

Programme Specification

1	Awarding Institution/Body	Luminate Education Group
2	Delivery Location(s)	University Centre Leeds
3	Programme Externally Accredited by (e.g., PSRB)	n/a
4	Award Title(s)	<p>BSc (Hons) Game Development – 120 Credits at level 6 BSc Game Development – To complete any 80 credits at level 6. DipHE Game Development – 240 Credits from Level 4 and Level 5. CertHE Game Development – 120 Credits from level 4</p> <p>BSc (Hons) Game Development (Game Art) - 120 Credits at level 6 BSc Game Development (Game Art) - To complete any 80 credits at level 6. DipHE Game Development (Game Art) – 240 Credits from Level 4 and Level 5. CertHE Game Development (Game Art) – 120 Credits from level 4</p> <p>BSc (Hons) Game Development (Game Programming) - 120 Credits at level 6 BSc Game Development (Game Programming) - To complete any 80 credits at level 6. DipHE Game Development (Game Programming – 240 Credits from Level 4 and Level 5.) CertHE Game Development (Game Programming) – 120 Credits from level 4</p>
5	UCAS Code	Game Development = I6M7 Game Art = I712 GP = 1622
6	Apprenticeship	N/A
7	HECoS Code and Description	101268 – computer games design 101019 – computer games graphics 101020 – computer games programming
8	Mode of Attendance	Full Time – Face to Face / Blended Duration Full Time: 3 years

9	Relevant QAA Subject Benchmarking Group(s)	<i>QAA Benchmark for Computing 2022</i>																								
10	Relevant Additional External Reference Points	n/a																								
11	Date of Approval/ Revision	<i>September 2025</i>																								
12	<p>Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)</p> <p style="text-align: center;">Undergraduate (Hons) Entry Criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Typical Offer</th> <th style="width: 35%;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject</td> </tr> <tr> <td>IELTS:</td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td>International qualifications:</td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> <tr> <td>Mature applicants:</td> <td colspan="2"> University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i> </td> </tr> <tr> <td>RPL claims:</td> <td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</td> </tr> <tr> <td>GCSE English: Desirable but not essential.</td> <td colspan="2">English Language Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.</td> </tr> <tr> <td>GCSE Maths: Desirable but not essential.</td> <td colspan="2">Maths Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs</td> </tr> </tbody> </table>			Typical Offer	Minimum Offer	UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>		RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)		GCSE English: Desirable but not essential.	English Language Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.		GCSE Maths: Desirable but not essential.	Maths Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs	
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13	<p>Educational Aims of the Programme</p> <ul style="list-style-type: none"> • Provide a comprehensive and challenging vocational programme in game development, including core and specialist modules, which facilitate access and progression for a wide range of students from diverse backgrounds into various creative industry contexts. • Offer a robust degree programme that is relevant to current practice of game developers in the industry that will allow students to be autonomous and progress onto their chosen specialism. 																									

	<ul style="list-style-type: none"> • Produce graduates who can critically reflect and learn from their practical and academic experience in a creative context and relate this experience to relevant theory. • Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable within the games industry. • Produce graduates with the ability to create creative and immersive game worlds and systems. • Prepare students for working in the industry with the skillset and software skills needed to become a games developer, artist or programmer and create their own games, game systems or game assets. • Produce graduates to be able to create game development assets as well as coding techniques and finally underpin this with solid game theory. • Produce graduates with entrepreneurial ability relevant to the game's development and creation of game prototypes. • Produce graduates who have an analytical and reflective understanding of game development and its processes and pipelines in context of the games industry and in relation to the wider social and cultural environment. 																								
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Specialist Skills – Game Development (Game Programming)	
GP1	Demonstrate a comprehensive understanding of systematic design theories, coding principles, and code creation techniques related to Game Programming.
GP2	Showcase an effective and professional use of appropriate game programming tools and techniques in the implementation of Game Programming solutions.
Specialist Skills – Game Development (Game Art)	
GA1	Demonstrate a comprehensive understanding of creative design theories, 3D Art workflows, and asset creation techniques related to Game Art.
GA2	Showcase an effective and professional use of appropriate 3D software, tools and techniques in the implementation of Game Art solutions.
15	<p>Key Learning & Teaching Strategy and Methods</p> <p>This course adopts a learner-centred approach, with an emphasis on scaffolding, inquiry-based learning, and project-based learning. These methods support students in building industry-relevant skills and knowledge while encouraging them to take responsibility for their own learning. Structured guidance is provided throughout to help students progress confidently and effectively.</p> <p>Industry practices are introduced through real-world case studies and simulated scenarios. These help students develop independent working habits and practical approaches by generating viable game ideas. Tasks and concepts increase in complexity over time, starting with foundational skills and progressing toward advanced challenges. This scaffolding approach helps reduce cognitive overload while ensuring students build both confidence and competence through clear milestones and achievable goals.</p> <p>By encouraging inquiry and exploration, the course promotes critical thinking, independent learning, and problem-solving. Students will engage with real-world briefs, tackling challenges related to their specialism, which nurtures curiosity and deeper engagement. Projects are central to this learning strategy. These are grounded in real industry briefs and give students the chance to apply theory in practical contexts. The focus on interdisciplinary collaboration and portfolio development ensures that graduates are well prepared for employment in the games industry.</p> <p>Teaching methods used throughout the course are varied to accommodate different learning styles. Students will participate in lectures, seminars, practical workshops, as well as small and large group discussions and presentations. One-to-one and group consultations will support the development of practical work and academic skills. These will include guidance on writing effective briefs and proposals, as well as individual project support. This structure allows for a gradual move towards autonomous working, especially in the early stages of the course at Level 4, where additional structure and clear progress markers will help students adjust to university-level expectations.</p> <p>Critical and analytical thinking will be explored through focused lectures and discussions, while academic and research skills are embedded across the curriculum. Students will be supported in developing work that meets academic standards, with guidance on research procedures, writing, and referencing.</p>

