BAGDD19- Bachelor of Game Design and Development

1. About the Bachelor of Game Design and Development

If you love games and want to create breathtaking environments and characters for one of the biggest industries in the world, then Game Design and Development is for you.

The Bachelor of Game Design and Development blends academic theory, research, and practice with advanced development, design and artistry skills as applied in the game development industry. The integration of theory and specific aspects of research underpin students' practical projects which lead to industry standard productions, and complements the development of generic skills, including analytical and critical approaches to problem solving.

Throughout the course you will work alongside lecturers who will offer you practical industry insights and collaborate with other game artists and programmers to develop an industry-level game.

In addition to practical skills, knowledge and design capability, the program also has a holistic approach to developing the student's individual attributes and abilities in 'soft skills' such as communication, commercial acumen, and understanding of business realities. The development of 'soft skills' underpin all learning and responds to a growing understanding by both employers and students that these skills enhance a graduate's employability. In addition, they contribute to the demonstration and development of the graduate attributes that underpin all Torrens University Australia degree programs.

The subjects for the program have been developed by academics with relevant discipline knowledge. The course is comprised of both common design subjects underpinning a foundational knowledge in broad design skills which is then coupled with specialised subjects in 3D animation and Game Production. Subject learning outcomes are mapped to relevant course learning outcomes, and assessments are designed to develop critical thinking and problem solving skills and to ensure that learning outcomes are achieved.

Aims
The aim of the qualification is to provide graduates with the following:

- A coherent and systematic introduction to a body of knowledge in the domain of Game Design, Art and Development to acquire knowledge, skills and attitudes;
- Abilities to accept personal responsibility, take initiative, and exhibit flexibility;
- Commercial acumen and understanding of business realities;
- Independent critical and creative thinking skills;
- Knowledge, skills and attitudes to undertake postgraduate study; and

- Professional creative and technical aptitude required to be employed as a Creative Technologies professional with particular interest in Game Art, Production or Design.

Graduate employment opportunities:

On successfully completing this qualification, students will have specific skills, knowledge and experiences to gain employment in the game development industry in a variety of roles. To be employed in the game development industry as an artist a job candidate requires high-level proof of their skills. The international measure of proof is benchmarked as a Bachelor or postgraduate level qualification. Furthermore, a game artist needs to demonstrate they have a published game or a high-quality portfolio of games-related assets to be employed. This Bachelor qualification allows sufficient time for Game Design and Development students to create a significant body of exhibition-worthy work to facilitate the collation of a high quality digital portfolio.

Game Artist Roles:
- 2D Artists
- 3D Modeler Generalist
- Animator
- Texture Artist
- Environment Artist
- Character Artist

Game Design & Development Roles:
- Game Designer
- Level Designer
- Producer
- Economy Designer
- Junior Scripter

Course Overview

Course Title	Bachelor of Game Design and Development		
Study Options – Domestic Australian students	Face to Face delivery Online delivery Full-time and part-time options available.	**Study Options – International students**	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, June, September For specific dates visit the [website](#)	**Course Length**	Full-time: 3 years Accelerated: 2 years Part-time: 6 years maximum
Payment Options - Domestic Australian students	*Upfront payment* This means tuition fees will be invoiced each trimester and payment is required on or before the due date. *FEE-HELP* FEE-HELP is Australian Government's loan scheme for higher education degree courses. *Further information within this Course Information Sheet* It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	**Payment Options – International students**	*Upfront payment* This means tuition fees will be invoiced each trimester and payment is required on or before the due date. *Further information within this Course Information Sheet*

Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	Assessment	Practical assignments, research projects, presentations and reports
Locations	Sydney Campus Brisbane Campus Melbourne Campus Online	Delivered by	Torrens University Australia The **Bachelor of Game Design and Development** is a jointly badged program with the Media Design School (MDS), accredited, delivered and conferred by Torrens University Australia but based on internationally recognised MDS curricula.
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	095346K
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the *Higher Education Standards 2015*	Accrediting body	Torrens University Australia Ltd
Course Fees	For details, refer to the website.	Any other fees	For details, refer to the website.

