- reasoned opinion for application of the research to decision-making and action;

AS3	**Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;
AS4	**Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;
AS5	**Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;
AS6	**Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;
AS7	**Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;
AS8	**Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole;
AS9	**Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

4   External Benchmarks

Statement of congruence with the relevant external benchmarks
All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).   The programme is congruent with relevant aspects of the following QAA Benchmark Statements: Subject Benchmark Statement: Art and Design (qaa.ac.uk)   Subject Benchmark Statement: Computing (qaa.ac.uk)*   *COM Modules only   The TIGA benchmarking statements were considered when developing the BA Games Design learning outcomes, to assist the programme meeting the requirements for future TIGA accreditation. The School aims to apply for accreditation at the end of the 3rd year of the programme in 2027.   TIGA Benchmark Statements for Bachelor's Degrees with Honours in Game Development Subject Areas - TIGA

5   Indicative Content

Summary of content by theme
BA Games Design has been developed to ensure the approach to teaching, learning and assessment is authentic and creative. Each level will provide you with the foundations and building blocks to succeed at the next level. As you progress, you will develop and build creative and technical skills in Games Design in addition to recognising and growing the attributes for successful employment and participation in creative communities.

Level 4

When you start your degree you will experiment and play and understand the rules and stories that make a great video game. You will learn about game art, level design and game engines and discuss why video games matter to so many people. Regional games creators will visit to give lectures and support as you start to develop creative projects.

Level 5

You will learn how to bring digital assets into the production pipeline and the roles required to make games. You can explore the importance of user experience (UX) and select from a range of tools to make your games projects. You will understand testing and QA and go out on placement into the games and digital creative industries.

Level 6

You will build a portfolio ready to advance a career and design a game or level as part of a group project. A choice of optional modules will help you develop your final projects and start to specialise. You will continue to work with games and digital companies and negotiate a professional project brief with an employer.

Alongside this journey through Levels 4-6, co-curricular and enrichment activity will support and facilitate the additional building of networks for further learning and employability. You will learn through doing from the outset and increasingly work both independently and collaboratively on more advanced projects year by year, developing your skills and knowledge so that you become fully equipped when you graduate to navigate a rapidly changing world. When you complete your final year you will be fully able to articulate and demonstrate your skills and attributes in professional working environments to achieve your career goals.

6   Programme Structure

Programme Structure – BA (Hons) Games Design (Single Honours)	
Duration	3 years full-time
Total credit rating	360 (180 ECTS)

Level 4 – With effect from: September 2024

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC4113	Game On	1	30
MFC4015	Storytelling and World-Building	1	15
MFC4133	Level Up*	2	30
MFC4005	Why Video Games Matter	2	15
MFC4003	Professional Development* * Modules with Integrated Assessment	1&2	30

Level 5 – With effect from: September 2025

Between Levels 5 and 6, a one-year study abroad option may be available.

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC5043	Interactive Storytelling	1	30
COM5403	Game Technologies	2	30
MFC5123	Games Studio	1&2	30
MFC5073	Professional Placement	1&2	30

Level 6 – With effect from: September 2026

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC6053	Professional Learning Through Work	1&2	30
MFC6006	Final Project and Creative Portfolio	1&2	60

Options: You are required to choose 30 credits from the following modules

Module Code	Module Title	Semester	Credits
COM6203	Applied Artificial Intelligence	1&2	30
MFC6113	Immersive Games Design	1	30

Programme Structure – BA (Hons) Games Design (Single Honours) – Part Time

Duration	6 years part-time
Total credit rating	360 (180 ECTS)

Level 4 – With effect from: September 2025

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC4113	Game On	1	30
MFC4015	Storytelling and World-Building	1	15
MFC4005	Why Video Games Matter	2	15

Level 4 – With effect from: September 2026

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits

MFC4133	Level Up*	2	30
MFC4003	Professional Development*	1&2	30
	* Modules with Integrated Assessment		

Level 5 – With effect from: September 2027

Between Levels 5 and 6, a one-year study abroad option may be available.

