Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Science and Technology
Final award(s), title(s) and credits BSc (Hons) Games Design – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits	
Intermediate award(s), title(s) and credits Dip HE Games Design – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits Cert HE Games Design – 120 (60 ECTS) Level 4 credits	
UCAS Programme Code(s) (where applicable and if known) G601	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 101267 Games (42%) 101268 Computer Games Design (58%)
External reference points • UK Quality Code for Higher Education; • Part A: Setting and maintaining academic standards; • Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks); • QAA Honours Degree Subject Benchmark Statement: Computing (February 2016) • TIGA standards and guidelines.	
Professional, Statutory and Regulatory Body (PSRB) links Awaiting accreditation from TIGA.	
Places of delivery Bournemouth University	
Mode(s) of delivery Full-time, Full-time sandwich	**Language of delivery** English
Typical duration 3 years full-time / 4 years full-time sandwich. Level 4: 1 year, Level 5: 1 year, Level 6: 1 year.	
Date of first intake September 2017	**Expected start dates** September
Maximum student numbers Not applicable	**Placements** Optional 30 week sandwich placement. Optional short placement (4 weeks minimum) with no coursework attached.
Partner(s) Not applicable	**Partnership model** Not applicable
Date of this Programme Specification November 2022	
Version number v1.9-0924	
Approval, review or modification reference numbers E2017010 – 21/04/2017 NM161706 – 02/05/2017 FST161715 – 28/06/2017 P161701 – 06/07/2017 FST1819 05 – 05/12/2018 BU 1819 01 FST 1920 15, Approved 04/03/2020 - Previously v1.4-0920 FST 2021 12, Approved 07/06/2021 – Previously v1.5-0921 FST2122 22, Approved 23/03/2022 – Previously v1.6-0922 FST 2122 28, Approved 19/07/2022 – Previously v1.7-0922 FST 2223 11, Approved 30/11/2022 – Peviously v1.8-0922	

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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Games Design

Year 1/Level 4
Students are required to complete all 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Games Design Principles	Core	20		100%		40	v3.2	101268
Digital Technologies	Core	20		100%		40	v2.3	101267
Level Design Fundamentals	Core	20		30%	70%	40	v3.2	101268
Game Development Pipeline	Core	20		100%		40	v1.2	101267
Game Modelling Fundamentals	Core	20		30%	70%	40	v2.1	101268
Lighting and Texturing	Core	20		30%	70%	40	v2.1	101268

Progression requirements: Requires 120 credits at Level 4.
Exit qualification: Cert HE Games Design (requires 120 credits at Level 4)

Year 2/Level 5
Students are required to complete all 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Storytelling and Narrative Development	Core	20		100%		40	v2.1	101268
Interface Design	Core	20		100%		40	v2.1	101268
Game Studio Project	Core	20		100%		40	v1.1	101267
Game Audio Techniques	Core	20		100%		40	V1.0	101268
Modelling for Animation	Core	20		100%		40	v2.1	101268
Animation for Games	Core	20		100%		40	v2.1	101268

Progression requirements: Requires 120 credits at Level 5.
Exit qualification: Dip HE Games Design (requires 120 credits at Level 4 and 120 credits at Level 5)

Year 3/Level P - Optional placement year in industry/business
Optional sandwich placement is taken between levels 5 and 6.
Progression requirements: Satisfactory completion of a minimum 30-week placement in industry. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

Year 3/4/Level 6
Students are required to complete all 4 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Usability and Game Analytics	Core	20		100%		40	v2.1	101267
Innovation, Enterprise and Business Development	Core	20		100%		40	v3.1	101221
Pervasive Gaming	Core	20		100%		40	v2.1	101267
Individual Project	Core	60		100%		20	v3.2	101267

Exit qualification: BSc (Hons) Games Design
Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year
Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed, agile and resourceful graduates, who can:

- develop understanding of key issues in games development using modern computer game engines, across the multiple gaming platforms (mobile, console, etc.);
- develop principles of gameplay mechanics and level design for a variety of game genres;
- apply design principles for the development of rich narrative and emotional experiences;
- produce producing compelling creative 3D environments, including all aspects of game asset creation: 3D models, animations, music and audio, etc.;
- produce interactive and immersive entertainment experiences;
- produce computer games in a legally, ethically and critically-informed manner;
- work in multi-disciplinary (creative and technical) teams through the development of computer games;
- combine the critical faculties that derive from a traditional academic degree with the professional skills and flexibility needed to get the best jobs in the games development industry;
- manage their own personal development and lifelong learning.