Individual tutorials will play an essential role in providing practical support and helping students develop professional-quality game levels. These sessions, along with small group consultations, will help students understand how games are produced in different contexts and by small teams. Through the development of hands-on projects, students will build a broad range of practical skills relevant to their chosen pathway in game development.

Assessment will take many forms, including formative and summative approaches such as open-ended questioning, brainstorming, reflective practice, production diaries, work logs, group and peer discussions, and both self- and peer-assessment. These diverse strategies support learning and progress tracking while developing key professional and academic skills.

Specialised strategies have also been integrated into the curriculum to meet the specific needs of game programming, art, and development pathways. For example, Guided Asset Creation will use structured workshops to support students through the full asset creation process, from concept to implementation. For art students, this includes visual design, 3D modelling, texturing, and animation. For development students, the focus is on game engine integration and performance optimisation. These activities build proficiency in industry-standard tools and workflows while supporting creative and technical growth.

Game Jams are used to simulate fast-paced, real-world development environments. These time-constrained challenges promote teamwork, creative thinking, and rapid problem-solving. Programming students will work on coding and system integration; art students will produce assets quickly and refine visual styles; development students will manage scope, team communication, and deliver playable results under pressure.

Structured Debugging Challenges will help students develop problem-solving skills by identifying and resolving errors. These exercises vary by pathway. Programmers will focus on game logic and mechanics, development students on workflow and design flaws, and art students on asset pipeline or visual issues.

Students will regularly participate in playtesting and feedback sessions. These allow for iterative improvement based on peer and tutor feedback. The process helps all students develop a better understanding of player experience, user-centred design, and communication skills.

The integration of Artificial Intelligence (AI) is tailored to industry needs. Within the programming pathway, students will learn AI prompting techniques used to generate boilerplate code and support project setup. Industry input, including feedback from Pixel Games and Calipso, has confirmed that understanding how AI works is vital before using it in projects. Therefore, programming students will develop both practical and conceptual knowledge of AI integration.

AI's role in game art is still developing. Discussions with studios such as TriPunk and RedKite Games suggest that while AI-generated concepts can inspire 3D modelling, they do not replace human refinement. As such, the course includes introductory exploration of AI concepting but retains a focus on human-led creative processes. Similarly, AI's use in game development remains limited due to current shortcomings in areas like VFX and level generation. The curriculum remains flexible to future changes but currently focuses AI-related learning primarily within the programming strand.

Although the course does not include a standalone module focused on research or cultural understanding, these critical elements are thoroughly embedded across all modules. This ensures students gain a broad understanding of ethical, legal, and professional issues relevant to the industry. For example, in Level 4's Introduction to 3D, students will reflect on ethical

concerns related to 3D content. In Game Design, students will evaluate the ethical implications of their design choices. These embedded practices ensure compliance with the Computing 2022 subject benchmark, which emphasises working within a professional, legal, and ethical framework—including awareness of data security, equality, diversity, and sustainability.

Research is a foundation in all modules, with students expected to explore workflows, tools, and professional practices relevant to their field. They will be encouraged to investigate current trends, emerging technologies, and cultural shifts, supporting their ability to adapt and innovate within the industry. This ensures that graduates are not only technically proficient but also ethically aware and culturally literate.

The Game Studio modules, delivered at Levels 4, 5, and 6, follow a consistent assessment structure to build essential professional skills. Each module includes three tasks: a planning document (Task 1), a pitch presentation (Task 2), and a final group project submission (Task 3). This structure mirrors the professional game development cycle and helps students refine their planning, communication, and technical execution abilities.

The repetition of this framework across the three years allows students to build confidence and skill through iterative practice. Planning documents develop organisational and analytical skills; pitch presentations strengthen communication and stakeholder engagement; and the final project builds technical and creative expertise within a team. This consistent structure supports skill progression and prepares students for the demands of industry production, from idea development to final product delivery.

E-Learning

The programme will incorporate the use of Blackboard where module resources will be uploaded. Students will be able to access all materials off-site; this will enable students to better fit their learning around their lifestyles and manage other commitments.

Using blackboard will allow staff to employ a range of tools to enhance the learning experience and will include online discussions, tutorial videos, links to module specific online video.

All final assignments will be set on Blackboard if the submission has a practical element or through Turnitin (still via Blackboard).

The Game Studio 1, 2, and 3 modules have been designed as blended learning experiences—combining face-to-face sessions with structured online sessions—to reflect the evolving nature of the games industry, where remote and hybrid working models are increasingly standard practice. By integrating both in-person collaboration and online workflows, students gain firsthand experience of the communication, project management, and self-discipline required in remote development environments. This approach prepares students to work effectively across different locations, mirroring how many professional game studios operate today. To support this model, the University's dedicated Discord server will be used as a central platform for communication, collaboration, and monitoring. Scheduled check-ins, task updates, and participation in online meetings and discussions will be tracked through Discord, allowing staff to monitor engagement and attendance in real time. This ensures that students remain connected, supported, and accountable, while developing the digital collaboration skills essential for modern game development.

