

BA (Hons) Computer Games Art with Foundation year

Course Information Document 2026-27

BA (Hons) Computer Games Art with Foundation year

Awarded by	University for the Creative Arts
Taught by	London College of Contemporary Arts
Campus School	London
	Birmingham
Language	English
Duration	· 4 years Full-time - With Foundation Year
Entry Criteria	The standard entry requirements** for this course are:

- 32 UCAS tariff points from accepted qualifications*, or
- Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
- Merit, Pass, Pass at BTEC Extended Diploma, or
- Pass at UALAB Extended Diploma, or
- 32 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject, or
- A minimum of 24 points in the International Baccalaureate, see more information about [IB entry requirements](#)

And

4 GCSE passes at grade A*-C and/or grade 4-9 including Functional Skills English/Key Skills Communication Level 2.

Other relevant and [equivalent](#) level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

*To see the accepted QCF qualifications, visit:
<http://uca.ac.uk/study/accepted-qualifications/>

** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.

Regulation

The University for the Creative Arts and its courses are regulated by the Office for Students.

This course has been designed in line with Sector Recognised Standards and reference points, including the [QAA Art and Design](#) Subject Benchmark Statement.

For further information about how the course is quality assured see UCA's Quality & Standards Manual.

What to expect

Our BA (Hons) Computer Games Art Degree allows you to understand visual storytelling in games and develop industry-ready 3D Modelling and Digital sculpting skills, specialising in either Games Environment Art or Games Character and Creature Art.

This Computer Games Art course immerses you in a studio-like environment during dedicated practice modules, fostering collaborative efforts, teamwork and problem-solving abilities.

This exposure ensures you are familiar with the dynamics of a professional video game art development studio, enhancing your adaptability in real-world work settings. You will develop your skills while using software such as Maya, ZBrush and Unreal Engine 5.

As you progress through your game art classes, you will build a comprehensive portfolio showcasing your skills and completed projects. This portfolio serves as a tangible representation of your growth and capabilities, making you a compelling candidate for potential employers in the game industry.

You will study on campus for one day a week, complemented by an additional day of asynchronous online blended learning, enabling a flexible, applied, and future-ready learning experience.

Year 0 (Level 3)

Our Foundation year (Level 3) provides you with the opportunity to develop the appropriate skills, knowledge and confidence to successfully progress into Level 4. In this year you will study four units which are designed to support you to develop skills and academic practice in the foundation of games design with particular focus on academic writing, digital competency, communication, research skills, problem-solving, creative thinking and visual as well as innovative and critical thinking. This year is the foundation to support you to specialise in more specific and advanced areas of games art and design which can be applied to the creative industries.

Year 1 (Level 4)

In this year, students will develop a strong foundation in games art, combining creative and technical skills. It covers core principles of visual storytelling, alongside practical experience in project planning, prototyping, and testing games within multidisciplinary teams. Students also build technical expertise in 3D asset creation, lighting, textures, and materials using industry-standard software and game engines, preparing them for more advanced artistic and technical work.

Year 2 (Level 5)

This year develops students' creative and technical skills in 2D art and 3D environment and character modelling. Working in multidisciplinary teams, students rapidly prototype game ideas and assets, deciding what to refine and what to discard before moving into iterative development. Alongside this, students build project management skills, engaging with agile methods, market analysis, and budgeting to support the production pipeline and prepare for more advanced development work.

Year 3 (Level 6)

This year prepares students for professional practice and future careers in the games industry. Continuing the collaborative approach from previous years, they work in multidisciplinary teams to produce a vertical slice of a game, showcased through both a playable demo and a game trailer. The focus is on advanced 3D modelling, texturing, and refining technical art skills, building towards a curated professional portfolio that highlights individual strengths and creative direction. Alongside this, students undertake pre-production and development of their Final Year Project, demonstrating the specific skills they are most passionate about at an advanced level.