BSc (Hons) Games Design is a course that focusses on the creative design and production aspects of computer games development. This course aims at the development of compelling interactive and immersive gaming experiences; as well as the design principles of gameplay mechanics and level design for a variety of game genres applied to the creation of rich narrative and emotional experiences. The course will also involve working in multi-disciplinary (creative and technical) teams through the development of computer games.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BSc (Hons) Games Design programme is informed by and aligned with Bournemouth University's 2012-18 strategic plan and the fusion of excellent teaching, world-class research and professional practice that is at the heart of the institution's visions and values. Students are supported by academics with a wealth of industry experience, many of whom are actively engaged in the production of Computer Games Tools and Technologies for a wide range of commercial clients. Academics delivering the programme are actively engaged in cutting edge research, while students are encouraged to participate in a range of co-creation and co-publication projects. The programme's innovative pedagogic approach offers students the opportunity to learn by engaging in a series of practical, industry focused tasks. These are aimed at equipping students with the full range of skills necessary to succeed in the games design environment, and are informed by the academic team's own industrial experience as well as by a network of industry contacts, who will also contribute directly to the programme by delivering guest lectures.

LEARNING HOURS AND ASSESSMENT

- Semesterised (CAS compliant)
- Expected contact time is 40hrs per 20cr Unit (if an exception needs to be made, we will provide a minimum of 40hrs)

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Students who choose to undertake the sandwich placement after Level 5 will engage in 30 weeks of full-time work-based learning between Levels 5 and 6, students who do not undertake the sandwich placement will be eligible to progress directly on to Level 6.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate per the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

To ensure that the practical aspects of the programme are appropriately aligned with current industry practice, and to provide students with a broad range of high quality learning opportunities aimed at enhancing employability; some units may be jointly delivered by a mixture of both BU lecturers and appropriately qualified industrial professional practitioners.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 relevant theories, concepts and principles pertinent to games design; **A2** the tools, techniques and industry relevant software with which games designers operate; **A3** appropriate research methodologies in carrying out independent research in computer games and produce a report demonstrating evidence of critical thinking; **A4** the multi-disciplinary nature of games design and the need to apply concepts from a range of scientific principles; **A5** the full life-cycle of a computer games project; **A6** an entrepreneurial understanding of the business and financial constraints in computer game development.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1- A6); • seminars (A1 – A6); • practical tutorial or lab sessions (A1-A6); • directed reading (A1 – A6); • use of the VLE (A6); • independent study time (A1-A6); • personal development (A1-A6); • independent research (for dissertation) (A3). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework (A1-A6); • dissertation (A3).
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 critically evaluate theory and practice of design principles; **B2** analyse and synthesise information for computer-based systems; **B3** integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses; **B4** effectively deploy appropriate methods and tools for the definition, construction and development of functioning computer games; **B5** explain fundamental design paradigms and contextual use cases, with knowledge of underpinning benefits and limitations.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1-B5); • lab sessions (B1-B5); • directed reading (B1-B5); • use of the VLE (B4); • independent study time (B1-B5); • personal development (B1-B5); • independent research (B3). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework (B1-B5); • dissertation (B3).

