University of Chester

Programme Specification

Game Art BA (Hons) (Single Honours)

2023 - 2024

1.Final Award

Bachelor of Arts (Single Honours)

2.Programme Title

Game Art

3.Internal Programme Title

Game Art

4.Intermediate / Exit Awards

4a. Award

Certificate of Higher Education

Diploma of Higher Education

4b. Title

5.Awarding Institution / Body

University of Chester

6.Programme Delivered By

St Helens College

7.Location of Delivery

St Helens College

8.Framework

Undergraduate Modular Programme

9.Mode of Study

Full-time

10.Forms of Study

Classroom / Laboratory,

11.Normal length of study

3 years

12.Maximum length of study

7 Years

13.Frequency of intake / starting month

Annual - September

14.UCAS Code

W282

15.JACS and/or HECoS Code

W282

16.Disclosure and Barring Service (DBS) Check Required?

No

17.Faculty & Department

17a. Faculty

Arts and Humanities

17b. Department

Art and Design

18.Subject Benchmarking Group

Art & Design

19.Professional Recognition By (if applicable)

N/A

20.Name of Module Assessment Board (MAB)

Art & Design

21.Date of Approval

Wednesday 5th August 2020

22.Educational Aims of the Programme

The teaching of computer games has been developing in St Helens College for over 10 years and has a consistent track record of successfully producing graduates who either carry on with their education to a higher level or gain employment in the games industry. The Programme nurtures creativity and independent learning and is constantly evolving to reflect trends in the computer game industry.

The broad objectives of BA (Hons) Game Art are:

- To provide a challenging broad based programme based on the area of computer game art study and practice;
- To develop technical knowledge and skills in understanding the rigour required in the operation of hardware and software prevalent in the game industry;
- To familiarise the student with the complex and technical processes that are necessary when practising pre-production, production and post-production techniques based on the game industry;
- To encourage an aesthetic sensibility that is reflective of the games industry and its titles but also one that is original and pushing at the borders of innovation;
- To equip students with the ability to personally develop the intellectual confidence to manage a large-scale creative project;

- To promote professional practice to prepare the student for direct graduate employment in the games industries, further study at a higher level or on-going professional development and life-long learning;
- To provide a framework of learning both supervised and unsupervised to develop personal creative academic and reflective practice;
- To develop communication and presentation skills, articulating ideas and information comprehensibly in visual, oral and written forms;
- To deliver a high level of tutor support in all areas of the broad based programme;
- To develop academic and intellectual enquiry that will enhance students cognitive abilities;
- To develop the ability to interact effectively with others, through collaboration, collective endeavour and negotiation.

23.Programme Outcomes

Knowledge and Understanding

FHEQ Level 4

- Be aware of the management methodologies and design processes within the games industry (AR4915 Modelling for Game Art)
- Recognise techniques, materials and processes which are associated with and underpin the computer games industry (AR4916 Level Creation)
- Develop the ability to debate, synthesise philosophies and utilise enquiry to foster higher study and research (AR4918 Game Studies)

FHEQ Level 5

- Employ computer games theory and methodology that underpin and reflect understanding of computer games practice and process. (AR5917 Game Culture)

FHEQ Level 6

- Utilise contemporary games theory and practice in the development of personal visual language and identity (AR6912 Game Art Preproduction)
- Formulate critical thinking and innovatory practice in Game Art through self-directed work (AR6913 Game Art Production)

Cognitive Skills

FHEQ Level 4

- Generate ideas, concepts, proposals and solutions to set briefs through the identification of relevant and appropriate stimuli (AR4915 Modelling for Game Art, AR4916 Level Creation)
- Confidently use examination, analysis, and apply the processes of observation and investigating within creative productions process (AR4918 Game Studies)

FHEQ Level 5

- Demonstrate the creative and original use of a variety processes, techniques and materials including software applications (AR5915 High Polygon Modelling)
- Effectively research at the appropriate level in order to produce innovative and distinctive computer game arts solutions (AR5917 Game Culture)