	<p>To ensure comprehensive student support beyond scheduled class time, a multifaceted approach utilising digital platforms is implemented. Blackboard serves as a primary hub for staff-student interaction, facilitating communication and providing access to supplementary learning materials. A dedicated learning community is fostered through Discord, enabling students to engage in peer-to-peer support, resource sharing, and collaborative learning. This approach directly aligns with the Computing 2022 subject benchmark, which emphasises the ability to 'demonstrate the ability to work in an effective manner, including as a member of a team, making use of tools and techniques to appropriately communicate, manage tasks and plan projects under guidance.' Tutors maintain active availability on Discord during working hours, offering real-time assistance, including screen-sharing capabilities for efficient project troubleshooting. To cultivate a strong sense of community and promote collaborative learning, dedicated Discord channels are established, facilitating cross-level peer support and knowledge exchange. This integrated digital support system aims to create a dynamic and accessible learning environment, empowering students to succeed both inside and outside the traditional classroom, while also fostering the essential collaborative and project management skills outlined in the subject benchmarks.</p>
16	<p>Key Assessment Strategy and Methods</p> <p>A broad range of skills and knowledge are needed in the Game Development industry and assessments are tailored to the task being undertaken. Assessed tasks include the development of computer games and game assets, the application of theory to practical problems, teamwork, project work and the communication of ideas and concepts through reports and presentations. The assessment of these tasks is guided by programme and module learning outcomes. Modules are assessed by a combination of practical work, written essays, presentations, project logs.</p> <p>The course promotes independent learning through the promotion of CPD when learning new software and when researching and applying new theories and concepts. Students are encouraged to adopt an analytical approach to their engagement with computer games, transitioning from player to developer by applying a critical eye to key game texts and independently applying newfound approaches to their own game development concepts. Greater autonomy is expected as students move from L4 to L6 of the programme and this is supported through the exploration, experimentation, development and application of key game theories in their coursework.</p> <p>Assignments tasks will be managed across the academic year ensuring there is sufficient time between assessments to support the completion of the programme. This will be reviewed yearly in annual planning.</p> <p>Even though there is no module directly aimed at employability skills, employability is built into the programme in core modules. Future employments are entrenched within the programme and practical modules are very much focused on the development of professional portfolio pieces that can support progression into employment.</p> <p>To ensure comprehensive and equitable assessment, each module will employ two assessment components, except for the 60-credit, year-long Game Studio modules, which will feature three. To provide early intervention and support, regular milestone checks will be implemented. These milestones, conducted through presentations or one-to-one meetings with tutors, will serve as an early detection mechanism to identify students who may be experiencing academic difficulties.</p>

Within the Game Studio modules, the three assessment points, distributed across each trimester, will also function as a means of assessing student progression and identifying potential risk factors. This strategic distribution of assessments (one per ten-week trimester), coupled with the two assessments in the concurrent core module, is designed to mitigate the risk of cognitive overload at the end of the academic year. This allows students to dedicate focused effort to the final 50% practical submission in the Game Studio module – the completed game project. This balanced assessment strategy ensures both continuous monitoring of student progress and a manageable workload, fostering optimal learning outcomes.

Learning outcomes will be assessed twice giving ample opportunity for students to meet the specified learning outcomes of each task and will also ensure that students are not over assessed.

Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of a group or individual critique, and informal peer assessment through peer group discussions. Formative assessment is a part of the individual tutorial system, featured in every module, and feedback is given verbally or in written format depending on the module. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

Summative assessment will be given in written format using standard programme feedback forms. The feedback will discuss the final grade decision and how it was reached and also offer feedforward style feedback that will identify areas for improvement and suggest approaches that can be adopted in future assessments. This will help students to identify areas for improvement, and of current strengths which are to be developed.

Building upon the practical teaching and learning methodologies outlined in Section 15, which include Guided Asset Creation, Game Jams, Debugging Challenges, and Playtest & Feedback Sessions, the assessment strategy for this course is designed to be equally innovative and reflective of workplace practices. Beyond traditional formative and summative assessments, we incorporate methods that directly simulate industry demands. These include industry-standard workflow simulations, collaborative project critiques, portfolio presentations to industry professionals, and agile development sprints. These assessments are not only designed to measure student learning outcomes but also to provide practical experience in the processes and practices they will encounter in professional game development. By integrating these workplace-oriented assessments, we aim to ensure that students graduate with tangible, industry-ready skills, complementing the practical skill development fostered through the course's teaching methodologies.

17 Industry Specific Skills Development

In alignment with the course's commitment to industry relevance, and as discussed earlier in section 15, regarding the integration of AI, the assessment strategy will address both the potential integrity challenges and the learning enhancement opportunities presented by AI. Specifically, within the programming pathway, where AI prompting for boilerplate code is emphasized, assessments will focus on evaluating students' understanding of the generated code's functionality and their ability to adapt and integrate it effectively. This will mitigate integrity issues by ensuring students grasp the underlying principles rather than simply relying on AI-generated outputs.

