

BA (Hons) Computer Games Design (3 Years)

Course Information Document 2026-27

BA (Hons) Computer Games Design

Awarded by	University for the Creative Arts
Taught by	London College of Contemporary Arts
Campus School	London

Language	English
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Duration	· 3 years Full-time
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Entry Criteria	At UCA, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.
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That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.

More advice on how to create an exceptional portfolio is also available [here](#), along with specific portfolio requirements for this course.

Along with your portfolio, the standard entry requirements** for this course are:

- 112 UCAS tariff points from accepted qualifications*, or

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- Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
 - Distinction, Merit, Merit at BTEC Extended Diploma, or
 - Merit at UAL Extended Diploma, or
 - 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject, or
 - 27 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 English and Maths.

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. >>In these cases, a strong portfolio is especially helpful.<<

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 Design degree offers you the opportunity to develop industry-ready skills in game design, including generating game concepts, designing player-focused levels and creating advanced game mechanics.

During dedicated games studio practice sessions, you will experience a studio-like setting, fostering collaborative efforts, teamwork and problem-solving abilities. This exposure ensures you are familiar with the dynamics of a professional game development studio, enhancing your adaptability in real-world work settings. You will be able to develop your skills using industry standard in both individual and collaborative work.

The course is centred on real-world relevance, and students are exposed to industry case studies and challenges. This Computer Games Design degree has been designed according to The Independent Game Developers Association's (TIGA) benchmarking standards, meaning our approach aligns your skills directly with the demands of the game development field. You will gain valuable insights into industry practices, preparing you for the challenges professionals face.

As you progress through your game design 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 1 (Level 4)

In this year, students will develop a strong foundation in game design, combining creative and technical skills. It covers core gameplay principles, visual storytelling, and player engagement approaches, alongside practical experience in project planning, prototyping, and testing games within multidisciplinary teams. Students also build technical expertise in 3D modelling, asset creation, and gameplay mechanics using industry standard software and game engines, preparing them for more advanced development work.

Year 2 (Level 5)

This year develops students design skills, focusing on creating immersive, intuitive player experiences and managing complex projects from concept to completion. Students design engaging playable game environments using principles of flow, connectivity, and environmental hierarchy, applying usability testing to refine ideas. Working in multidisciplinary teams, students take part in rapid and iterative prototyping to bring games to a polished stage. Project management skills are also developed, with a focus on agile methods, market analysis, and budgeting for game development. Alongside this, students explore advanced gameplay and quest design, including scripting, AI behaviours, branching narratives, and dynamic progression systems.

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 design, develop, and test. The focus is on technical

prototyping and producing a vertical slice to showcase the game's core features. Alongside this, students undertake pre-production and development of their Final Year Project and curate a professional portfolio, demonstrating their skills, interests, and career ambitions within games design.

Principles of this course

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

- 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 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.

Introduction to Gameplay Mechanics; 30 credits

Introduction to Gameplay Mechanics offers a comprehensive exploration of the foundations of gameplay mechanics using a game engine as the primary tool. It covers essential topics such as navigating the engine interface, configuring player inputs, character control, implementing interactive elements via visual scripting or code, handling gameplay events, designing AI opponents, creating user interfaces, and applying testing strategies. By addressing these key areas, you'll establish a solid foundation in game development principles.

Year 2 (Level 5)

Level Design: Player Experience and Usability; 30 credits

Level Design is designed to teach you the intricate aspects of creating immersive and user-friendly gaming environments. It focuses on guiding players effectively through spaces by emphasising flow, connectivity, and landmark placement. Principles of environmental hierarchy such as zoning, pacing, and verticality are explored to enhance the overall player experience by using game engines as a design and usability research tool. Through case studies, you learn about common architectural styles and motifs, as well as principles in level design.

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.

Games Project Management; 30 credits

Games Project Management focuses on cultivating strategic project leaders within the context of game development. You delve into advanced project management techniques, including the application of sophisticated frameworks such as Scrum and Lean methodologies. The curriculum emphasises optimising resources, implementing precise risk management strategies, and adapting agile practices to the unique challenges of game development projects. You are guided through market analysis, navigating uncertainty, and applying advanced financial modelling for budgeting and resource allocation.