FHEQ Level 6

- Synthesise and evaluate acquired knowledge, research methods and personal attitudes in selected areas of computer game arts (AR6912 Game Art Preproduction, AR6913 Game Art Production)

Practical and Professional Skills

FHEQ Level 4

- Select, test and make appropriate use of materials and techniques, and digital processes. (AR4916 Level Creation)
- Recognise and effectively deploy visual imagery and a personal aesthetic language. (AR4919 Visual Studies)
- Demonstrate professional competence in the employment of a wide range of relevant studio techniques, materials and processes. (AR4915 Modelling for Game Art)

FHEQ Level 5

- Prepare artwork to a high quality for print and screen utilising appropriate software and studio processes. (AR5914 Character Modelling, AR5915 High Polygon Modelling)

FHEQ Level 6

- Articulate a comprehensive understanding of your practice within contemporary game culture. (AR6914 Game Culture in Context)
- Manage a personal and original visual language and studio practice relevant to computer game arts (AR6912 Game Art Preproduction, AR6913 Game Art Production)

Communication Skills

FHEQ Level 4

- Develop an understanding and awareness of team roles and team work. (AR491 Game Studies)
- Identify and employ appropriate IT and software in the production of course work. (AR4915 Modelling for Game Art)

FHEQ Level 5

- Identify personal strengths and needs and demonstrate the ability to self-evaluate a creative project through presentation of work (AR5916 Advanced Level Creation)
- Communicate ideas effectively through visual, written and oral forms (AR5917 Game Culture)

FHEQ Level 6

- Apply learnt communication skills in conjunction with the demands of similar and related creative areas of study (AR6912 Game Art Preproduction, AR6913 Game Art Production)
- Demonstrate effective time management and meeting deadlines through weekly meetings (AR6912 Game Art Preproduction, AR6913 Game Art Production)

24.Programme Structure and Features; Levels, Modules, Credits and Awards

24a. Programme Structure and Features (levels, modules, credits, awards)

BA Game Art has compulsory sequential modules that lead to the Honours Degree. It does not have optional modules, all modules are core. A structured sequence of progression has been formulated to best guide students towards the end goal: the game industry and related creative industries. There are four modules in Level 4, four in Level 5 and three in Level 6.

The Level 4 modules will provide underlying knowledge and skills that are needed in the games industry and relevant areas, where students will gain a fundamental understanding of practicable principles and methodologies. IT skills will be introduced and students will demonstrate an understanding of communication skills. Students will also foster their academic skills in preparation for the next two levels.

The modules at Level 4 introduce core skills and the knowledge required to cover all the major processes that will be needed to succeed throughout the programme.
Modelling for Game Art will establish fundamental procedure, concepts and technical skills necessary in the use of 3D modelling and also 2D digital processes. It covers research, simple design, creation and final outcome. It covers the range of management techniques in the production of a creative project. This module works towards more complex models focusing on user-controlled asset the main attention when on screen. The module introduces basic skills to more complex modelling procedures that give the student more control and flexibility. The necessity for strong design and planning become more important as students are encouraged to independently problem solve to reach their goal.
Level Creation explores the production of an interactive level build. The 3D models become assets when implemented and some of these elements will become interactive by the user. Within the final outcome all the elements of a simple level will be explored. The student will meet the limits of the confines of the game engine, based on budget of polygons and texture space.
Visual Studies encourages the capacity to be creative and foster an aesthetic sensibility with established traditional and digital skills. It encourages students to develop observational drawing, the understanding of anatomy and the human form. The digital representation encourages individuality and design, by forming an idea and visualising it in a number of end artworks.
Game Studies develops communication skills and visual, oral, written and IT skills. It introduces students to research practice. It develops a range of presentation skills, both group and individual. Students will form abroad understanding of the games industry and related employment opportunities.
Level 5 modules will develop critical understanding and the methodologies needed in the games industry. Students will develop their own creative approach to their practice and to the module outcomes. The more complex procedures will be developed from previous skills and knowledge. In this year students will explore and participate in a major team-working project.
In Character Modelling students will establish a greater understanding of the rigour required to produce a model with realistic proportions and good topology. They will employ to a high degree of sophistication a number of techniques, technology and tools

associated with the computer games industry. It will emphasise the importance of good design and planning when developing a complex model/project and an understanding of context based on a brief.