Assessments will incorporate scenarios that require students to critically evaluate AI-generated code, identify potential errors, and implement necessary modifications. This approach will not only reinforce learning but also develop students' analytical and problem-solving skills, which are crucial for working with AI tools. To further ensure academic integrity and assess students' understanding of their workflows, a portion of their assessments will take the form of vivas or presentations. During these sessions, students will be required to explain their development process and demonstrate a thorough understanding of the code or assets created. This will allow tutors to directly assess students' critical thinking and problem-solving abilities, ensuring they are not simply relying on AI-generated solutions.

Additionally, AI-driven adaptive learning platforms may be utilized to tailor the learning experience to individual student needs, providing customized content and assessment based on their progress and performance. Clear guidelines will be provided to students regarding the appropriate use of AI tools, and assessments will be designed to measure their understanding of core concepts and their ability to apply them independently. By addressing both the integrity concerns and the learning enhancement opportunities, the assessment strategy aims to equip students with the necessary skills and knowledge to navigate the evolving landscape of AI in the games industry.

To ensure a progressive development of professional communication skills, the assessment strategy employs Vivas and presentations as key components, particularly for evaluating students' understanding of their development workflows and approaches. While the duration of these assessments may not increase exponentially across levels, the expectation for critical analysis and concise articulation will significantly rise. At level 4, students may focus on describing their processes, whereas at levels 5 and 6, they will be expected to provide in-depth justifications, demonstrate a nuanced understanding of their choices, and engage in critical evaluation of their work. This mirrors industry expectations, where professionals are valued for their ability to communicate complex ideas efficiently and effectively, rather than for the sheer volume of their verbal output. Therefore, the minutes allocated will be structured to encourage focused, insightful discourse, allowing students to demonstrate their growing expertise and adaptability in conveying technical concepts with precision and clarity.

Industry Specific Skills Development

There are no requirements for a formalised work placement, but the programme has a focus on preparing students for work in the games industry. This is done mainly through the simulation of industry working practices in the Game Studio modules, which run throughout all 3 years. This is also the reasoning behind it being a higher credited module. Students are encouraged to work collaboratively in small development teams that are reflective of the makeup of real-world indie development teams.

Game Jams are also a focus on the course and students will take part in several game jams throughout the 3 years. Game Jams are a common feature in many games companies to encourage staff to quickly develop and prototype new game ideas and concepts. There are several external Game Jams students will take part in, the global Game Jam for example of a weekend long global competition where students will work towards developing a rapidly developed prototype based on a given theme.

The programme endeavours to develop students with an enthusiasm for enquiry into their discipline and the motivation to sustain it. Currently this happens in many guises, the game Jam

is key to student buy in, as is the development of a studio atmosphere. Students are encouraged to use out of class time to socially interact through playing games within the campus to maintain enthusiasm for the subject. Culture Club Society, and the promotion of interdisciplinary practice help to support the student's integration into the wider creative context and to broaden skills and interests.

Employability is embedded into the programme, and this will be underpinned with the development of an online portfolio and through a scheme of visiting lecturers and industry practitioners who will provide insight and portfolio advice, guidance and critique where appropriate.

Level 4 will focus on foundational knowledge and familiarisation of the areas of game development. Students are introduced to essential game development tools, such as game engines and 3D art software. Students participate in small-scale group projects to learn the fundamentals of team-based development and effective communication, reflecting real-world practices in game studios. The first year includes introductory Game Jams, designed to familiarise students with rapid prototyping and iterative design processes. These events help students build confidence in applying foundational skills to practical challenges. Level 4 will incorporate all areas of specialism to prepare for the student's specialist decision at level 5.

Level 5 will focus on skill building and specialisation. Students deepen their understanding of industry workflows by working in multidisciplinary teams on more complex projects, mirroring the dynamics of mid-sized development teams. At this stage, students begin specialising in their chosen areas of specialism such as programming, design, or asset creation, with a focus on industry-relevant practices. Level 5 marks the beginning of specialist modules, making it essential for Level 4 to incorporate elements of all specialisms within its curriculum. This approach ensures that students gain a broad understanding of various disciplines, enabling them to make well-informed decisions about their chosen area of specialisation.

Level 6 students undertake a major collaborative project, mirroring the lifecycle of a professional game development project. This includes planning, prototyping, production, and quality assurance stages. Students finalise an industry-standard portfolio, incorporating polished examples of their work that reflect their chosen specialism. The portfolio is designed to showcase technical skills, creativity, and problem-solving abilities to potential employers. Students will be entered into student showcases where industry professionals provide in-depth critique and portfolio advice, helping students refine their work to meet industry expectations.

Students move from broad foundational skills in level 4 to specialised expertise in areas their chosen specialism by level 6. Students are given increasing levels of independence overall, but a heavy emphasis will be on progressing from guided projects to managing complex development cycles in multidisciplinary teams, since this is an important transferable skill heavily looked for in the games industry. By the end of the programme, students are equipped with not only technical skills but also the ability to work under industry conditions, meeting deadlines, collaborating effectively, and presenting their work professionally.

