

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BSc (Hons) Games Development BSc (Hons) Games Development with Foundation Year	
Programme (AOS) Code(s):	BT1GDV1 BT1GDV4
UCAS Code:	GG46
Name of Final Award:	Bachelor of Science with Honours, BSc (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full Time
Typical Length of Study (Years):	3 years / full-time 4 years/ full-time
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

What the award is about and who the programme is aimed at:

The aim of this honours programme is to ensure that graduates acquire knowledge and competence in software development with particular emphasis on the development of software for computer games. The course provides a balance of theory and practice in software engineering, systems, computing and Games Development.

Why students should choose this award:

The course specialises in teaching students the technical and soft skills necessary to become a Games Developer. While the course focuses on the teaching of software development within the context of games, the skills and knowledge students acquired are equally applicable to the production of software for sectors such as banking, manufacturing and retail.

The technical element is current and underpinned by a number of professional certification programmes provided by Microsoft, HP and Cisco that can optionally be taken by students through levels 4, 5 & 6. This should provide our students with a substantial advantage when they enter the jobs market. The relevance of the degree is also underpinned by the International Game Developers Association (IGDA) Curriculum Framework (2008). The framework has been developed in collaboration with leading games companies and provides an indicative content of the games degree courses.

Programme Aims

- 1 Provide students with a deep understanding of the methodologies, technologies and

	techniques used within games development.
2	Employ games software development methods and techniques as a vehicle for teaching the theoretical, intellectual and creative aspects of computing.
3	Enable students to be flexible enough in the evaluation of different approaches to solving problems using computer systems, within a constantly changing professional environment.
4	Develop an appreciation of professional, moral and ethical issues involved and a sensitivity to changes in computing and information technology.
5	Equip students with the knowledge and skills, necessary to become a productive member of a software development team.
6	Give students a range of technical competencies and transferable skills, including the attributes of a self-motivated lifelong learner, which can be applied to higher level awards, such as taught or research Masters.

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
A. Knowledge and Understanding	
A1	Describe the software engineering practices employed within games development.
A2	Appreciate the techniques employed within computer game design and development.
A3	Explain the mathematical principles that underpin computer based games.
A4	Demonstrate knowledge of the hardware on which games systems run.
A5	Appreciate the marketing, legal and social factors that impact on games development.
B. Intellectual/Cognitive Skills	
B1	Select appropriate methodologies and tools for the construction of games.
B2	Solve software related problems in a logical and analytical manner.
B3	Plan, manage, undertake and report on a significant project.
B4	Make informed design decisions and produce innovative plans, approaches and solutions to software issues.
B5	Critically evaluate the technical and human features of game systems.
B6	Appraise new and emerging technologies in terms of their suitability for particular software development purposes.
B7	Appreciate the unique challenges faced by games developers.
C. Practical Skills	
C1	Create computer games using industry standard tools.
C2	Employ analytical techniques and design tools in the development of software artefacts.
C3	Apply sound programming principles to the construction and maintenance of software deployed on multiple platforms & processors, using appropriate programming paradigms and languages.

C4	Manipulate game content through the use of tools and/or code
C5	Use commercial tools to create basic game art.
D. Key/Transferable Skills	
D1	Employ information-retrieval skills.
D2	Demonstrate numeracy and literacy in both understanding and presenting cases involving a quantitative and qualitative dimension.
D3	Work as a member of a development team, recognising the different roles within a team and different ways of organising teams.
D4	Manage one's own learning and development including time management and organisational skills.
D5	Appreciate the need for continuing professional development in recognition of the need for lifelong learning.

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success Knowledge and Creativity	N/A	C	Yes
FY027	Preparing for Success Self-development and Responsibility	N/A	C	Yes
FY028	Inquiry and Research Skills	N/A	C	Yes
FY006	Digital Media	N/A	C	Yes
FY007	Computing Essentials	N/A	C	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CO450	Computer Architecture	15	C	Yes
CO451	Networking	15	C	Yes

CO452	Programming Concepts	15	C	Yes
CO459	Game Design	15	C	Yes
CO460	Level Design	15	C	Yes
CO461	3D Modelling	15	C	Yes
CO462	Maths for Games	15	C	Yes
CO463	Console Game Development	15	C	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CO553	Game Development (Team Project)	15	C	Yes
CO554	Object Oriented Programming	15	C	Yes
CO560	Object Oriented Analysis & Design	15	C	Yes
CO562	AI for Games	15	C	Yes
CO563	Graphical Programming	15	C	Yes
CO564	Agile Software Development & UML	15	C	Yes
CO568	Character Animation	15	C	Yes
CO569	GPU Programming and Shaders	15	C	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CO650	Advanced Programming	15	C	Yes
CO658	Data Structures & Algorithms	15	C	Yes
CO660	Physics Engine Programmer	15	C	Yes
CO665	Advanced AI for Games	15	C	Yes
CO667	Game Engine Development	15	C	Yes
CO668	The Game Business	15	C	Yes
CO699	Project	30	C	Yes

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Modules on this programme will be taught in line with best practice across the university and in the sector. A variety of approaches, and good use of the latest technology, will be blended together to engage students in learning in class and beyond, and to encourage full student participation. Meanwhile, the Course Team will strive to ensure that all modules embrace current industrial practice wherever possible.