Principles of this course

This course will deliver a personalised learning journey, following five key principles:

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- Practice-led and professionally contextualised
 - Discipline-specific with interdisciplinary exposure
 - Technologically relevant
 - Employment focussed
 - Internationalised learning

Highlights

Firstly, London's global status attracts industry professionals, offering you networking opportunities and exposure to cutting-edge developments. Additionally, access to renowned game studios and events enhances practical learning, while the city's multicultural environment prepares graduates for the international game design landscape. The city's vibrant cultural scene fosters creativity and innovation, providing you with diverse inspiration. Overall, London provides a dynamic setting that enriches the educational experience and equips you with a competitive edge in the evolving field of game design.

Studying a Games degree in London offers unique advantages. The campus itself is in London in the Aldgate area of London, within close proximity to a variety of games companies, known for their creative and experimental approach to game development. London hosts several annual games festivals and major esports events. One of which is the London Games Festival which is a celebration of video games across the UK capital. Since 2016, the event has supported over 1,000 games companies and generated £90m worth of business for participants, and in turn created nearly 600 jobs. Secondly, LCCA provides you with opportunities to work on real-world projects and gain hands-on experience from industry partners. These experiences can give you a better understanding of the industry pipelines and workflows.

Your course – unit by unit

Year 0 (Level 3)

Visual Culture; 30 credits

Visual culture is central to how we communicate. Our lives are dominated by images and visual technologies that allow for the local and global circulation of ideas, information, and politics.

This unit introduces visual culture, an interdisciplinary field of studies that integrates historical knowledge, critical thinking and reflection on visual images, their context of production and consumption. Examples of traditional and modern artefacts from the fields of art, popular culture, commerce, history, design and media will be explored using appropriate visual and business methods.

As part of the unit, you will be taught transferrable skills that can be used throughout creative business courses.

English for Academic Purposes, Research & Study Skills; 30 credits

The overall aims of English for Academic Purposes, Research and Study Skills unit are to equip you with the appropriate level of academic literacy, English language proficiency, research, and study skills, required to be successful in your studies at undergraduate level.

This unit will introduce you to academic language, research, and study skills to support your progression to university level study. It will support the development of your academic reflection skills, by reflecting on and redrafting your work using feedback to improve the way you learn or work. Lessons will be a mixture of development and application of academic language, research, and study skills. The topics you will cover include English language, academic writing, critical thinking, Harvard Referencing, primary and secondary research, and basic IT skills required for study.

The unit links to and supports all units on the foundation programme and provides foundational knowledge and understanding of academic language, research, and study skills required for assessments.

Final Major Project; 30 credits

This unit will introduce you to the principles of research skills. You will be introduced to a variety of research methods and ways of recording research.

This unit involves exploration of a theme, followed by researching, developing and presenting a self-directed project.

It is an opportunity to make informed choices in your subject focus; research; develop practical ideas and present your project through a suitable medium. This unit will also include the development of professional, real-world skills; and academic study skills; to enable you to organise and manage your workload to meet deadlines and to work independently and within teams.

Games Art and Design; 30 credits

Games Art and Design offers an introductory exploration into the dynamic and exciting world of computer games. You delve into the history, design principles, and cultural impact of computer games. By doing so, they lay the groundwork for deeper study in game development, design, and analysis. The hands-on component of this unit involves you reverse engineering the core mechanics, rules, and win conditions of a popular computer game. Through this process, you gain practical experience in dissecting and understanding game systems.

Year 1 (Level 4)

Games Design Concepts and Visual Storytelling; 30 credits

Games Design Concepts and Visual Storytelling encompasses various crucial aspects of game development. It delves into core game mechanics, such as rules, goals, challenges, and feedback, while exploring common mechanics like points and levels, using game engines as design and experimentation tool. Additionally, balancing and pacing techniques, emergent gameplay, and strategies for maintaining player interest are discussed and you create new game islands to develop gameplay and visual experiences. The unit also covers community building, understanding user bases, player motivations, and monetisation. Visual storytelling is a significant focus of this unit, with an in-depth study of visual elements and their impact on player emotions.