Advanced Level Creation will advance student ability to work as part of a team and communicate effectively. This module follows on from Level Creation and develops existing skills to produce a large level. Students will need to control both internal and external environments. This will also introduce special awareness and controlling changes in atmosphere through a level.

High Polygon Modelling is technically and creatively complex and will demand high levels of self-motivation, intellectual curiosity, imagination and divergent thinking to produce an original asset. This will introduce working on high polygon surfaces and painting on both sculpted detail and painting on textures to the surface of the model. It will demand a student’s use of high poly models to extract normal maps to add detail to lower poly models.

Game Culture enables the capacity to work independently, determining the students' own future learning needs. It will introduce a range of research skills that will identify the scholarly activity required for the contextual game project report. This will engage the student to investigate in depth an area of their chosen field of study.

Level 6 will encourage self-directed learning and time management. This will give the student the ability to create personal goals and establish the means to achieve them. The year specialises on the knowledge and skills learned in the previous two years.

Game Art Preproduction will enable students to develop solutions and manage their own learning. They will produce a definitive statement of intent that will be the catalyst for their ideas and concepts. Students will independently generate methodologies and systems that will facilitate the production of their intended outcome/s. In response to this module they will be mindful of an audience’s needs. This document should communicate with clarity, eloquence and with a visual flair.

Based on the Game Art Preproduction Document, the Game Art Production module will produce a creative product that meets the statement of intent. The student will deploy accurately established techniques to produce a sophisticated and original outcome. Students will have to demonstrate personal responsibility, working independently to set goals and managing work loads and meeting deadlines. Within this body of work the student will evaluate, reflect and report on the merits and possible areas of development

in the work and in their personal practice. This final piece of work will be of an exceptional standard and should communicate effectively to future audiences as a portfolio of the skills and knowledge learnt over the life-cycle of the BA Game Art course. Game Culture in Context will engage with a deep understanding of key aspects of the computer games culture. It will investigate through a significant body of research and establish historical, contemporary, and cultural settings. Through this research students will sustain an argument that is at the forefront of their field of study.

24b. Module Structure

Mod-Code	Level	Title	Credit	Single
AR4915	4	Modelling for Game Art	40	Comp
AR4916	4	Level Creation	40	Comp
AR4918	4	Game Studies	20	Comp
AR4919	4	Visual Studies	20	Comp
AR5914	5	Character Modelling	40	Comp
AR5915	5	High Polygon Modelling	20	Comp
AR5916	5	Advanced Level Creation	40	Comp
AR5917	5	Game Culture	20	Comp
AR6912	6	Game Art Preproduction	40	Comp
AR6913	6	Game Art Production	40	Comp
AR6914	6	Game Culture in Context	40	Comp

24c. Credit Accumulation

Level four of the programme corresponds to Framework of Higher Education Qualification (FHEQ) Certificate level, successful completion of which would entitle a student to an exit award of a Certificate of Higher Education. A candidate who successfully completes level four will have accumulated 120 academic credit points. Level five of the programme corresponds to FHEQ Intermediate Level 5, successful completion of which would entitle a student to an exit award of a Diploma of Higher Education. A candidate successfully completing level five will have accumulated 240 academic credit points. These 240 academic credit points can be carried forward cumulatively towards the award of an honours level undergraduate degree award.

Level six of the programme corresponds to FHEQ Honours Level, successful completion of which would entitle a student to an exit award of a Bachelor Degree with Honours. A candidate successfully completing level six will have accumulated 360 academic credit points.

