

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) 3D Game Art
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Animation, Games & Visual Effects
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Game Art
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate of Higher Education Diploma of Higher Education BA Game Art
<b>Accreditation details:</b>	
<b>Length of programme:</b>	3 years
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	Distance learning
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Art and Design (2019)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BAGAMEDF
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	01 December 2022
<b>Date of last update:</b>	

## 2. Programme Summary

This course focuses on generating working 3D assets and artwork for games. It is designed to give you the fundamental skills required and enhance your employment opportunities in the games industry by creating a strong portfolio of work to display your talent in a diverse range of relevant skills.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Enable learners to perform effectively and creatively in the practice and theory of game art design
2. Instil an appreciation of the relationships between concepts and practices, both within game art and with other subject areas
3. Facilitate learners to develop intellectual, practical and creative skills appropriate to their future interests and needs in relation to further study, employment, or both

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Manage and make appropriate use of the interaction between intention, process and outcome to produce work conforming to the standards required by a client.
K2	Demonstrate a systematic understanding of key concepts within the game art creative process and the technical limitations imposed by hardware.
K3	Engage critically with key thinkers, leading producers, debates and intellectual paradigms within the field of games design.
K4	Describe the implications of intellectual property including the ethical responsibilities associated with working with confidential material.
K5	Employ a range of established research techniques for game art projects and related creative productions, demonstrating the exercise of personal responsibility and decision making.

##### Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Evaluate the impact of different problem-solving approaches when troubleshooting technical issues.
C2	Make sound judgements in the game art production process through critically evaluating data, arguments and assumptions.
C3	Reflect upon and critically evaluate their own work with reference to well established academic paradigms and contemporary professional practice.
C4	Evaluate production techniques consistent with contemporary industry pipelines and select appropriate ones to produce work conforming to industry standards.

## Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Use a range of established techniques beyond the context in which they were studied in order to deliver a suitable outcome within a fixed time scale.
P2	Generate ideas and proposals for game art, working independently and / or collaboratively in response to client requirements
P3	Exercise personal responsibility and decision-making skills, demonstrating readiness for employment and progression to other qualifications.
P4	Experiment with and apply materials, processes, technologies appropriately, showing understanding of quality standards and attention to detail.
P5	Create work that effectively utilises relevant technical concepts and theories.

## Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Work collaboratively with others so as to sustain exploratory discussions that are respectful of diverse opinions and demonstrate critical acumen
T2	Collaborate on practical tasks and presentations offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives.
T3	Assimilate the ideas of others during team working in order to communicate the results and analysis of work in a structured and coherent manner which is both accurate and reliable.
T4	Show the ability to listen, reflect, contribute and lead effectively within a variety of contexts.
T5	Demonstrate resilience through the ability to effectively manage workload and stress.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

As an aspiring computer graphics artist in the field of animation, visual effects or game art you will grow through the development of your knowledge via demonstrations, workshops and your own research (K2, K3, K4, K5). You will develop practical skills through the application of your knowledge to a series of increasingly challenging tasks, assignments and projects (P1, P2, P3, P4, P5). Through problem solving, self-reflection and critical evaluation you will learn to elevate the standard of your work to that of a creative professional (K1, C1, C2, C3, C4). In your response to briefs you will learn to operate productively both individually and collaboratively, managing complex tasks to demanding deadlines, while communicating your ideas and outcomes in a structured and coherent manner (T1, T2, T3, T4, T5)

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Standard BNU entry + portfolio

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Pathway 1 or stand-alone course [add further tables for each additional pathway]

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year</b>	There is no foundation year offered for this programme	<b>N/A.</b>
<b>Level 4</b>	<p><b>Core modules:</b></p> <p>COM4001 Introduction to 3D Modelling (20cr)            COM4002 Texturing and Look Development (20cr)            COM4003 Lighting and Rendering (20cr)            COM4004 Animation Principles and the Moving Figure (20cr)            COM4007 Visual Narrative (20cr)</p> <p><b>Option modules:</b>            No option modules are available at this level.</p> <p><b>Opportunity modules:</b>            You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/opmodules">www.bnu.ac.uk/opmodules</a></p>	<b>Certificate of Higher Education,</b> awarded on achievement of 120 credits at Level 4
<b>Level 5</b>	<p><b>Core modules:</b></p> <p>Games Engines (20cr)            Virtual Environments for Games (20cr)            Digital Sculpting (20Cr)            Simulated FX (20Cr)</p> <p><b>Option modules:</b></p> <p><b>Choose modules to the total of 20 credits:</b>            Plan your showreel (placement) (20cr)</p>	<b>Diploma of Higher Education,</b> awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

	<p>Rigging (20cr) Project (20cr) Character FX (20cr)</p> <p><b>Opportunity modules:</b></p> <p>In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/oppmodules">www.bnu.ac.uk/oppmodules</a></p>	
<b>Level 6</b>	<p><b>Core modules:</b> Industry Production Project (20cr) Portfolio (40cr) Showreel (20cr)</p> <p><b>Option modules:</b> Creative Project: Preproduction (20cr) Creative Project: Production (20cr)</p> <p><b>Opportunity modules:</b> No Opportunity modules are available at this level.</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

Delivery will be via online classes and 1:1s supported by a VLE which will serve as a repository for course materials and other essential information such as assignment briefs, in line with university policy.