Plans are in place for staff to collaborate with industry professionals on specific project elements. Non-Disclosure Agreements (NDAs), a common practice due to the proprietary nature of many

	<p>games industry projects, have historically presented challenges for tutor involvement. However, recent discussions with TriPunk and XR Games, currently the closest relevant companies to the institution, indicate potential collaborative work in the next academic year (2025-2026). This engagement will be crucial in ensuring tutors possess the most up-to-date industry workflow knowledge and are providing students with accurate and relevant information. While the course team aims to secure further opportunities in the future, this represents a significant advancement compared to previous years, and we will continue to pursue additional collaborative ventures.</p>
18	<p>Transferable Skills Development</p> <p>The programme is designed to equip students with a broad range of transferable skills, often referred to as "soft skills," that are essential for both the games industry and broader employment contexts. These include creative thinking, teamwork, communication, problem-solving, and time management. Students progressively develop and refine these skills from Level 4 to Level 6, preparing them for real-world challenges.</p> <p>At Level 4, the focus is on introducing students to the core concepts of teamwork, time management, and communication within an academic and simulated industry context. Students participate in small group projects, developing the ability to work collaboratively with peers from diverse specialisms. This encourages effective communication and negotiation skills while working toward shared goals.</p> <p>Students present their initial projects to tutors and peers, learning how to articulate their ideas and technical concepts clearly. Early exposure to constructive feedback and peer reviews fosters the ability to give and receive feedback productively.</p> <p>Through deadlines and structured tasks, students begin developing essential time management skills, learning how to prioritise and balance multiple responsibilities. Practical modules at this stage introduce students to iterative design, encouraging creative approaches to resolving basic development challenges.</p> <p>At Level 5, students begin to specialise in their chosen discipline while further enhancing their transferable skills through more complex and collaborative projects. Working in interdisciplinary teams becomes more structured, reflecting real-world industry scenarios. Students negotiate roles, responsibilities, and workflows, honing their leadership and conflict-resolution skills. Game Studio modules challenge students to think innovatively when solving technical or design-related problems, preparing them for the fast-paced, problem-solving environment of the games industry. Students present increasingly complex ideas, including technical and creative concepts, to a range of audiences, further developing their verbal and written communication abilities. As projects become more demanding, students learn to adapt to changing project requirements and address setbacks, fostering resilience and a proactive mindset. With larger projects, students deepen their organisational skills, learning to manage project milestones effectively and meet industry expectations.</p> <p>At level 6 students refine their transferable skills to a professional standard, ensuring they are ready for employment or further study. Projects require students to take ownership of their work, whether as team leads or contributors, showcasing their ability to manage responsibilities independently while collaborating effectively. Students present polished portfolio pieces to tutors, peers, and to industry professionals at networking events, receiving feedback to prepare for real-world pitches, interviews, and networking events. The focus on building a professional portfolio helps students refine their self-presentation skills, including CV writing, portfolio organisation, and interview techniques.</p>

	<p>The programme ensures that transferable skills develop alongside students' technical and creative expertise. By the time students graduate, they will have mastered key employability skills, including teamwork, adaptability, creative problem-solving, time management, and professional communication. The scaffolded approach across Levels 4 to 6 ensures that students not only acquire these skills but also learn to apply them in increasingly complex and professional contexts.</p>
19	<p>Sustainability</p> <p>This programme embeds sustainability as a core principle throughout its game development curriculum, directly aligning with the Computing 2022 subject benchmark that requires graduates to 'identify appropriate practices and perform work within a professional, legal and ethical framework – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake.' From the very beginning, students are instilled with the importance of responsible resource management. In programming modules, students will delve into the intricacies of optimised coding practices, learning to write efficient algorithms and minimise processing load. Assignments will challenge them to analyse existing code, identify inefficiencies, and implement solutions that reduce energy consumption. In game design, we go beyond mere entertainment, encouraging students to leverage the immersive power of games to create meaningful experiences that promote environmental awareness. Design challenges will require students to consider the environmental impact of their design choices, from minimising digital waste to designing for longevity and accessibility.</p> <p>Within the art and technical modules, students will gain a comprehensive understanding of the environmental implications of their creative processes. They will learn to optimise rendering pipelines, reduce polygon counts, and employ other techniques that minimise energy consumption without compromising visual fidelity. In the collaborative Game Studio modules, sustainability becomes a shared responsibility. Teams will be tasked with integrating sustainable practices into their project planning and development, from selecting eco-friendly tools and resources to implementing energy-efficient gameplay mechanics.</p> <p>To further enrich their understanding and inspire action, we will invite industry experts who are at the forefront of sustainability in game development to share their insights and experiences. These guest lectures and workshops will provide students with real-world examples of how sustainability can be integrated into professional practice. Finally, students' understanding and application of sustainability principles will be assessed through a variety of methods, including project evaluations, presentations, and research papers. They will be encouraged to explore and showcase their knowledge of industry sustainability initiatives, demonstrating their commitment to a responsible and forward-thinking approach to game development. This comprehensive integration ensures that graduates are not only technically proficient but also ethically conscious and equipped to contribute to a more sustainable future for the games industry.</p>

20	Programme Modules				
	Level 4				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Game Studio 1	60	Core	Non-Compensatable
		Game Design	20	Core	Compensatable
		Game Engines 1	20	Core	Compensatable
		Introduction To 3D	20	Core	Compensatable
	Level 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Game Studio 2 (Game Development) Game Studio 2 (Game Art) Game Studio 2 (Game Programming)	60	Core	Non-Compensatable
		Graphics For Games	20	Core	Compensatable
		Game Engines 2	20	Core	Compensatable
		VFX & Lighting	20	Core	Compensatable
	Level 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Game Studio 3 (Game Development) Game Studio 3 (Game Art) Game Studio 3 (Game Programming)	60	Core	Non-Compensatable
		Rapid Game Prototyping	20	Core	Compensatable
		Indie Game Development	20	Core	Compensatable
		Game Portfolio	20	Core	Compensatable

21 Programme Structure

All students participate in shared core modules and Game Studio activities, fostering a cohesive learning environment and promoting regular interaction across disciplines. This shared classroom experience is maintained throughout the week, apart from 2.5 hours dedicated to specialist group sessions, where students begin to delve deeper into their chosen areas.