<table>
<tr><td>C: Practical skills

This programme provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</td></tr>
<tr><td rowspan="2">C1 demonstrate confidence and competence in the use of theory, practice and tools to specify, design and implement computer games;

C2 conduct research into business and management issues;

C3 use appropriate skills to communicate effectively in business situations;

C4 work as part of a development team with an implicit understanding of appropriate and intrinsic methodologies;

C5 demonstrate confidence and competence in the use of core analytical techniques and design tools.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (C3);
• seminars (C1-C5);
• practical tutorial or lab sessions (C1-C5);
• independent study time (C2, C5);
• personal development (C1-C5);
• independent research (C2).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework (C1-C5).</td></tr>
<tr><td>D: Transferable skills

This programme provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</td></tr>
<tr><td rowspan="2">D1 perform effectively when working in collaboration with others; deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;

D2 undertake research and demonstrate literature review skills;

D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues;

D4 manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;

D5 analyse and process game data;

D6 devise innovation to practical design problems.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (D5, D6);
• seminars (D1-D6);
• practical tutorial or lab sessions (D1-D6);
• directed reading (D1-D6);
• use of the VLE (D5, D6);
• independent study time (D2, D4);
• personal development (D1, D4);
• independent research (D2).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework (D1-D6);
• dissertation (D2, D4).</td></tr>
</table>

LEVEL 5 / Dip HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 relevant theories, concepts and principles pertinent to games design (** and games software engineering); **A2** the tools, techniques and industry relevant software with which games developers operate; **A3** appropriate research methodologies to produce a report demonstrating evidence of implementation strategies and critical thinking; **A4** the multi-disciplinary nature of games design (** and games software engineering); **A5** the integration of sub-systems into games and game engines; **A6** an entrepreneurial understanding of the business and financial constraints in computer game development.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1- A6); • seminars (A1 – A6); • practical tutorial or lab sessions (A1-A6); • directed reading (A1 – A6); • use of the VLE (A6); • independent study time (A1-A6); • personal development (A1-A6); • independent research (A3). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework (A1-A6); • examination (A1, A4).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 feedback on theory and practice of design (** and programming) principles; **B2** analyse information on design, modelling and animation applied to a variety of game components; **B3** show evidence from a range of sources to support findings and hypotheses; **B4** deploy appropriate methods and tools for the definition, construction and development of functioning computer games; **B5** explain intermediate games design (** and programming) paradigms and contextual use cases.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1-B5); • seminars (B1-B5); • practical tutorial or lab sessions (B1-B5); • directed reading (B1-B5); • use of the VLE (B4); • independent study time (B1-B5); • personal development (B1-B5); • independent research (B3). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework (B1-B5); • examination (B1, B5).
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to

	demonstrate the programme learning outcomes:
C1 use a range of established techniques to implement a design solution; **C2** conduct research into business and management issues; **C3** use appropriate skills to communicate effectively in business situations; **C4** work as part of a development team; **C5** demonstrate an understanding of how creative assets and associated asset animations and audio are integrated into games and game engines.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C3); • seminars (C1-C5); • practical tutorial or lab sessions (C1-C5); • independent study time (C2, C5); • personal development (C1-C5); • independent research (C2).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework (C1-C5).
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1 improve upon a range of interpersonal skills including effective listening, negotiating, persuasion and presentation; **D2** undertake research and demonstrate literature review skills; **D3** demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues; **D4** manage their own motivation and time; **D5** apply modelling, animations, audio and design principles to a selection of game levels; **D6** apply underpinning games design principles to real problems.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D5, D6); • seminars (D1-D6); • practical tutorial or lab sessions (D1-D6); • directed reading (D1-D6); • use of the VLE (D5, D6); • independent study time (D2, D4); • personal development (D1, D4); • independent research (D2).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework (D1-D6).