Games Studio Practice 1; 30 credits

The Games Studio Practice Units are where you collaborate to design, create, and test an original game as a member of a multidisciplinary team consisting of students from both the Computer Games Design and Computer Games Art courses. Games Studio Practice 1 primarily focuses on the planning phase of game development, with an emphasis on digital prototyping to produce a simple game.

Introduction to 3D Asset Creation for Games; 30 credits

Introduction to 3D Asset Creation offers a fundamental understanding of 3D modelling tailored for game development, encompassing both theoretical concepts and practical skills. You delve into fundamental principles while gaining proficiency in industry-standard 3D modelling software. The curriculum covers a wide range of topics, including 3D modelling fundamentals, software navigation, polygonal modelling, texture mapping, UV mapping, materials, shading, basic rigging, and insights into industry workflows.

Lighting, Textures and Materials; 30 credits

Lighting, Textures and Materials offers a comprehensive understanding of lighting principles, texturing, material development, and creating a cohesive visual style within the game engines. You delve into fundamental lighting concepts such as ambient, diffuse, and specular models, along with distinctions between real-time and baked lighting. Advanced lighting techniques including Global Illumination (GI), High Dynamic Range (HDR) lighting, and lighting in open-world environments are also explored. Texturing essentials encompass 2D and 3D textures, UV mapping, unwrapping techniques, and texture filtering. Additionally, procedural texturing is introduced, highlighting its advantages and challenges in game development. Material creation and shading involve shader programming basics, material properties, and Physically Based Rendering (PBR) principles. Optimising textures and materials cover compression techniques, Level of Detail (LOD) for textures, and memory management.

Year 2 (Level 5)

Games Environments: 2D Art and 3D Modelling; 30 credits

Games Environments offers a comprehensive journey through games environment design, blending traditional art and technical skills. You learn 2D art skills, exploring concepts such as shape, form, perspective, light, shadow, tone, and composition. Additionally, extending your expertise into the realm of environment 3D modelling, navigating the integration of narrative elements in 3D environments. The curriculum emphasises the balance between realism and stylised expression, preparing you to create visually compelling game environments. By mastering both traditional art principles and technical skills in 3D modelling, you develop the ability to create immersive and visually appealing game environments.

Games Studio Practice 2; 30 credits

Games Studio Practice 2 is the second professional practice unit where you collaboratively design, create, and test a new and original game as part of a multidisciplinary team consisting of a mix of students from both the Computer Games Design and Computer Games Art courses. Within Games Studio Practice 2, you engage in rapid prototyping and iterative prototyping, two essential elements crucial for advanced game development from conception to a more refined stage.

Hard Surface Modelling and Mechanical Asset Design; 30 credits

Hard Surface Modelling and Mechanical Asset Design integrates cutting-edge hard surface 3D modelling techniques with principles of advanced design for vehicles and weapons. You delve into mastering subdivision surface modelling, scripting, and procedural modelling to create highly detailed and realistic models. The emphasis is on equipping you with the skills necessary to produce sophisticated and visually stunning models that meet both design and technical specifications. Through hands-on exercises and case studies, you develop proficiency in tools such as Substance Painter, advanced detailing, optimisation, and real-time rendering, ensuring they can create compelling designs for vehicles and weapons.

Games Characters: 3D Modelling and Digital Sculpting; 30 credits

Games Characters: 3D Modelling and Digital Sculpting This unit offers an extensive

exploration of 3D character design and modelling, providing you with a comprehensive skill set applicable to the games industry as well as making you question cultural and societal stereotyping and its role in character design. You will also study the psychology of player attachment to characters and what this means in terms of design considerations. The unit begins with establishing a solid foundation in the core principles of 3D character design, covering key elements' definition and application, as well as the analysis of anatomy, proportions, and gestures essential for creating realistic characters. You then progress to mastering industry-standard digital sculpting tools, showcasing proficiency in manipulating virtual clay to sculpt various forms, facial expressions, and intricate details. Advanced modelling techniques, such as polygonal modelling and subdivision surfaces, are integrated, with special attention given to crafting stylised characters with unique design elements and exaggerated features.