Level 4	
Game Studio (60 Credits)	Tri 1 – Game Design (20 Credits)
	Tri 2 - Game Engines 1 (20 Credits)
	Tri 3 – Introduction To 3D (20 Credits)

Level 5	
<i>[Specialist Module (60 Credits)]</i> <i>One of the following:</i> Game Studio 2 – Game Development Game Studio 2 – Game Art Game Studio 2 – Game Programming	Tri 1 - Game Engines 2 (20 Credits)
	Tri 2 - Graphics For Games (20 Credits)
	Tri 3 - VFX & Lighting (20 Credits)

Level 6	
<i>[Specialist Module (60 Credits)]</i> <i>One of the following:</i> Game Studio 3 – Game Development Game Studio 3 – Game Art Game Studio 3 – Game Programming	Tri 1 - Rapid Game Prototyping (20 Credits)
	Tri 2 - Indie Game Development (20 Credits)
	Tri 3 - Game Portfolio (20 Credits)

The course structure is designed with flexibility to enhance the student experience in the classroom, ensuring engaging learning environment. This approach provides students with a clearly defined pathway, delivering focused and tailored educational experiences aligned with industry expectations. The program includes a substantial 60-credit module each year, serving as the core of the curriculum. This module tasks students with collaborating as a team, group, or studio to develop and design a game. This approach mirrors industry-standard practices, emphasising the collaborative nature of the game development sector. Given its significance, this core module is the largest accredited component of the program and is featured in every academic year. During the first year, students are assigned to teams based on their chosen specialisations, ensuring a balanced distribution of game developers, programmers, and artists.

The sequencing of Level 4 and Level 5 modules is strategically designed to align technical skill acquisition with the developmental milestones of the Game Studio modules. By prioritizing Game Design and Game Engines 1 in the earlier stages of the year, students are equipped with the foundational programming and system-development skills necessary to build functional prototypes early. This ensures that students can focus on core mechanics and debugging well in advance of final deadlines, utilizing "Whitebox" environments for gameplay testing before transitioning into the Introduction to 3D module. Placing Game Design at the start of the cycle directly supports Task 1 (Planning Documents) in Game Studio, providing students with the theoretical framework required to draft comprehensive project specifications and design documentation. These modules ensure that students are well-prepared for Task 3 (Final

Product) in the Game Studio module, delivering a polished, professional-quality game as the culmination of the development cycle. This structured progression ensures students are building their skills systematically, enabling them to meet both academic and industry expectations effectively.

Level 5 marks the beginning of Game Studio 2 becoming a specialist module, making it essential for Level 4 to incorporate elements of all specialisms within its curriculum. This approach ensures that students gain a broad understanding of various disciplines, enabling them to make well-informed decisions about their chosen area of specialisation.

60 credits per year, in level 5 and level 6, need to be dedicated to specialist modules. In this structure, this is the game studio modules, where specialist content will be delivered to students' dependant on their chosen specialism. Since this is a 60-credit module, run throughout the entire year, there will be enough time per week to allow taught sessions on specialist subjects, but also allow the students to have time to collaborate in the sessions.

At Level 6, all students undertake the Game Portfolio module, leveraging their accumulated projects to craft professional portfolios—an essential tool for employment post-graduation. This module emphasises presenting projects in a polished and industry-ready format. Since employers prioritise the ability to create a complete game, the extended timeframe allows students to adequately plan, develop, and deliver a portfolio-ready game using specialised workflows learned in the Game Studio modules.

Each year, the game studio modules will reflect the most relevant industry practices, informed by ongoing feedback from professionals. These modules are designed to provide students with a specialised education in either programming, development, or art, equipping students with the specialised skill set needed to maximise their employment opportunities.

The program is available in a full-time format, requiring 2 days of on-campus attendance per week. Alongside their academic modules, students participate in tutorial or supervisory sessions designed to provide holistic support—addressing both pastoral and academic needs while offering technical guidance throughout their studies.

Students are expected to attend 10 hours a week during this course. 4.5 hours for the Game Studio modules and 4.5 hours for the other module per trimester. The additional hour will be used for a tutorial session. The Game Studio modules will be split into a 2.5-hour session and a 2-hour session. The first session will be where students split into their specialist groups and focus on specialist content being taught. The other 2 hours will be allocated for teamwork, where the students come back together and apply the skills and knowledge learned into their group project.