Advanced Mechanics and Quest Design; 30 credits

This module focuses on Advanced Mechanics and Quest Design within game engine software, delving into intricate game design concepts. You explore sophisticated quest design techniques and iterative design practices. The curriculum emphasises the development of advanced visual scripting skills, mastery of AI development, design of comprehensive quest systems with branching dialogues, and integration of dynamic elements and progression systems. Throughout the unit, you design and implement comprehensive quest systems, incorporating branching dialogues, dynamic elements, and progression systems. By the end of the module, you possess a sophisticated understanding of these advanced concepts.

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.

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2. **Understanding & Analysis:** Critically analyse and evaluate creative, technical, and problem-solving processes in game design, addressing real-world development challenges.
 3. **Application & Practice:** Apply game design knowledge, creative methods, and technical skills to design, develop, and present playable game projects 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, we place your future career at the centre of everything you study. Our Careers Studio combines employability learning embedded within your course with one to one guidance, employer insight and access to a digital careers platform available 24 hours a day. This integrated approach ensures that you develop both the creative and technical skills required for the games industry, alongside the professional capabilities needed to succeed in a rapidly evolving digital sector.

Throughout the programme, you will work on practical projects, prototypes and collaborative studio activity that mirror professional games development environments. These experiences support the development of a strong portfolio while building key professional skills including teamwork, communication, critical thinking, creative problem solving and digital production workflows. Alongside technical development, students are encouraged to reflect on player experience, audience needs and the wider cultural and ethical contexts of games and interactive media.

Industry engagement is embedded within the learning experience through studio critiques, guest speakers and professional insight from practitioners working across the games and digital creative sectors. These opportunities enable students to present work, receive feedback and understand how their creative and technical decisions connect to current industry expectations and professional practice.

Employability is scaffolded across the course so that students gradually build confidence, technical competence and professional identity as they progress through their studies.

Year 1

In Year 1, students develop a foundational understanding of game development processes and the relationship between gameplay, visual design and player experience. Through modules exploring game design concepts, gameplay

mechanics and 3D asset creation, students begin to experiment with game engines, digital production tools and core design techniques.

Students also experience studio based collaborative practice through multidisciplinary projects where they develop early prototypes and design documentation. This introduces professional studio workflows and helps students understand how designers, artists and developers work together to create interactive experiences. At this stage, students begin building their portfolio while developing essential professional skills such as communication, teamwork, documentation and presentation.

Year 2

In Year 2, students expand their technical and creative capabilities while engaging in more complex collaborative projects that reflect industry development processes. Through studio practice modules and specialist design modules, students develop playable prototypes, refine gameplay systems and explore player centred design through testing and iteration.

Students also gain insight into production pipelines and professional workflows through project management and development planning. This includes understanding agile methods, team roles and collaborative production environments that mirror contemporary game studios. The year encourages students to experiment with new ideas while learning how to manage projects, respond to feedback and refine their work through iterative development.

Year 3

In the final year, the focus shifts towards professional practice, advanced production and preparing for entry into the games and interactive media industries. Students collaborate in multidisciplinary teams to develop a polished vertical slice of a game, demonstrating the core mechanics, visual quality and technical implementation of a project within a professional studio context. This stage mirrors the production phase of the game development cycle and requires students to address technical challenges, respond to player feedback and communicate the project's vision clearly.

Alongside this collaborative work, students undertake a substantial independent project informed by research, experimentation and critical reflection. They also curate a professional portfolio that showcases their technical skills, creative thinking and areas of specialisation. By documenting their design process and presenting completed work in a professional format, students develop a portfolio that supports applications to games studios, digital creative organisations or further study.

Professional development and careers support

Alongside curriculum based learning, students have access to a wide range of careers support through the LCCA Careers Studio. This includes one to one careers guidance, drop in sessions and workshops on CV writing, portfolio development, LinkedIn, networking and interview preparation.

Students also have access to the LCCA Digital Careers Studio, which provides online resources, career learning tools and access to job opportunities within the creative industries. These resources enable students to develop their employability skills alongside their academic studies and continue accessing support after graduation.

For students interested in freelance work, independent development or starting their own creative ventures, the Careers Studio also provides support around enterprise skills, helping students explore pathways such as self employment, independent game development and creative entrepreneurship.

We are committed to making opportunities accessible for all students and continuously review our employability support through feedback from students, industry partners and graduates.

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 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 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
- 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.