Year 3 (Level 6)

Games Studio Practice 3; 30 credits

Games Studio Practice 3 is the third professional practice unit, where you collaborate to design, create, and test a game as a member of a multidisciplinary team consisting of a mix of students from both the Computer Games Design and Computer Games Art courses. This may be either a new and original game or with the agreement of the entire team the development of an earlier iteration of a game from Games Studio Practice 2. This is the production phase of the game development cycle, focussing on two main elements: technical prototyping and the creation of a vertical slice. These components are essential for refining the game's technical aspects and showcase its main features and quality to potential stakeholders.

Final Year Project: Pre-Production; 30 credits

Final Year Project: Pre-production serves as a critical preparatory stage for the Final Year Project, offering students a period of self-directed, investigative research consistent with Level 6 study. Through engagement with contemporary practices and creative exploration, students will define the concept, scope, and purpose of their major graduate work. The principal outcomes are a comprehensive project proposal, a supporting pitch, and a detailed production schedule, which together evidence a viable and well-structured plan, thereby

shaping the direction of their final graduate portfolio.

Final Year Project and Professional Portfolio Curation; 60 credits

The Games Final Year Project and Professional Portfolio Creation unit guides you through a structured process aimed at developing your skills and showcasing your abilities in games art and design. For the Final Year Project, it begins with the identification of a topic of interest and the definition of project scope, and objectives aligned with academic and personal interests.

Who teaches this course?

The course team, led by the Course Director, brings together a wealth of academic expertise and high-level professional experience across business and creative industries.

Academic staff hold postgraduate qualifications in their relevant disciplines—many at Master's or PhD level—or bring significant senior industry experience, including entrepreneurship, applied business leadership, and advanced professional practice. This ensures that teaching is both academically rigorous and grounded in current industry context.

Subject Leaders are responsible for the design, delivery, and academic quality of their modules, while lecturers support student learning through engaging, interactive teaching and ongoing guidance in preparation for assessment.

Embedded within the provision is a strong connection to industry. Students benefit from regular engagement with industry experts through guest lectures, workshops, and live project activity. These external contributors bring current insight, professional expertise, and practical know-how, enriching the curriculum and, where appropriate, supporting opportunities for placements and real-world project experience.

The provision is further strengthened by a dedicated team of Student Success Tutors, all of whom hold recognised teaching qualifications. Working alongside the academic team, they provide targeted academic skills development and deliver strategic interventions to support group learning in key areas such as academic writing, critical thinking, and research skills. In addition, they offer

personalised one-to-one academic and pastoral support, ensuring that students are effectively supported throughout their learning journey.

All teaching staff either hold a recognised teaching qualification (such as PGCert HE, or FHEA) or are actively working towards one, reflecting their commitment to excellence in teaching and learning.

The team is committed to continuous professional development and operates with a strong growth mindset. Staff regularly engage in CPD through internal and external training, industry collaboration, research activity, and professional practice. This ongoing development ensures that teaching remains current, innovative, and aligned with both academic standards and evolving industry needs.

Collectively, this blend of academic achievement, professional expertise, industry engagement, and comprehensive student support underpins a high-quality learning experience and contributes to strong student satisfaction and progression outcomes.

What will learning look like?

Our courses are delivered through a blended learning model, designed to provide a flexible yet academically rigorous experience.

You will typically attend campus one to two days per week for intensive, face-to-face teaching, complemented by structured asynchronous online learning via our Virtual Learning Environment, Canvas. This integrated approach combines the benefits of collaborative, in-person engagement with the flexibility of self-paced digital study, creating a comprehensive and contemporary learning experience. Alongside this, you will be expected to undertake independent study and complete termly assessments.