LEVEL 4 / Cert HE INTENDED LEVEL OUTCOMES

<table>
<tr><td>A: Knowledge and understanding

This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</td></tr>
<tr><td rowspan="2">A1 foundational theories, concepts and principles pertinent to games design;

A2 the tools, techniques and industry relevant software with which games designers operate;

A3 producing a report demonstrating evidence of critical thinking;

A4 a range of scientific principles;

A5 the life-cycle of a computer games project.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (A1- A5);
• seminars (A1 – A5);
• practical tutorial or lab sessions (A1-A5);
• directed reading (A1 – A5);
• independent study time (A1-A5);
• personal development (A1-A5);
• independent research (A3).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework (A1-A5).</td></tr>
<tr><td>B: Intellectual skills

This level provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</td></tr>
<tr><td rowspan="2">B1 critically evaluate theory and practice of games design principles;

B2 analyse information for computer-based systems;

B3 start to undertake evidence-based research;

B4 gain experience with tools for the definition, construction and development of functioning computer games;

B5 be introduced to games design paradigms.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (B1-B5);
• seminars (B1-B5);
• practical tutorial or lab sessions (B1-B5);
• directed reading (B1-B5);
• use of the VLE (B4);
• independent study time (B1-B5);
• personal development (B1-B5);
• independent research (B3).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework (B1-B5).</td></tr>
</table>

<table>
<tr><td>C: Practical skills

This level provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</td></tr>
<tr><td rowspan="2">C1 identify knowledge of industry-standard game production software and components;

C2 review understanding of modelling and design principles used in computer games;

C3 identify the fundamental components and operations of computer systems;

C4 recognise an understanding of development methodologies;

C5 produce appropriate design documents and creative assets.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (C3);
• seminars (C1-C5);
• practical tutorial or lab sessions (C1-C5);
• independent study time (C2, C3, C5);
• personal development (C1-C5).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework (C1-C5).</td></tr>
<tr><td>D: Transferable skills

This level provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</td></tr>
<tr><td rowspan="2">D1 start to work in teams, gaining insight into tenets of design practice;

D2 undertake directed research;

D3 manage their own time;

D4 address problems utilising design principles;

D5 approach practical design problems.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (D4, D5);
• seminars (D1-D5);
• practical tutorial or lab sessions (D1-D5);
• directed reading (D1-D5);
• use of the VLE (D4, D5);
• independent study time (D2, D4);
• personal development (D1, D4);
• independent research (D2).</td></tr>
<tr><td>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework (D1-D5).</td></tr>
</table>

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions:

- applicants for whom English is not their first language must provide evidence of qualifications in written and spoken English. For BSc (Hons) Games Design students who do not have an appropriate UK English Language qualification, the English language entry requirement is IELTS (Academic) 6.0 with a minimum of 5.5 in each component, or equivalent. Equivalent English language qualifications as set out in document '3H - Standards of English for International Students and English Language Qualifications' will be accepted;

The University's standard Admission Regulations are available within section 3.1 of the *ARPP* on the BU website: https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.doc.

Articulation:
Students who have successfully completed the Bournemouth University International College (Kaplan) Computing Pathway with a minimum of 50% course average and 60% in English will be automatically accepted for entry, without advanced standing, to Level 4 of BSc (Hons) Games Design.

PROGRESSION ROUTES

Partnership arrangements provide formally approved progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Please find information on Global Partnerships here: Global partnerships | Bournemouth University

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Placements; this programme offers an optional placement year. This bears no credits. The duration of the placement is normally 30 weeks of supervised work experience and the aims of the placement year are to give the students experience of working within an appropriate professional environment which will contribute to their potential employability, mobility and global awareness. Completion of the four year degree, i.e. one with a 30-week placement included, will entitle students to a 'sandwich award'. Shorter (also optional) placements of 4 weeks with no coursework attached are also possible although the sandwich award is then no longer an option. Completion of the three-year full-time degree will, instead, entitle students to a 'full-time award'.

The placement is recognised at Bournemouth University as adding considerable value to graduate profiles and students are very strongly advised to follow the sandwich route. The non-sandwich route is designed for mature students who have experience of the world of work and who may need to complete their course in three years for financial (or other) reasons. In some cases, on submission of relevant evidence, such students may be eligible for Recognition of Prior Learning (RPL). This will provide them with exemption from the placement year but will still entitle them to a sandwich degree.