24d. Details of any derogation from University Regulations (if applicable)

25.Professional Body Requirements (if applicable)

26.Admission Requirements

For full details connected to University Admissions requirements and procedures, reference should be made to the current University of Chester Prospectus or the University and UCAS websites.
On receipt of application, candidates will be shortlisted and the successful candidates will be invited to attend an interview with the Programme Leader, bringing with them a portfolio of work appropriately selected to support the aims of the Programme.
Candidates must be able to satisfy the following general admissions requirements and minimum qualifications in addition to satisfactory completion of an interview with the Programme Leader and/or members of the Programme Team. Applicants should possess a minimum of 5 GCSE's at grades A, B or C including English Language in addition to one or more of the following:

- A minimum of 80 UCAS points, including a grade C in Art or an Art-based subject
- The remaining points may be achieved from GCE AS Levels, or from Level 3 Key Skills
- Successful completion of 'A' level study with a minimum of two subjects passed
- Successful completion of a Btec/EDEXCEL Art & Design Foundation Programme
- BTEC National Diploma / Certificate (Art and Design): merit / distinction profile
- Successful completion of an Advanced Diploma
- Irish Highers / Scottish Highers: B in 4 subjects, including Art or an Art-based subject
- International Baccalaureate: 24 points including 4 in Visual Arts
- QAA recognised Access course, Open College Units or Open University Credits
- Please note: A BTEC National Award or the Welsh Baccalaureate (core) will be recognised in our tariff offer

- If English is a second language, then at point of entry students should possess IELTS grade 6, TEFL or an equivalent to GCSE English qualification.
- Qualifications deemed equivalent to the above

Points achieved through Key Skills will be acknowledged. Exceptionally, applicants whose qualifications do not conform to the standard requirements may be admitted on the basis of appropriate prior learning or experience.

Applications from candidates with special needs are also considered on a case-by-case basis.

Although entry to the programme is not dependent upon students having formal game art or similar media qualifications, all students are expected to demonstrate an aptitude of creativity by presenting appropriate evidence in the form of a portfolio which should include evidence of an ability to generate concepts, sound drawing skills, an inquisitive, questioning attitude to all areas of work, sound working methodologies and evidence of evaluative skills.

Mature students and International students will be considered for admission on an individual basis. Mature students with no or few formal qualifications will be expected to show their aptitude and suitability for the programme via a portfolio of recent artwork.

The interview process demonstrates the Department’s desire to meet student's aspirations individually and recognises that individuality in the nature of their artistic ambitions.

Applications to undergraduate programmes are made through UCAS APPLY system.

A UCAS tariff score of 80 points or above is needed for entry to this programme. This reflects the level of achievement attained by the successful completion of an EDEXCEL Diploma in Foundation Studies programme at pass grade (165 UCAS tariff points). UCAS entry profiles may be found at http://www.ucas.ac.uk. APL claims, (Accreditation for Prior Learning), from candidates who wish to be accredited for prior/experiential learning are carefully considered.

27.Subject Benchmark Statements

The Programme has been designed with the guidance from the QAA National Benchmark Statements for Art and Design March 2008. These are linked to assessment criteria, included in assignment briefs and are written into Module Handbooks.

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf

BA Game Art has used a selection of examples to display how the programme meets the demands of the National Benchmarks:

BA (Hons) Game Art is a creative programme with a focus on the computer games industry. The new technologies which are developing rapidly are demystified and contextualised. The traditional creative practice is the core of the Programme. With students encouraged to use technology as a 'complex pencil' it is a tool for creative thinking. Through all 3 levels the specialist modules cover pre-production/design techniques, a competency in production/build and an understanding of post-production/display and its visual value. (Section1.12)

The BA programme encourages students to have a deep understanding of the processes involved in creating game art. The pre-production, production and post-production are themselves broken down into manageable components that are identified, evaluated and developed. Questioning and reasoning is encouraged throughout the Programme.