The programme will be delivered in a trimester structure (10 weeks per trimester), enabling students to concentrate on fewer modules at a time. This approach facilitates deeper engagement with the material and reduces the cognitive burden associated with managing multiple subjects simultaneously. Within each trimester, students will undertake three assessments: two aligned with non-Game Studio modules (Tasks 1 and 2) and one from the Game Studio module. This structure also ensures a more evenly distributed workload throughout the academic year, alleviating pressure on students and promoting a balanced approach to learning and assessment.

The Game Studio modules form the core of the program, providing students with realistic, hands-on experience mirroring industry practices. Unlike traditional, siloed approaches, our

	<p>curriculum emphasises practical application and interdisciplinary collaboration. Notably, at Level 4, students are introduced to a broad spectrum of game development disciplines, including art, programming, and development, without immediate specialisation. This allows first-year students to explore each area, gaining a comprehensive understanding before choosing a specific focus in subsequent years. To further facilitate this exploratory phase, Game Engines 1 is introduced in the final trimester, enabling students to undertake a self-directed project within the engine, aiding their decision-making process for Level 5 specialisations.</p> <p>This structure not only enhances collaborative skills but also allows the program to adapt to varying enrolment numbers, ensuring a consistent and high-quality educational experience. To support this dynamic learning environment, free educational licenses for industry-standard software, are utilised, reducing financial barriers and promoting accessibility.</p>
<p>22</p>	<p>Apprenticeships</p> <p>N/A</p>
<p>23</p>	<p>Support for Students and Their Learning</p> <p>The induction process is designed to provide students with all the essential information to ensure a smooth transition into university life. It includes a comprehensive presentation covering campus resources, academic and pastoral support, grading systems, and an overview of how modules interconnect—particularly emphasizing the Game Studio module as the hub for integrating practical skills from other modules. Students are introduced to the Virtual Learning Environment (VLE), library resources, and other key tools to support their studies. Additionally, incoming students are invited to join a dedicated Discord channel prior to the start of the term. This platform fosters engagement with tutors and peers, helping them develop a sense of belonging and familiarity before stepping onto campus.</p> <p>Students benefit from a structured tutorial system with weekly group tutorials tailored to their level of study. At Level 6, supervisor sessions are introduced to support group projects. Tutorials include one-to-one sessions with individual group members, scheduled on a rotational basis, ensuring personalized attention.</p> <p>A Student Support Tutor provides bookable appointments and dedicated timetable sessions, offering academic, career, and pastoral guidance. This tutor collaborates with pastoral and module tutors to signpost students to appropriate resources when needed. Feedback from current students highlights the effectiveness of these one-to-one sessions, particularly in addressing mental health concerns, personal challenges, and academic struggles.</p> <p>The program offers a rich array of resources to support student learning and academic development. Worksheets, online video tutorials, and external resources are uploaded to the VLE for all modules, enabling students to revisit and reinforce their learning at their convenience. An open-door policy allows students to work in classrooms outside scheduled hours, where tutors can provide additional support if available. Tutors are also accessible via Discord during working hours, enabling real-time assistance, including screen-sharing for project troubleshooting. Peer support is encouraged through dedicated Discord channels where students across all levels can collaborate and assist one another.</p> <p>Career readiness is embedded throughout the program, particularly in the Game Studio modules and the Level 6 Game Portfolio module. These modules provide opportunities for CV</p>

feedback, guidance on professional presentation, and skills necessary for employment. Career preparation is progressively incorporated as students specialize in their chosen pathways, ensuring they leave with industry-relevant expertise.

While there is no formal requirement for work placements, the program strongly emphasizes industry preparation through the simulation of professional working practices in the Game Studio modules. These modules, spanning all three years, require students to collaborate in small, interdisciplinary teams that mirror the structure of indie game development studios. This experiential learning approach fosters teamwork, adaptability, and problem-solving skills, aligning with real-world industry standards.

The program emphasises holistic support to ensure students thrive academically and personally throughout their journey. From induction to graduation, a clear process of guidance and resources is in place to foster resilience, adaptability, and self-management. By integrating industry practices, career preparation, and comprehensive support, the course equips students to succeed in both their academic endeavours and future careers.

At University Centre Leeds there is a dedicated team that provide a range of support to students. This support includes welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA and one to one support for specific learning needs. There is a subject specific Academic Librarian who also delivers a range of study skills sessions for student groups and works within the HE library where there is an extensive range of learning resources. The department also has a dedicated Progress and Academic Coach who provides pastoral support for students one to one or with specific study skills requirements and who can monitor students considered to be at risk of not achieving by monitoring and supporting targets set by personal tutors.

In the Game Studio modules, while students work collaboratively in teams, individual assessment remains a critical component. Specifically, for Task 3, students are required to submit a comprehensive list of the assets they have personally created, directly showcasing their individual contribution to the project. Furthermore, a peer-to-peer marking system is implemented to provide a well-rounded evaluation. Students assess their teammates on attributes such as participation, quality of work, teamwork, and time management. These peer evaluations are then used to adjust the marks awarded for Task 3, ensuring that individual effort and contribution are accurately reflected, even within the team-based environment. Recognising the importance of teamwork, the Game Studio modules provide foundational training in team management and conflict resolution early in the program, empowering students to work effectively in collaborative environments, so students have the maximum potential to achieve high scores for the peer feedback.