The teaching and learning strategies employed throughout the course are those judged to be the most appropriate for each module at each stage and level of the course. The strategies have been designed to ensure that there is progression from formal teaching through to student centred independent learning as the student progresses through the levels of the course(s).

A range of teaching methods will be used including:

Lectures

This is the most formal teaching strategy employed in teaching the modules. It is generally used to deliver a body of theoretical information to a large group of students and is most effective when followed up by a seminar or tutorial session to consolidate learning.

The lecture format may be supported by written hand-outs, web or library references which serve to reinforce and expand the audio-visual information presented. In addition, staff will make appropriate use of the VLE (Blackboard) facilities. This should enable lecturers to enhance the traditional communication and learning mediums, as well as making material available to students at home and university.

Tutorials / Practical Sessions

Often in smaller groups, tutorials are guided learning sessions, which can either support a formal lecture by students working through tutorial sheets with the help of a lecturer or by students working through practical exercises in say a computing room.

Seminars

These can vary from large group seminars, which provide an opportunity for the student-led formal debate of particular topic areas, to 'impromptu' discussion sessions with smaller groups, which may for example follow the showing of a video.

Other techniques such as industrial visits, guest lectures and computer aided learning tools will be used where appropriate. This variety of techniques is aimed at stimulating student learning. The teaching and learning strategies for individual modules are detailed in the relevant module pro-forma.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Foundation Year	360	840	N/A
Year One	360	840	N/A
Year Two	360	840	N/A
Year Three	360	840	N/A

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

A variety of assessment vehicles will be used as appropriate to the module, including assignments carried out in the student's own time, in-class assignment, workshops, presentations and formal examination. The form of assessment has been chosen so as to motivate students to achieve their best, and create learning activities for the students. The assessment vehicles for individual modules are detailed in the module descriptor.

Assessments will be appropriate to the task, achievable, motivating and vocationally focussed and will form a constructive part of the learning process.

Assessments will develop general transferable skills as well as academic skills.

Assessments will provide sufficient opportunity for the best students to exhibit a level of innovation and creativity associated with excellence.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 assessments will be primarily formative and will encourage the development of appropriate academic practice and concepts. The emphasis will be on frequent small-scale

assessments wherever possible with a balance between formative and summative assessment.

Level 5 assessments will be more demanding, with the emphasis still on development of knowledge, skills, and concepts but now encouraging learning at greater depth, emphasising the fundamental principles. There will be a shift towards summative assessment.

Level 6 assessments are designed so as to allow students to demonstrate their knowledge and skills so that they have become effective, independent learners. The emphasis is on summative assessment.

Advice, Feedback and Collaborative Learning

Assessment is an integral part of the education process, promoting student learning by providing a focus for consolidating, applying and demonstrating understanding of the subject matter. The listed summative assessment regime essentially measures and grades learner development and achievement in relation to the intended Learning Outcomes. It also generates feedback information for students about the strengths and weaknesses in their work, with tutors affirming what students have done well whilst giving constructive and encouraging advice about areas requiring reflection and further improvement.

In fact, tutor feedback on formal assessment elements is just part of the ongoing dialogue with students about their learning and personal development. Tutors will offer students frequent opportunities to discuss their progress, where their work can be examined and reviewed, including the evaluation of plans and drafts for assignments prior to submission. This supportive engagement helps to clarify what “good performance” is, with reference to published criteria and expected standards; it also encourages, motivates and directs students towards achieving their full potential.

Different strategies for timely advice and effective feedback will be adopted, according to what is fit-for-purpose for students and modules. For instance: good or bad examples of previous student work not only give students clues about appropriate content, structure and presentation of assignments but also highlight common mistakes and omissions; mock exam papers and formative tests; work portfolios represent a collection of structured activities completed over a period of time with regular interactions with the tutor; individual and group tutorials; practising presentations with other students can invite peer review; model answers can supplement and extend the feedback given on assessments; group discussions can promote reflection and collaborative learning; audio and video recordings can be used at various points to explain topics and to give guidance; other technology (such as the VLE) can facilitate information sharing, and support learning and collaboration.