Game Studies at Level 4 begins the process of understanding the connection between the individuals creative output and the needs of the consumer/end product. (Section 2.2)

The BA programme encourages a studio mentality, developing not only as an individual artist but also gaining experience from working in a team environment. Students are given workshops to develop techniques and encourage professional work practice. Students are expected to interpret and evolve their skills into original game art and related creative processes. (Section 2.6)

Student communication, written and oral skills are developed through the 3 Levels: Game Studies introduces Study Skills, Game Culture examines research techniques and Game Culture in Context consolidates independent development of reflective practice at level 6. (Section 2.8)

The programme supports the planning projects through pre-production, production and post-production. These areas are divided into to small manageable tasks, which are expanded and critically appraised through each academic Level. Students are encouraged to develop an individual visual language that best suits their practice. By making the small tasks manageable the whole is clarified. Students must be able to balance a number of different disciplines and make a functioning single identity. (Section 3.3)

Students will be given briefs which will encourage them to find ways of expressing themselves in a tight conceptual confine. Within this structure students will examine the benefits of intensive research leading to innovative design work. Students are encouraged to critique within the bounds of the brief. This deconstruction of the confines of the task will lead to solving visual and technical puzzles. (Section 3.11)
The BA has a vocational route to employment and creative practice based on the games industry. Underpinning this is a necessity for students to work independently, communicate in a number of methods in a clear, passionate and interesting manner. The structures for pre-production, production and post-production could be executed within any creative area. The software skills taught can transfer quickly into many related areas as the core of their process is demystified. Students will be able to expand the information taught into their own areas of specialist interest. (Section 4.3)
In Level 6 a final major project is in place to synthesise all the areas taught on the Programme. It takes the form of two modules: Game Art Preproduction and
Game Art Production. Students will need to take responsibility for their own project with the guidance of specialist tutors. (Section 5.5)
The programme confidently states that the students will gain a wide ranging education based on practical skills, creative problem solving and a scholarly undertaking to provide a deep understanding of the discipline of the programme. (Section 6.5)

28.Learning, Teaching and Assessment Methods

We are committed to pedagogic strategies which give the best experience for learners. Students on this programme can expect to encounter a range of learning and teaching models including face-to-face and online (both live and asynchronous) depending on the material to be delivered.
Similarly, the assessment diet is designed in order that students can best present their work to successfully meet the learning outcomes of the modules. These may be in the form of physical submissions, digital submissions, live events, virtual events (synchronous or asynchronous). Submission details will always be clearly articulated within assessment briefs.
The programme has been designed in line with the guide lines of the QAA Academic Infrastructure. Full details can be found at www.qaa.ac.uk. The level of delivery is compliant with the Framework for Higher Education Qualifications (FHEQ).

The programme delivers the opportunities to achieve technical excellence in the necessary creative software. This is balanced with emphasis on intellectual growth, the means towards conceptual exploration and anaesthetic awareness. It instils a vocational capability, encouraging practical and personal achievement. It also develops research techniques and an academic rigour. The programme is delivered as 3 hour sessions. How these sessions are used will vary according to the requirements of the module content and the pedagogic strategies of the individual lecturers.

The module handbooks include the module descriptors, information on learning outcomes and a clear assignment task with hand-in details. It also makes clear the assessment criteria, the weighting and importance of each major element of the assignment and how they measure up to the stated learning outcomes. It includes general reading and a week-by-week breakdown of teaching and learning activities. Students arrive with varied academic backgrounds and with differing levels of experience in the creative, practical and theoretical aspects of the subject. The Programme Team, therefore, intend to ensure that all students share an underpinning of technical, practical, and theoretical study that will be built on in subsequent years. Throughout the programme the principal concern is that of learning to encompass individual development, intellectual challenge and development of professional capability. Students' acquisition of these taught sessions ensure that they develop the confidence to learn independently and produce an autonomous, self-motivated creative production in Level 6.

BA Game Art has two dedicated PC studios with the required hardware and software. Students are encouraged to take ownership of their rooms and are comfortable and free to express themselves with no fear of undue criticism. It is a safe environment, conducive to studying and for practical activities. All students have access to a PC during demonstrations, workshops and studio time; this ensures students have the ability to progress within the guided learning hours.

The emphasis on practical and technical excellence is built on by adding levels of complexity, which accrues towards Level 6. Simple and core theories are embedded early and students establish and build on these theories as the programme progresses. Practical modules are a significant part of the programme and will be firstly tutor led and then with students given allotted time to work independently with support from the staff. It is vitally important that students recognise that a significant amount of time is

self-directed learning that is outside of the guided learning hours. Students need to manage their own learning with passion and in a sustained and organised manner. Students may need to seek additional advice and staff strive to have an open door policy outside of declared learning hours.