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd.

3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

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Applicant background	Trimester one / Full year intake [2020]	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	<5	N/P
(B) Vocational education and training (VET) study	<5	N/P
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	<5	N/P
(D) Recent secondary education: • Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)	5	26%
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	N/A	N/A
• Admitted on the basis of other criteria only and ATAR was ***not*** a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	6	32%
International students	<5	N/P
All students	***19***	***100%***

Notes: "<5" – the number of students is less than 5.
N/A – Students not accepted in this category.
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.
Numbers in the table reflect the previous Bachelor of Creative Technologies (Game Art) course students

4. Admission Criteria

Title of course of study	Bachelor of Game Design and Development
Applicants with higher education study	• A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider OR • Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 6 (Associate Degree) or above, or equivalent, from an Australian University or another accredited higher education provider
Applicants with vocational education and training (VET) study	• A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO) OR • Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 5 (Diploma) or above, or equivalent, at a registered training organisation (RTO)
Applicants with work and life experience	Demonstrated ability to undertake study at the required level: • broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR • formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR • written submission to demonstrate reasonable prospect of success; OR • discipline specific portfolio (art and/or design).
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.0 (Academic) with no skills band less than 5.5

Title of course of study	Bachelor of Game Design and Development
Applicants with recent secondary education (within the past two years) with ATAR or equivalent* (for applicants who will be selected wholly or partly on the basis of ATAR)	Completed year 12 or equivalent

ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:

(ATAR-based offers only, **across all offer rounds**)	**ATAR (OP in QLD)** (Excluding adjustment factors) *
Highest rank to receive an offer	83
Median rank to receive an offer	71.25
Lowest rank to receive an offer	60.65

Notes: * "<5" – indicates less than 5 ATAR-based offers were made

Other admission options
(For applicants who will be selected on a basis other than ATAR)

Special Entry	Applicants in any category whose study, work or life experiences have been impacted by disability, illness or family disruption will be given special consideration for admission. Each application will be considered on its merit, based on the evidence supplied by the applicant attesting to the circumstances of the applicant. Applicants for special entry may need to complete written or numerical tasks to assist with assessing eligibility for admission.

5. How to apply

Via direct application to the institution

- https://apply.torrens.edu.au/b2b/fcta/

6. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia Credit Policy - (https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see http://www.torrens.edu.au/apply-online/course-credits.

7. Where to get further information

- Torrens University Australia (TUA) Website
  - o https://www.torrens.edu.au/
- Universities Admissions Centre (UAC) Website
  - o http://www.uac.edu.au/
- Quality Indicators for Learning and Teaching (QILT) Website
  - o https://www.qilt.edu.au/

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8. Additional Information

Course Structure

The course structure comprises 22 subjects over levels 100, 200 and 300. A total of 240 credit points is required to satisfactorily complete the course. The Bachelor of Game Design and Development course structure comprises of:

- 6 core subjects.
- 11 specialisation subjects.
- 5 elective subjects

Course Rules

To be awarded the Bachelor of Game Design and Development, students must complete 240 credit points over 22 subjects. Each subject has a value of 10 credit points, with one subject having a value of 30 credit points (PRD302 Production Capstone).

Students must complete a minimum of 80 credit points at level 100, 80 credit points at level 200 and 70 credit points at level 300. The remaining 10 credit points can be completed at levels 100,200 or 300

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
LEVEL 100
DCX101 Design Context Design Contexts is a foundational subject that introduces students to the designed world and their place within it. Students are encouraged to explore the interconnected nature of design and its capacity to inspire change, drive progress and navigate complex challenges. Through observation, research and iterative approach students will develop a series of creative responses that demonstrate an awareness of the value of design and its ability to create meaningful interactions for people, communities and their environments.
ACR101 2D Asset Creation 2D Visual Asset Generation utilises traditional art foundation theories and contextualises these practices for the digital domain. Students will create artefacts in digital formats for a variety of uses including concept art, pixel art, in-game assets, colour keys, user interface flow diagrams and more. Practical applications of art specifically for games will also be covered such as the basics of 2D digital animation. Students will receive critique from lecturers and learn to evaluate their own artwork with a critical eye.
DSO102 Design Studio 1 This subject explores the relationship between materials and storytelling. It introduces students to the attributes of materiality and encourages them to re-imagine the possibilities of creating through making. Students will explore the art of paper folding, developing skills and taking creative risks. These results will be captured digitally and altered using the appropriate software.