On-campus teaching is centred on applied and experiential learning, placing you at the heart of the educational process. Sessions are highly interactive and include workshops, group investigations, problem-based activities, and practice-led challenges that reflect real-world scenarios. The emphasis is on active participation and critical reflection, with limited reliance on traditional lecture formats.

Teaching takes place in our modern, purpose-designed facilities in central London. You will learn in flexible classrooms, specialist studios, and collaborative social spaces that support both small group work and whole-class discussion. Our studio and exhibition areas also provide opportunities to develop and showcase your work in a professional environment.

Your on-campus experience is supported by a rich range of online learning materials. Outside of class, you will engage with curated resources such as interactive activities, quizzes, video content, and guided research tasks. These are designed to reinforce and extend your learning, as well as prepare you for upcoming sessions. Reflective activities are also embedded throughout, encouraging you to evaluate your progress and develop critical thinking skills.

Throughout your studies, you will receive personalised academic support. Individual and group tutorials offer dedicated time to review your progress, refine your work, and act on feedback. Formative assessments and peer review activities are integrated across the curriculum to build confidence, strengthen communication skills, and promote a culture of continuous improvement and collaborative learning.

By the end of the course you will be able to:

1. **Knowledge & Context:** Demonstrate comprehensive knowledge of the games development pipeline, frameworks, and workflows, with critical awareness of industry trends and emerging technologies.
2. **Understanding & Analysis:** Critically analyse and evaluate creative, technical, and problem-solving processes in game art, addressing real-world development challenges.
3. **Application & Practice:** Apply games art knowledge, creative methods, and technical skills to design, develop, and present high-quality visual assets across all stages of the development cycle.
4. **Professionalism & Collaboration:** Evidence professional practice in collaborative studio environments, applying project management,

communication, teamwork, and reflective approaches to produce a portfolio demonstrating industry readiness.

5. **EDI:** Demonstrate understanding and application of inclusive and ethical practices, reflecting principles of Equality, Diversity and Inclusion.
6. **Sustainability:** Apply sustainable methods, including circular economy principles, in the development and resolution of creative or academic work.
7. **AI:** Critically engage with artificial intelligence and emerging technologies to support creative problem-solving or discipline-specific outcomes.
8. **Business Skills / Enterprise:** Develop and apply business, professional, or entrepreneurial skills relevant to the creative industries.

Student support

At LCCA, our commitment to your success extends beyond the classroom. We offer a comprehensive and personalised support system to ensure you have access to the help you need throughout your academic journey. These services are designed to promote inclusion, wellbeing, and not only your academic achievement but your personal and professional success as well. You will also be supported by a Student Success Tutor who will offer academic and pastoral guidance throughout your studies.

Our support framework includes several dedicated services:

1. Student Accessibility Services

Our specialist Student Accessibility Services team provides confidential advice and support for students with wellbeing needs, disabilities, long-term health conditions, mental health difficulties, or specific learning differences. The team can conduct needs assessments to implement reasonable adjustments, arrange for learning materials in alternative formats, and connect you with mental health and wellbeing resources. They work closely with academic staff to ensure your

support plans are effectively implemented, creating an inclusive learning environment for all.

2. Student Support and Administration

The Student Support and Administration team is your first point of contact for a wide range of administrative and academic queries, ensuring your smooth progression through the course. They are available to assist with enrolment and registration, answer questions about timetabling and attendance, and provide guidance on general course-related matters. This dedicated support ensures you can focus on your studies with confidence.

3. Student Experience

We are committed to providing a vibrant and enriching student experience. Our Student Experience team enhances your time at LCCA through comprehensive orientation and induction programmes, helping you settle into your studies. They also support a range of student societies and extracurricular activities, allowing you to connect with peers and build your community. Crucially, the team facilitates feedback and student representation opportunities, ensuring your voice is heard and contributes to the continuous improvement of the college.

4. Safeguarding and Data Protection

Your safety, wellbeing, and privacy are our highest priorities. We have robust safeguarding policies and confidential reporting mechanisms in place to ensure a secure learning environment for everyone. We also adhere strictly to data protection regulations, including GDPR, to ensure your personal and academic data is handled securely and responsibly at all times.