The BA programme uses a combination of directed and self-directed learning. It engages in a selection of types of teaching and delivery modes. Types of delivery modes include demonstrations and exposition this is supporting supervised practical based activities/sessions within a creative studio environment. The use of formal sequential learning is supported with a series of lectures to embed key theories and concepts. Students will engage in seminars, group critiques, and peer group learning and one-to-one tutorials. This is supported with library and gallery study and specialist visiting lectures.

Students engage with predominantly project work/assignments that are flexible so as that students take creative ownership of their work. Academically they will engage in research, essays and a contextual game project report. Within the project work students are encouraged to develop techniques for evaluation and reflection. Students will in every level take part in oral and visual presentation. In Level 5 students will study and participate in group/team work.

Overall this will develop all associated skills, impart knowledge, encourage creative exploration and promote the development of self-motivated and effective learners. Students are required to feedback on the quality of St Helens Colleges learning resources the Library and the VLE (Moodle) and students are encouraged to use the validating bodies online resources to support their practice and there academic study. BA Game Art is striving to produce an on-line community with the use of blogs, galleries and an archive of useful related information.

Students on the programme will have the opportunity to maximise their development through a low student-to-staff ratio that allows students access and direct contact with supportive staff. There is an ‘open door’ policy that allows students access to areas such as 3D Workshop, Soft Area and Technical Support, national and international study visits. Staff rooms are located close to teaching and technical areas. Individuals and groups of students can request meetings with the Programme Leader and Head of Department at any time.

Students work is assessed in order to ensure the programme's standards are met. All completed modules contain assessable work that is defined by an 'Assignment Brief'. The assessment brief is contained in the module handbook with other supporting material. It will contain both evidence requirements for submission and a set of assessment criteria that explain what is being assessed. The assessment criteria will reflect the requirements of the Learning Outcomes of the module. It informs the distribution of weighting and the breakdown of marks. Clarity and transparency is a priority for the document to communicate the work and evidence of process that are required.

BA Game Art prides itself on informal and on-going assessment which is not recorded. Students have their practice assessed and instant feedback is given in their studio practice. This detects poor practice and encourages good. It is a motivational process to ensure students are progressing to their potential through the module.

Formative Assessment is the formal procedure that takes place mid-way within a module. It is recorded and the student is able to communicate their practice, have feedback on their practical work and contribute to the setting of assignments and personal action points. Discussion allows students to engage with reflection and 3critical analysis.

Summative Assessment takes place at the end of a project in the form of a formal hand-in. It examines all of the work produced for the assignment brief. It will measure the quality of the hand-in against Module outcomes. The work is first-line assessed, which is carried out by the tutor delivering that module and marks submitted to the programme leader. To ensure fair treatment of the students work it is then second- line assessed, which is carried out by another member of the programme team or tutor with appropriate subject knowledge.

Teaching, learning and assessment methods used to enable outcomes to be achieved are:

Cognitive skills:

Intellectual skills are promoted and delivered through lectures, workshops, seminars, group discussions and tutorials. Creative thinking is encouraged alongside technical competence and developed increasingly through individual self-directed practice and tutorial based guidance to enhance the validity of individual practical work, problem solving, organisation and planning. Students' awareness of Game Art is reinforced

through seminars, individual and group tutorials. Throughout the levels select modules encourage scholarly activity and develop communication skills through written, oral and visual outcomes. In Level 6 students, through negotiation with programme team, will appraise the acquired skills into specialist areas of practice that best serves the needs of the student, including the final year personal study/contextual game project report.