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Individual tasks allow students to develop an understanding and appreciation of materials, their many varied uses, properties, and the sustainable manufacturing processes related to them. Students will progress towards determining suitable materials in which to construct their final model with its form and function contextualised and supported by a documented process journal.

Their final submission will be a model that reminds us that stories which fill our lives are not only spoken and written but sometimes are best told through craft.

GDP102 Game Design Principles

Game Design Principles introduces students to game design foundations, techniques and paradigms through a series of lecture-led and student-led activities. Students will explore game design principles through the analysis of existing game artefacts, applying those findings to the development of their own games. Students are introduced to a variety of analysis, development and presentation techniques encouraging discussion, creation and dissemination of their design choices through prototyping and documentation.

ACR103 3D Asset Creation

3D Asset Creation expands on the knowledge gained in the 2D Asset Creation (ACR101) and allows the students to utilise industry standard 3D modelling tools and techniques to communicate complex ideas and emotions. Students will critique artefacts which utilise the concepts or form, function, and silhouette learned through the underpinning knowledge gained in the previous components.

GPF104 Game Production Foundation

Game Production Foundation combines art assets and basic scripting, enabling students to recognise how user experience is affected through art, design, and code. Utilising game development techniques and tools, students will create their own games, which requires a multifaceted approach including the following: project management, art and design theory, user interaction, menu systems, audio integration, scripting, game design and release. These trans-disciplinary artefacts scaffold the student's knowledge for when they will interact with other disciplines in a professional development environment.

LEVEL 200

GST201 Game Studies

Game Studies introduces students to the study of video games as texts situated within wider cultural and theoretical settings. Students will explore histories of video games as creative technologies and as cultural artefacts. These ideas will be framed through critical analysis of specific case studies, informed by a wider reading of contemporary games scholarship.

Through a series of lecture and seminar-based talks, discussions, and play sessions, students are encouraged to critically analyse the wider context of the game industry in relation to the economic, social, & cultural determinants surrounding the production & consumption of games & game technology.

This look into society develops scholarly skills by encouraging students to research and debate contemporary issues surrounding the production, dissemination, and consumption of interactive media.

AAC202 Advanced 3D Asset Creation

This subject builds and expands upon the 3D asset creation techniques explored and practiced in ACR103. Students will explore more advanced methodologies used in professional practice and integrate

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them into their existing workflows. This includes the areas of modelling, sculpting, texturing, shading and other 3D processes. With these principles and techniques, students will be able to achieve even greater artistic results with better efficiency.

PBL202 Problem Based Learning Studio

Problem-based learning (PBL) is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection. The underpinning philosophy of PBL is that learning can be considered a "constructive, self-directed, collaborative and contextual" activity. The principle of construct positions students as active knowledge seekers and co-creators who organise new relevant experiences into personal mental representations with the help of prior knowledge. This is further reinforced by social theories of learning that advance the merits of social interaction in cognitive development.

The aim of this subject is to trigger student learning with a problem which needs resolution. Students make connections to the challenge by activating their individual and collective prior knowledge and finding resources to make sense of the phenomenon; they also engage in peer learning through small-group discussions and consolidate their learning through reflective writing. Beyond enabling students to make sense of the concepts and subject matter, this learning experience will also help students develop an understanding of themselves and their contexts, and the ways and situations in which they learn effectively.