Our Approach to Employability

At LCCA, your future career is at the centre of everything you study. Our Careers Studio combines employability embedded within your course with personalised careers guidance, employer engagement and a 24/7 digital careers hub, ensuring you are fully prepared for life after graduation.

Throughout the BA (Hons) Computer Games Art course you will work on practical projects that reflect real industry production pipelines. Studio-based learning, critiques, presentations and collaborative development help you build confidence while developing the key attributes employers look for in the games and digital creative industries, including creativity, visual problem solving, teamwork, communication and digital production skills.

You will develop industry-relevant skills across key areas of games art such as 3D asset creation, character modelling, environment design, lighting, materials and real-time game engine workflows. Through collaborative studio modules you will work alongside Computer Games Design students to develop game prototypes, reflecting the multidisciplinary production environments found within professional game studios.

You will also have opportunities to engage with industry professionals through guest lectures, employer talks and careers events that introduce you to different roles across the games and interactive media sectors. Where possible, students present their work to external practitioners and gain feedback aligned with current industry expectations.

Employability is embedded throughout the course through a structured progression that supports students in developing the skills, knowledge and confidence required for careers in games art and related digital creative roles.

Foundation Year

The Foundation Year provides students with the opportunity to build essential academic, creative and professional skills before progressing into the main degree programme. Students develop confidence in digital literacy, visual communication, teamwork and reflective practice while gaining an introduction to creative production and problem solving.

Through project-based learning, students begin exploring the creative industries and developing awareness of potential career pathways within games, digital media and interactive design. Activities introduce core professional skills such as research, presentation, collaboration and self-management, helping students

develop the habits and confidence needed for successful study and future employment.

The Foundation Year therefore provides a supportive transition into higher education while preparing students for the technical and collaborative demands of the Computer Games Art programme.

Year 1

In the first year, the focus is on developing foundational technical and creative skills while building awareness of the games industry. Students explore core areas such as game development concepts, visual storytelling, 3D asset creation, lighting, materials and real-time production workflows.

Collaborative studio projects introduce students to multidisciplinary game development, where they begin working alongside game designers to prototype simple games. At the same time, students are introduced to essential professional tools such as CVs, portfolios and online profiles, helping them begin connecting their studies to future career pathways.

Year 2

In the second year, students deepen their specialist games art practice and continue developing professional skills through studio-based learning and industry engagement.

Modules focus on areas such as character modelling and digital sculpting, environment art and hard surface modelling for mechanical assets. Students also take part in collaborative studio production where rapid and iterative prototyping allows them to test and refine game assets within playable environments.

Live briefs, guest speakers and employer-led discussions provide insight into current industry practice and help students expand their professional networks while gaining a clearer understanding of career opportunities within the games sector.

Year 3

In the final year, the emphasis shifts towards professional readiness and transition into the games industry.

Students undertake a substantial independent project and curate a professional portfolio that showcases their specialist skills in games art. Collaborative studio modules simulate professional production environments, with students contributing to the creation of a polished vertical slice game prototype.

Alongside this, students receive tailored careers support including portfolio reviews, application guidance and interview preparation. By the end of the course, graduates leave with a professional portfolio and the confidence, skills and industry awareness needed to begin their careers in games art and interactive media.

Careers Support

To support your career development, you will have access to one-to-one careers guidance, drop-in sessions and workshops covering CVs, portfolios, showreels, LinkedIn and interview skills, both in person and online.

Our Digital Careers Studio provides 24/7 access to job opportunities, learning resources and virtual appointments with careers advisers. Students interested in freelancing or building their own creative practice can also explore enterprise pathways and receive practical guidance on developing their ideas.

LCCA is committed to ensuring employability opportunities are accessible to all students, and our careers support continues to evolve through regular feedback from students, graduates and employers.