Practical and professional practice skills:

Development of practical individual expertise is encouraged through individual contact and group tutorials, critiques and workshop demonstrations throughout Levels 4 to 6. Diagnostic Assessment is on-going in the early part of Level 4. It introduces the core industry skills that are taught through directed workshops and practical demonstrations. The further development through individual practice of select media, software and production processes are re-evaluated and more thoroughly imposed toselected individual areas of specialist Game Art practice. Throughout Level 5 students are expected to adopt a self-initiated and self-directed approach to the development of their own professional practice. With the development of personal responsibility, this will guide the production and the presentation of their work. At Level 6 students, with negotiation from staff, will focus on a specialist area based on this field of study.

Communicative skills:

Transferable and communication skills are introduced at Level 4 of the programme with the specific module Game Studies, in which students will be introduced to a number of methods that will be applied through the rest of the 3 Levels. A range of digital communication systems are covered in key lectures in Level 4 and are reiterated throughout the practical modules in all levels of study. Students are encouraged to communicate using a number of methods with individual and group presentations utilising all major communication skills. Level 6 positions the emphasis on more self-directed projects where students take responsibility for their own learning and are guided to creatively solve more complex problems and effectively understand procedure and mange own work loads. The broad area of communication skills is developed and challenged through individual tutorials and independent study.

29.Careers and Employability

A typical graduate of BA Game Art should be industry-ready. This does not mean they will have all the skills required but means they will have industry core-skills and the

required self-understanding so that that they can effectively fit into a team and learn new processes and software efficiently and quickly. This is formulated by having a deep understanding of the rigour and practice within the game industry or related creative industries. Within this context they will have the ability to adapt and develop the new skills and knowledge required to meet new expected goals.

They will be flexible within in a team environment with a wide range of skills that will meet the needs of a large company. They will be able to adapt to changes in technology and trends, stylistically and aesthetically.

They will be able to develop transferable skills using existing knowledge and skills into new areas of study, self-employment or employment in another creative industry.

They will have a greater understanding of current trends and developments areas in their particular field of study.

They will be able to critically analyse these trends and evolve their practice to meet new creative and practical demands.

Graduates will be confident within this field of study with a broad understanding of the creative environment both in and out of the field of study.

They will have the means to explore a range of options when confronted with a creative problem, to think laterally and creatively and avoid reverting to the obvious. Within this structure they will be able to manage complex projects, accurately using techniques best suited to these ends.

They will have a wide appreciation of a range of contemporary, popular and traditional arts.

Graduates will be able to communicate effectively in a manner appropriate to both specialist and non-specialist audiences.

They will have excellent written, verbal and visual communication skills.

They will be a specialist in a chosen area of personal interest.

They will be able to use, evaluate and comment on research and devise and sustain a relevant argument.

They will have the academic rigour and confidence to continue their study to Level 7 if required in this area of study or in a related area.

They will be self-motivated and self-directed, working towards a comprehensive portfolio that will help them gain employment opportunities and succeed in the industry or as part of their own personal goals.

Typical jobs that a student can apply for within the games industry are wide a varied depending on their specialist skills. The jobs typical to gaming are:

- Environment modeller
- Texture artist
- Character modeller
- Concept artist
- Technical artist
- Game engine editor
- Asset modeller
- High poly modeller

30.Equality

St Helens College's commitment to Equality and Diversity is reflected in our core values 'We make sure that everything we do helps to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. We advance the equality of opportunity between people who share a protected characteristic and those who do not. We foster good relations between people who share a protected characteristic and those who do not.

As part of this commitment we aim to remove or minimise disadvantages experienced by people due to their protected characteristics. We take measures to fulfil the needs of individuals from protected groups where they are different from the needs of other persons. We support and encourage individuals with protected characteristics to participate in the public life of the college especially where participation is disproportionately lower.

For full details please see the St Helens College Equality and Diversity Policy.

31.Additional Information

General Information

Teaching and learning on the programme will be enhanced by visits to cultural centres and computer game conferences and fairs where possible. It is intended that all programme levels will be encouraged to participate in gallery visits to local and regional venues such as FACT Liverpool, The War Museum Salford Quays, Cube Manchester, The Tate Liverpool, The Whitworth Gallery and The National Media Museum. As is common

practice within visual arts undergraduate programmes, students from all levels of the programme will be encouraged to attend trips.