Classification

Calculation of final award:

The Degree Classification will be calculated as follows:

Level 5 – 33%

Level 6 – 67%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

For BSc (Hons) Games Development (3 years)

Applicants will be primarily assessed on their academic qualifications although some previous experience and interest in games, computing or IT is desirable as part of the candidate's overall profile. A typical offer will include GCSE Maths and English at grade C or above and a UCAS Tariff score of 200-240. This score can be achieved from passes in two 6-unit GCE A-levels/AVCEs or from a pass in a 12-unit AVCE.

English Language Requirements:

- IELTS: 6 (min 5.5 in all areas)
- TOEFL Internet test: 87 (R22, L21, S23, W21)
- Pearson: 55 (51 in all sub scores)

We also consider applications from those who have gained relevant skills through a wide range of vocational qualifications or responsible experience and experiential learning for mature applicants.

For BSc (Hons) Games Development (4 years)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's General Entry Requirement webpages for requirements for entry at this level.

Do applicants required a Disclosure and Barring Service (DBS) Check?

Choose an item

Opportunities for students on successful completion of the programme

Opportunities available for students after completion of the award:

Graduates of the course will be well placed to pursue a career within the growing games and media sectors as Engine / Tool Developers, Level Programmers, AI Programmers, Graphical Programmers or pursue a career as a self-employed Indie Game Developer. Alternatively, they can use the transferable knowledge and skills gained during the course, to follow a career within the mainstream software industry as Software Engineers, Analysts or Application Developers. The programme will place great emphasis on developing the student's employability skills, thus providing them with the competence and confidence to succeed in this demanding industry.

Recognition of Prior Learning

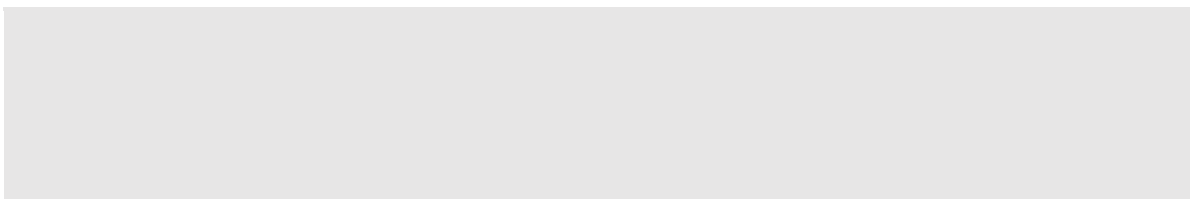
Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Programme specific support (if applicable)



Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New university
Language of Study:	English
QAA Subject Benchmark Statement(s):	Computing (2007)
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Ethics Sub-committee	
Date Published / Updated:	January 2019
Date programme re-approval required:	2025

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Ordinary Degree
Full name of Qualification and Award Title:	BA Games Development
Credits requirements:	300 Credits
Module requirements:	<p>ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 PLUS 60 credits from the following Level 6 modules: CO650 Advanced Programming CO665 Advanced AI for Games CO660 Physics Engine Programmer CO658 Data Structures & Algorithms CO667 Game Engine Development CO668 The Game Business</p>
Learning Outcome	
Make informed design decisions and produce innovative plans whilst developing computer games for diverse platforms using industrial standard tools.	
Critically evaluate different techniques and tools used within the development of computer games.	
Apply sound programming principles to the construction and maintenance of software deployed on multiple platforms & processors, using appropriate programming paradigms and languages.	
Understand and apply the mathematical and physics principles that underpin computer based games.	
Work as a member of a development team, recognising the different roles within a team and	

different ways of organising teams.

Manage one's own learning and development including time management and organisational skills and appreciate the need for continuing professional development in recognition of the need for lifelong learning.

Name of Exit Qualification:	Diploma of Higher Education (DipHE)
Full name of Qualification and Award Title:	DipHE in Games Development
Credits requirements:	240 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5
Learning Outcome	
Make informed design decisions and produce innovative plans whilst developing computer games for diverse platforms using industrial standard tools.	
Evaluate different techniques and tools used within the development of computer games.	
Apply sound programming principles to the construction and maintenance of software deployed on multiple platforms & processors, using appropriate programming paradigms and languages.	
Understand and apply the mathematical principles that underpin computer based games.	
Work as a member of a development team, recognising the different roles within a team and different ways of organising teams.	
Manage one's own learning and development including time management and organisational skills.	

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	CertHE in Games Development
Credits requirements:	120 Credits
Module requirements:	ALL 120 Credits at Level 4
Learning Outcome	
Design and implement games for diverse platforms using industrial standard tools.	
Apply sound programming principles to the construction and maintenance of software deployed on multiple platforms.	
Understand the mathematical principles that underpin computer based games.	
Manipulate game content through the use of tools and/or code	
Use commercial tools to create basic game art.	
Solve software related problems in a logical and analytical manner.	