The placement draws on some or all the units studied on the first two Levels (4 and 5) of this programme. Successful Level 4 and 5 completion is compulsory before proceeding to the 30-week or 4-week placement. It provides the opportunity for the student to develop their abilities and understanding of related subjects, as well as providing a platform for successful entry into the relevant profession (following graduation). It can also make a major contribution to the understanding of the final Level (6) units, further develops final projects or dissertation research by utilising the context of

the work experience as appropriate and, finally, significantly enhances students' prospects of future employment.

Further information on the Department's placements policy and procedure can be sourced in the Creative Technology Placements Handbook and also here (for Bournemouth University policy on the same subject):
http://intranetsp.bournemouth.ac.uk/pandptest/4k-placements-policy-and-procedure.DOCX

Programme Skills Matrix

	Units	Programme Intended Learning Outcomes																					
		A 1	**A 2**	**A 3**	**A 4**	**A 5**	**A 6**	**B 1**	**B 2**	**B 3**	**B 4**	**B 5**	**C 1**	**C 2**	**C 3**	**C 4**	**C 5**	**D 1**	**D 2**	**D 3**	**D 4**	**D 5**	**D 6**
LEVEL 6	Usability and Game Analytics		x	x			x	x	x			x					x		x		x	x	
	Pervasive Gaming	x			x	x			x	x	x	x	x			x	x		x		x		x
	Innovation, Enterprise and Business Development						x			x	x		x	x	x	x		x	x	x		x	
	Individual Project	x	x			x		x		x				x	x		x	x	x		x		
LEVEL 5	Storytelling and Narrative Development	x		x	x			x		x	x	x					x		x		x		x
	Interface Design	x		x					x	x	x		x				x					x	x
	Modelling for Animation		x		x						x						x		x				x
	Animation for Games		x								x						x						x
	Game Audio Techniques				x					x			x				x				x	x	
	Game Studio Project			x		x		x		x	x		x	x	x	x	x	x	x	x			x
LEVEL 4	Games Design Principles	x			x			x			x		x						x	x			
	Digital Technologies	x	x		x				x		x		x										
	Level Design Fundamentals	x	x	x	x			x		x	x		x				x				x		x
	Game Modelling Fundamentals		x	x	x			x			x						x		x				x
	Lighting and Texturing		x		x						x						x						
	Game Development Pipeline	x	x			x			x		x		x				x				x		x

Programme Specification - Section 2

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

1. relevant theories, concepts and principles pertinent to games design;
2. the tools, techniques and industry relevant software with which games designers operate;
3. appropriate research methodologies in carrying out independent research in computer games and produce a report demonstrating evidence of critical thinking;
4. the multi-disciplinary nature of games design and the need to apply concepts from a range of scientific principles;
5. the full life-cycle of a computer games project;
6. an entrepreneurial understanding of the business and financial constraints in computer game development.

B – Intellectual Skills
This programme provides opportunities for students to:

1. critically evaluate theory and practice of design principles;
2. analyse and synthesise information for computer-based systems;
3. integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses;
4. effectively deploy appropriate methods and tools for the definition, construction and development of functioning computer games;
5. explain fundamental design paradigms and contextual use cases, with knowledge of underpinning benefits and limitations.

C – Subject-specific/Practical Skills
This programme provides opportunities for students to:

1. demonstrate confidence and competence in the use of theory, practice and tools to specify, design and implement computer games;
2. conduct research into business and management issues;
3. use appropriate skills to communicate effectively in business situations;
4. work as part of a development team with an implicit understanding of appropriate and intrinsic methodologies;
5. demonstrate confidence and competence in the use of core analytical techniques and design tools.

D – Transferable Skills
This programme provides opportunities for students to:

1. perform effectively when working in collaboration with others; deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;
2. undertake research and demonstrate literature review skills;
3. demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues;
4. manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;
5. analyse and process data and information;
6. devise innovation to practical design problems.

Appendices