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC5043	Interactive Storytelling	1	30
COM5403	Game Technologies	2	30

Level 5 – With effect from: September 2028

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC5123	Games Studio	1&2	30
MFC5073	Professional Placement	1&2	30

Level 6 – With effect from: September 2029

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC6053	Professional Learning Through Work	1&2	30

Options: You are required to choose 30 credits from the following modules

Module Code	Module Title	Semester	Credits
COM6203	Applied Artificial Intelligence	1&2	30
MFC6113	Immersive Games Design	1	30

Level 6 – With effect from: September 2030

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
MFC6006	Final Project and Creative Portfolio	1&2	60

7   Pre-requisites

Modules students must study and achieve credit for before enrolling on a

module at a higher level, or attaining their final programme award
N/A

8   Learning, Teaching and Assessment

The University's Learning, Teaching and Academic Experience Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

9   Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from (or within) and/or addition to the University's standard entry requirements (if applicable), e.g. English Language and/or English Literature requirement	N/A

10   Additional support needs

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

Programme-specific requirements / unavoidable restrictions on participation in the programme
N/A

11   Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent Faculty	BCDI
Parent School	Digital and Screen Media

Professional accreditation body	We aspire to apply for TIGA Accreditation by the third year of the programme
Final award	BA Hons
Title of programme(s)	Games Design
Subsidiary (fallback) award(s)	Certificate of Higher Education in Games Design Diploma of Higher Education in Games Design BA in Games Design
Honours type	Single
Duration and mode(s) of study	3 years; full-time 6 years; part-time
Month/year of approval of programme	Approval Event 7th December 2023
Periodic review due date	TBC
HECoS subject code(s)	101267
UCAS course code(s)	P411
SITS route codes	GMEDESN
Delivery venue(s)	Leeds Trinity University Horsforth Campus (COM Modules on City Centre Campus)

12   Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Attributes and Skills Outcomes or Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Attributes and Skills Outcomes at each level of study. However, all Attributes and Skills/Employability Outcomes will have been assessed by the end of the programme.

Level 4 *Adjust LO codes as necessary.* Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Assessed level learning outcomes								Skills development								
	K1 Subject Knowledge	K2 Information and Ideas	K3 Identify and Apply Approaches	K4 Evaluate Discipline Currency	I1 Analytical Techniques	I2 Problem Solving	I3 Evaluate Capabilites		AS1 Working Independently	AS2 Research & Thinking Critically	AS3 Digital Confidence	AS4 Adaptability	AS5 Resilience	AS6 Professional Outlook	AS7 Effective Communication	AS8 Ethics, Diversity, Sustainability	AS9 Enterprise and Entrepreneurship
MFC4113 Game On	X	X	X	X	X	X	X				X	X					
MFC4133 Level Up	X	X	X	X	X	X	X			X	X			X			
MFC4015 Storytelling and World Building		X	X			X	X				X	X	X	X		X	
MFC4005 Why Video Games Matter	X	X	X	X													
MFC4003 Professional Development			X			X	X		X	X	X	X	X	X	X	X	X

Level 5

Adjust LO codes as necessary. ↓	Assessed level learning outcomes								Skills development								
	K1	K2	K3	K4	I1	I2	I3		AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Subject Knowledge	Information and Ideas	Theoretical Knowledge	Discipline Currency	Analysis and Enquiry	Problem Solving	Evaluation		Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
MFC5123 Games Studio	■	■	■	■	■	■	■		■	■	■	■		■		■	
MFC5043 Interactive Storytelling	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■
MF5073 Professional Placement				■		■			■	■	■	■	■	■	■	■	■
COM5403 Game Technologies	■	■	■	■	■				■		■	■	■	■	■	■	■

Level 6

Adjust LO codes as necessary. ↓	Assessed level learning outcomes								Skills development								
	K1	K2	K3	K4	I1	I2	I3		AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Subject Knowledge	Information and Ideas	Theoretical Knowledge	Discipline Currency	Analysis and Enquiry	Problem Solving	Understanding Knowledge Limits		Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
MFC6053 Professional Learning Through Work	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■
MFC6006 Final Project and Creative Portfolio	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■

Module																		
COM6203 Applied Artificial Intelligence	■	■	■		■	■	■				■	■	■	■	■	■	■	■	
MFC6113 Immersive Games Design	■	■	■	■	■					■	■	■	■	■	■			