ANI203 Animation

This subject provides students with foundational and core skills in rigging and animating characters and 3D elements in industry pipelines. The principles in animation, kinematics, rigging mechanics, animation direction and performance are explored, to inform the processes involved. Students will investigate industry techniques and practices and apply these in common scenarios in the field of game development and interaction.

RGP204 Rapid Game Prototype

The goal of this subject is to provide the students with an opportunity to collaborate on a series of projects, and enhance collaborative skills working within a team of people across multiple disciplines. Additionally, the assignments in this subject will challenge the student in finding creative solutions to project management and small scale rapid game creation. In teams, students will be asked to create and present various game prototypes over the duration of the subject.

DDD203 Discover, Define, Develop, Deliver

The myth of innovation is that brilliant ideas leap fully resolved from the minds of geniuses. The reality is that most innovation comes from a process of rigorous examination through which great ideas are identified and developed before being realised as new offerings and capabilities.

This subject introduces Problem Based Learning (PBL), mapped out as the 'Double Diamond', the collaborative process by which the designer's sensibilities and methods are employed to integrate the needs of people, the possibility of technology and the requirement for business success. In short, Double Diamond approach converts need into demand. It's a human-centred approach to problem-solving that focuses thinking about meanings instead of features, searching for radical changes instead of improvements and proposing visions instead of satisfying existing needs.

Today, designers across many disciplines share some similar approaches to the creative process. Every

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

design specialist has a different approach and way of working, but there are some commonalities in their creative process. Divided into four distinct phases – Discover, Define, Develop and Deliver – the Double Diamond is a simple visual map which illustrates the PBL approach.

In this subject, students examine a range of possible ideas – divergent thinking; before refining and narrowing down to the best idea – convergent thinking. To discover which ideas are best, the creative process is iterative. Ideas are developed, tested and refined many times, with weak ideas dropped in the process. This cycle is an essential part of a good design strategy.

Students are introduced to practical design methods – like user journeys, empathy mapping, character profiles – and how they can be used to move a project through the four phases of the Double Diamond.

Discover – The first quarter of the Double Diamond model covers the start of the project. Students look at the world from a fresh perspective; notice new things and gather insights.

Define – The second quarter represents the definition stage, in which students analyse and synthesise all of the possibilities identified in the Discover phase. Which matters most? Which should we act upon first? What is feasible? The goal here is to develop a clear creative brief that frames the fundamental design challenge.

Develop – The third quarter marks a period of development where solutions or concepts are created, prototyped, tested and iterated. This process of trial and error helps students to improve and refine their ideas.

Delivery – The final quarter of the Double Diamond model is the delivery stage, where the resulting project (a product, service or environment, for example) is finalised, produced and launched.

Thinking like a designer can transform the way you develop products, services, processes – and even strategy.

GDP204 Game Development PlayStation

Students specialise in developing games for the Sony PlayStation® platform utilising available game engines for input, graphics, sound and physics. Topics covered include the theory of PlayStation® architecture including SDK installation and network neighbourhood. Students will also learn how to port a project to the platform.

LEVEL 300

WIL302 Work Integrated Learning

This subject is designed to provide students with professional experience in an area related to their field of study or the career they are working towards. The aim of providing industry-specific opportunities is to enable students to develop skills that will enhance their prospects of gaining meaningful employment and building their career for the future.

Much of the benefit of work integrated learning comes from observation, practicing under supervision and reflection. Work Integrated Learning is an excellent way to broaden the students learning environment while they are studying. It allows them to see first-hand how what they are learning in their degree translates into practice, as well as how 'real world' practice relates to what they are learning at University.

This subject will develop work ready skills and boost students' employability while they are studying.

There are two work integrated learning options available to students:

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

Option 1: Internship

Students are offered the opportunity to work within a professional design environment for an extended period of time. It encourages students to build long-term relationships with the design industry and exposes them to the rigour of applied design practice while building their confidence in adapting to new environments. It also provides a context in which to enhance their communication skills and work collaboratively in a professional arena. Students will undertake a series of research tasks, conducting interviews and gathering data in order to understand the key concepts in managing a professional design practice with emphasis placed on the operation of the professional design environment.