Our commitments

At LCCA, our programme fully integrates the United Nation's Sustainable Development Goals (UN SDGs), Diversity, Equality and Inclusion (DEI), Corporate Social Responsibility (CSR), and the realities of operating in a VUCA (Volatile, Uncertain, Complex, Ambiguous) world. These themes are embedded across all units to encourage critical engagement with global and social challenges as well as rapid technological changes driven by Artificial Intelligence (AI).

We are committed to equipping you with the knowledge and skills to make responsible decisions that promote environmental sustainability, social justice,

and ethical business practices. By applying these principles in practical business contexts and understanding how AI tools can ethically support decision-making and innovation, you will develop into a socially responsible and forward-thinking professional prepared to succeed in dynamic and complex business environments. Aligned with our values of inclusive education, the programme provides an accessible and equitable learning environment in physical, digital, and intellectual terms.

You will be supported in considering DEI implications in your work and professional practice through teaching methods that encourage critical awareness and inclusive thinking. Through experiential learning and a strong emphasis on the development of professional, academic, and practical skills, students graduate with the confidence and capabilities to lead, innovate, and contribute responsibly within diverse business environments.

Sustainability

Through our commitment to Education for Sustainable Development across the curriculum we aim to empower learners to make informed decisions and take responsible actions for environmental integrity, economic viability and a just society for present and future generations.

Equality, Diversity and Inclusion

Our approach to EDI is driven by an ambition to support our students to realise their potential at London College of Contemporary Arts and be able to become creative professionals who enable the world to be fairer, more equitable and more inclusive.

We aim to provide our a physical, technological and attitudinal environment that is inclusive and accessible and a teaching and learning environment that challenges them to think and learn about the EDI implications that relate to their chosen discipline.

Overall methods of assessment

Overall methods of assessment	Written exams:	Practical Assessment:	Coursework:
Level 3	5%	2%	93%
Level 4	0%	15%	85%
Level 5	0%	15%	85%
Level 6	0%	15%	85%

Indicative course learning hours

Indicative course learning hours	Independent:	Scheduled:	Percentage of scheduled delivered online:	Placement:
Level 3	60%	40%	62.5%	0%
Level 4	60%	40%	62.5%	0%
Level 5	60%	40%	62.5%	0%
Level 6	70%	30%	50%	0%

Additional course costs

Students are expected to have access to a personal computer (desktop or laptop) capable of running the software taught on the programme (for example, Unreal Engine, Autodesk Maya). The institution provides access to specialist facilities, software licences, and hardware on campus; however, students may wish to invest in personal equipment to support independent study outside of scheduled

teaching. The programme has minimised additional costs wherever possible to ensure accessibility and inclusivity for all students.

Visits

As part of the programme, students may have opportunities to participate in external visits to galleries, museums, and related creative facilities, as well as to games industry events such as conferences, expos, and professional networking activities. These visits may take place as part of a unit of study or as wider year-group enrichment opportunities. Advance notice will be provided of any associated costs, and attendance will not be mandatory where costs are involved.

Equipment/materials recommended

Students are expected to maintain reliable storage and backup of their work. It is recommended that students use either an external hard drive (minimum 1TB) for local backup or their own cloud-based storage solution (such as OneDrive, Google Drive, or Dropbox), depending on personal preference.

Students are expected to have regular access to a personal laptop capable of running the current versions of the software used on the programme. The most up-to-date recommended specifications, including supported operating systems and software requirements, are published on the LCCA website.

Indicative software used within this programme includes, but is not limited to:

- Unreal Engine 5
- Unreal Editor for Fortnite (UEFN)
- GitHub or other version control platforms
- Adobe Creative Cloud
- Autodesk Maya
- ZBrush
- Substance 3D Painter / Substance 3D Designer

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- Miro / Figma / FigJam or similar tools
 - Trello / Jira or similar project management tools

Digital resources for this module will be made available via the CANVAS Virtual Learning Environment (VLE). Students will be required to access these resources using their own digital devices in order to support engagement with learning activities and module requirements.

