



STUDENTS AS
CO-CREATORS

A Curriculum Design Collaboration

***The Dragon Annual: A Student-Led Games Industry
Magazine Initiative***

Student Partners

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1. Where did the inspiration to do the project come from?

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2. What did you set out to achieve?

This project focused on reviewing and developing the curriculum area relating to professional practice, industry engagement, and course identity within the Games programmes across the three disciplines in the College of Arts and Technology (CAT). Specifically, it seeks to examine how students engage with live briefs, branding, outreach materials, and external-facing communication as part of their academic development.

The review considered how promotional and outreach materials such as course leaflets, digital brochures, and recruitment content can be embedded within the curriculum as authentic, practice-based learning opportunities rather than being treated purely as administrative outputs.

By developing an annual magazine-style publication that showcases student work, graduate success stories, industry collaborations, and professional pathways, the project aims to reposition course marketing as a pedagogical activity that develops employability skills, visual communication, branding literacy, and collaborative production.

Undertaking this work will involve analysing current outreach materials, identifying gaps in representation (e.g., cross-disciplinary collaboration, alumni trajectories, and industry engagement), and evaluating how student-led creative input can enhance both quality and authenticity. The project will also examine how a cohesive visual identity incorporating the “Dragons” theme associated with the Students’ Union can strengthen course branding and competitive positioning within the London higher education market.

3. How did students and staff work together on this project?

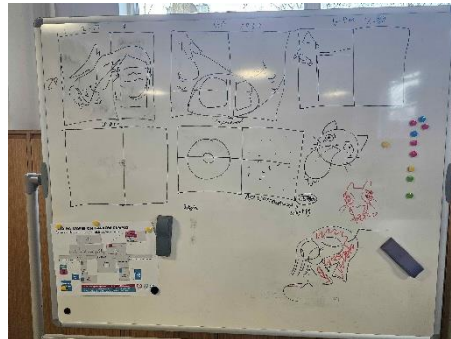
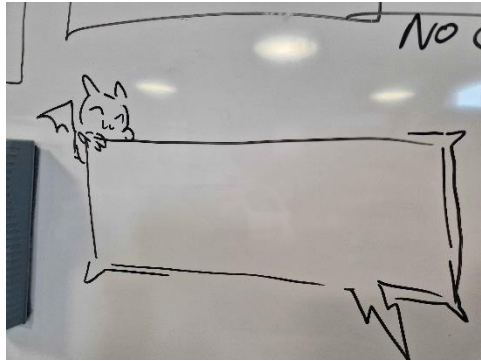
Throughout the project, students and staff worked to develop and refine ideas. Regular meetings provided an opportunity to discuss our progress, share new ideas, and receive feedback from staff members. These discussions helped us to consider different perspectives and make informed decisions about the direction of the project.

We also looked at reference magazines produced by other universities to gain inspiration and understand how similar publications were designed and presented. By combining student creativity with staff guidance and feedback, we were able to explore different approaches and develop ideas that were relevant to the project.

4. Methods

We began developing our ideas for the magazine using the “Dragons” branding. We brainstormed a range of ideas that we could present to our academic partner and a group of students on the course. This allowed us to gather feedback on our concepts, determine whether they were well received, and identify any areas that could be improved or changed.

Following this, we held a team meeting to discuss the banner and magazine in more detail. As a group, we decided not to continue developing the magazine. This decision was primarily due to the limited time available, as our assessment deadline was approaching and the summer period was beginning. Additionally, some members of the team would be out of the country and therefore unable to contribute to the project during this period.



5. Results

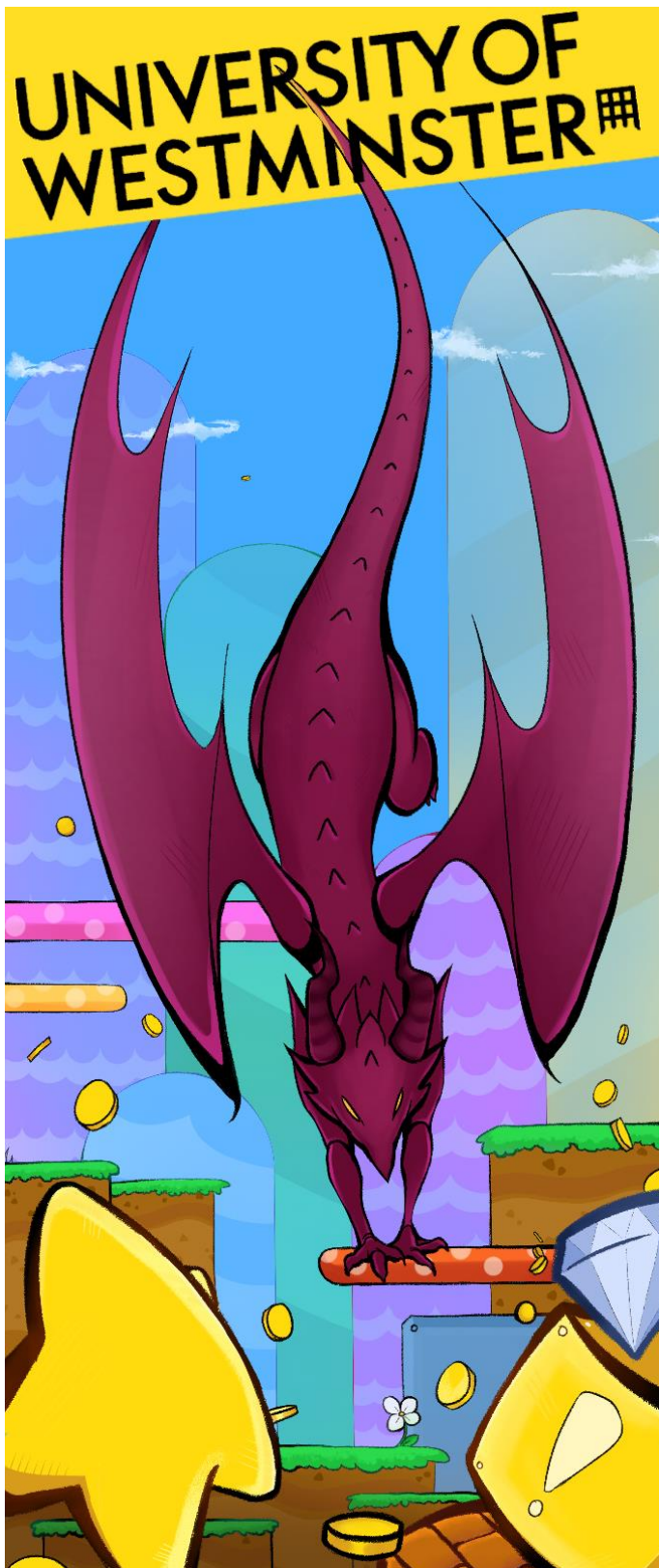
Both banners feature ideas and decisions that we developed as a team. I feel that we worked well together and maintained good communication throughout the project, allowing us to understand and consider each other's wants and needs. Our main challenge was time management, as we had to balance other commitments alongside the project.

The final banners will be further refined to create a more polished and professional outcome for future Outreach events. We decided to create two different banners because each member of the team has their own unique artistic style, and we wanted to showcase these differences within the project.

Banner 2 will have a darker overall appearance, allowing the characters to stand out more while drawing attention to key areas of the design.

"Making the banner was an easy process as I already had an image in mind, the idea was to have the Westminster dragon featured in the middle surrounded by iconic video game paraphernalia, so you get the visual impression that the course being promoted is related to video games." - Aliyah Jones

Banner 1.



Banner 2.