Option 2: Industry Live Brief

This subject requires students to respond to criteria set within the context of an Industry Live Project. An understanding of research methodologies appropriate to professional practice and the documentation of personal creative investigation will be explored. Students will also further investigate and examine entrepreneurial and commercial opportunities through collaborative work practice. The subject is delivered from a cross discipline perspective and draws on both discipline specific and common design practices.

Students are required to work both independently or as part of a collaborative team in order to conduct research, analyse and define project parameters and deliver innovative solutions that expand the notion of an industry live brief.

SEN301 Social Enterprise

Social Enterprise is an exciting theoretically-based subject that is driven by the desire to create positive change through entrepreneurial activities. These activities harness design thinking and problem-solving processes in the realisation of pragmatic, viable project proposals from initiation to client presentation.

By providing students with a framework to understand business model generation and the skills to source, evaluate, and measure opportunities through systematic research and competitor analysis, Social Enterprise empowers students to conceptualise, develop and propose new ventures and products that focus primarily upon social change for good. In addition, this subject will help students understand and address the practical challenges of working within this environment; to analyse different entrepreneurial business strategies, to explore diverse funding strategies, as well as incorporate theoretical discussions on major trends and issues in the social economy. Social Enterprise enables students to appreciate the power of creativity in problem-solving and the importance of the designer's role in making a difference and precipitating change.

PPR301 Pre-Production Capstone 1

Students develop game project documentation to be used in the development of a game, enhancing their skills in the areas of industry procedures and game design principles. Students draw on learning from previous materials to debate and justify the contents of their design. Teams need to communicate the project, ideas and scope through presentation, documentation, and playable prototypes. During this preproduction period, the environment is studio based, helping students prepare for industry realities.

PRD302 Production Capstone 2

This subject focusses on developing and producing an industry-ready creative technology project. In the pre-requisite subject (PPR301 Pre-Production Capstone 1), students addressed the pre-production components of a digital game. During this subject, students move from pre-production planning, to product development.

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
Students will work collaboratively to manage the processes surrounding production, design and development of their projects. They will formulate strategies that can be used to solve problems and adapt to changes and modifications so that the final product aligns with agreed outcomes. Additionally, students will be required to explore developing technologies that can be incorporated into a digital project, and to reflect on, communicate and document their experiences.

Campus Locations

The Bachelor of Game Design and Development can be studied fully online or at the below Torrens University Campuses:

- Sydney: Level 1, 46-52 Mountain Street, Ultimo NSW Australia 2007
- Melbourne: 196 Flinders Street, Melbourne, VIC 3000
- Brisbane: 90 Bowen Terrace, Fortitude Valley, QLD, 4006

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

Facilities and Services include:
- The Customer Service Hub – our friendly and experienced staff can give help and advice about courses, your enrolment and campus life, including all services and activities on campus.
- Counsellors are available for students to consult with on a range of personal issues
- Student wireless access throughout the Campus
- Student break-out and relaxed study spaces for group work
- Student lounge areas – most with microwaves, kitchenette facilities and vending machines
- The Learning Hub, home to the Learning Support Team, encompasses Learning Skills Advisors, Learning Technology Advisors, and Library & Learning Skills Officers. It provides an integrated, holistic support program for students throughout the study lifecycle within a library/collaborative study environment.
  The service includes:
    - Support and workshops with highly qualified staff in the areas of Academic skills, Library skills, and Technology skills, both on campus and online.
    - Physical and digital resources relevant to studies, such as books, journals, multimedia, databases
    - Self-check kiosks for library loans and print and copy facilities

A positive student experience

Torrens University values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be access from the website.

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**
  If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP**
  FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold ($45, 881 in 2019-20). Just like with any other debt,
  a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:
- o FEE-HELP website:
  http://studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help/pages/fee-help-
- o FEE-HELP booklets:
  http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as Austudy or Abstudy.

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