Learners will be given access to synchronous sessions each term week with a lecturer who will be online throughout. During these synchronous sessions, they will also have the opportunity to ask questions and get real time responses and feedback from lecturers and other learners. Normally these will begin with a group seminar or demonstration and then break into 1:1s where learners will have the opportunity to discuss their individual progress directly with their lecturer. This structure will enable lecturers to respond to the evolving needs of the group and gauge individual progress. Sometimes these seminars will be used for presentations and review in a manner that mimics the dailies process in industry.

These collaborative online sessions will foster a sense of academic community, clarify assessment expectations and enhance the overall learning experience. Clear links will be made between online learning activities, online discussion activities and formative support of the learners' assessed work (feed forward).

In addition to this there will be video based lecture content that will be focused on the demonstration of essential skills and clarification and expansion of key concepts and techniques. This will be facilitated via an online learning platform, where learners will be able to access set of recorded lectures. These will be delivered as appropriate to each individual module.

Other learning techniques that will be employed appropriately to the situation include:

- Demonstrations for new techniques
- Group work
- Video feedback
- Peer review
- Use of books, magazines, video and online resources
- Research methods

Learners will be regularly set formative tasks related to the weekly content or be working towards their own project objective as agreed with the lecturers. This will enable them to apply their learning in new contexts. They will also be able to submit their work for asynchronous formative review from the lecturer which will be delivered as a video commentary on their work.

Learners will also be expected to join a closed online group where they will be able to discuss the work and ask questions throughout the week. It is expected that both lecturers and learners will contribute and answer questions. This will also be a place for learners to post their work for peer discussion and review.

Learners will be able to complete their work using software accessed via the Bucks Anywhere service, which provides remote access, from any location, to a catalogue of University software applications for learners using personal or Bucks devices. They will also

be able to remotely access our VDI, which is a powerful computer that will give them access to both sufficiently powered hardware and the software relevant to the course. To use the VDI they will need a laptop capable of running a browser smoothly and a good internet connection.

Learners will also be invited to join additional online groups where they will be able to meet the other learners taking our animation, visual effects, game art, visualisation courses, both MA and BA, online and attendance. These help to foster a sense of community and are also places where extra-curricular collaborative projects, such as game jams take place. They will also be able to meet our alumni in these broader forums. All forums are moderated by the lecturers.

## Assessment

Assessments will be largely practical coursework along with critical analysis and evaluation which will come mainly in the form of essays and presentations. The practical elements will mimic the kind of work that junior artists will carry out in industry, as far as reasonably practicable.

## Contact Hours

Groups will receive typically 12 hours of contact time and 1 hr of tutor time each week, for a total of 30 weeks. During allocated timeslots lectures will be online and available to speak to learners.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.



## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

### Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs	X	X			X		X				X	X		X	X	X	X		
Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	X	X	X		X	X	X		X	X	X	X	X	X		X		X	
Select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality	X	X			X	X	X		X	X		X	X	X		X			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
standards and attention to detail																			
Show judgement and self-critique in the development ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts	x	x	x		x		x	x	x	x	x	x							x
Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	x						x	x		x	x	x		x					x
Be resourceful, ethical and entrepreneurial.	x	x	x		x		x	x	x			x		x	x	x			x

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general		x	x		x			x											
the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment	x	x	x				x	x			x	x	x		x	x			x
the implications and potential for their discipline(s) presented by			x				x	x				x	x						

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design																			
Knowledge and understanding of the role and impact of IP within the art and design practice.				X	X							X							
Study independently, set goals, manage workloads and meet deadlines	X	X							X			X				X			X
Anticipate and accommodate change, and work within contexts of	X	X				X			X	X						X	X	X	X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
ambiguity, uncertainty and unfamiliarity																			
Analyse information and experiences, and formulate independent judgements	x		x			x	x	x	x	x	x				x	x	x	x	
Articulate reasoned arguments through reflection			x				x	x	x		x				x	x	x	x	
Question, review and evaluate			x		x	x	x	x	x	x	x				x	x		x	
Use the views of others in the development or enhancement of their work								x			x	x			x	x	x	x	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Identify personal strengths and needs, and reflect on personal development					X		X					X			X	X	X	X	X
Interact effectively with others, for example through collaboration, collective endeavour and negotiation	X							X			X	X			X	X	X	X	
Articulate ideas and information comprehensibly in visual, oral and written forms	X	X			X	X	X				X	X			X	X	X	X	
Communicate and present ideas and work to audiences in a range of situations							X				X	X			X	X	X	X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Source and research relevant material, assimilating and articulating relevant findings		X	X		X	X		X			X	X	X			X		X	
Navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources		X	X		X	X	X	X			X	X						X	
Select and employ communication and information technologies		X			X						X	X				X	X	X	



## Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																			
Introduction to 3D Modelling (20cr)	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x
Texturing and Look Development (20cr)	x	x	x	x	x	x	x	x	x	x		x	x			x		x	x
Animation Principles and the Moving Figure (20cr)	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x
Visual Narrative (20cr)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>Level 5</b>																			
Games Engines (20cr)	x	x	x		x	x	x	x	x	x	x	x	x	x				x	x
Virtual Environments for Games (20cr)	x	x	x		x	x	x	x	x	x	x	x	x	x				x	x
Digital Sculpting (20Cr)	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Simulated FX (20Cr)	x	x	x		x	x	x	x	x	x	x	x	x	x				x	x
<b>Level 6</b>																			
Industry Production Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Portfolio (40cr)	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Showreel	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x