At Level 4, students are introduced to a broad spectrum of game development disciplines, including art, programming, and development, without immediate specialisation. This allows first-year students to explore each area, gaining a comprehensive understanding before choosing a specific focus in subsequent years. To further facilitate this exploratory phase, Game Engines 1 is introduced in the final trimester, enabling students to undertake a self-directed project within the engine, aiding their decision-making process for Level 5 specialisations. Following the final submission, an end-of-year consultation will be held, providing students with personalised guidance on specialist options. During this meeting, tutors will offer insights based on student performance in assignments, group work, and other relevant factors, including their portfolio development, technical proficiency, demonstrated passion, and industry awareness. This will enable students to make informed decisions aligned with their career aspirations.

	<p>The use of free educational licenses for industry-standard 3D modelling and design software—such as Maya, Blender, or 3DS MAX—plays a pivotal role. Similarly, game engines like Unreal Engine, which are freely available for educational purposes, provide students with professional-grade platforms for creating high-quality projects. By utilising these free resources, the program reduces financial barriers and ensures it remains accessible for all students wanting to enrol onto the course.</p>
<p>24</p>	<p>Distinctive Features</p> <p>The program offers a distinctive learning experience designed to closely mirror the practices and demands of the games industry, ensuring students are prepared for the challenges they will face in their professional careers. At the core of this approach is the immersive, studio-based learning environment where students can develop specialised game development skills through hands-on practice. This model allows them to engage in realistic, collaborative projects that simulate industry workflows, emphasizing teamwork, problem-solving, and creativity.</p> <p>A key feature of the program is its flexibility, empowering students to explore a broad range of skills and career pathways. By offering various specialised workshops, the course enables students to tailor their education to match their interests and professional aspirations, whether in game art, programming, or development. This individualised approach is particularly valuable in an industry that thrives on innovation and adaptability.</p> <p>The program also fosters strong ties with industry employers (TriPunk, XR Games, Tanglewood Studios and Red Kite Games), inviting them to participate in collaborative briefs and provide feedback throughout the course. This ensures that students receive real-time insights into industry expectations, enhancing their ability to meet the needs of potential employers.</p> <p>The curriculum prioritizes immersive industry practices, shifting away from traditional academic models to focus on real-world development phases and workflows. This ensures that students' learning is directly aligned with the evolving demands of the games industry, preparing them to enter the workforce with the skills and experience employers value most.</p> <p>All assessments are anchored within industry practices, giving students authentic evaluations of their capabilities and readiness for professional roles. This practical, real-world approach ensures that students graduate not just with theoretical knowledge, but with the confidence and competence to succeed in the industry.</p> <p>The program is designed to foster innovation, encouraging students to explore, experiment, and push the boundaries of game development without the constraints often found in more traditional academic settings. This freedom to innovate, combined with industry-aligned learning and a strong focus on collaboration, makes the program unique and highly attractive to both students and employers alike.</p>

Stage Outcomes (Undergraduate Awards only)

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K1	Critically evaluate ethical issues and formulate insights within Game industry practices.	Explore and examine ethical issues within Game industry practices.	Identify ethical issues in industry practices and assess them effectively.
K2	Critically analyse research findings and industry knowledge to identify key insights and apply them in the context of your chosen specialism.	Analyse research findings and industry knowledge in the context of your chosen specialism.	Discuss research findings and industry knowledge.
C1	Critically analyse information from multiple sources to evaluate and generate balanced and logical insights.	Analyse information from various sources to develop balanced and logical conclusions.	Interpret information from various sources to draw conclusions.
C2	Critically evaluate game development contexts and apply problem-solving to formulate innovative solutions.	Evaluate and apply problem solving strategies to develop informed solutions.	Identify common problem-solving techniques in the development process of projects.
C3	Strategically create prototypes and evaluate game assets by integrating theoretical frameworks with practical techniques relevant to the specialist discipline.	Develop prototypes and evaluate game assets by applying theoretical frameworks and practical techniques relevant to the specialist discipline.	Develop basic game assets using relevant practical techniques.
No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
P1	Employ a range of recognised pipelines when developing a solution within a specialised context	Select and utilise development pipelines within varied contexts within a chosen specialism.	Identify basic development pipelines to support in the creation of game assets.

P2	Develop refined components that improve the overall quality of a game by applying a variety of methods	Enhance specific game assets by implementing a variety of methods.	Use techniques to contribute to the functionality of a game.
P3	Critically evaluate project outcomes to identify and design improvements that drive continuous personal development.	Reflect and systematically evaluate opportunities for improvement and develop strategies that support continuous growth.	Reflect on strengths and weaknesses to develop learning.
T1	Communicate fluently and professionally in a range of styles appropriate to the context.	Communicate clearly and effectively using a range of communication methods appropriate to the context.	Use a range of communication methods appropriate to the context.
T2	Able to act autonomously with limited supervision or direction within agreed guidelines.	Act with increasing autonomy with reduced need for supervision and direction, within defined guidelines	Act with limited autonomy with reduced need for supervision and direction, within clearly defined contexts
T3	Collaborate effectively and professionally as part of a team.	Collaborate effectively as part of a team	Collaborate as part of a team.
Game Development Specialised Learning Outcomes			
GD1	Demonstrate a comprehensive understanding of game design theories and principles, and rapid prototyping techniques related to Game Development.	Demonstrate an understanding of game design theories and principles, and rapid prototyping techniques related to Game Development.	Describe game development theories, principles and techniques.
GD2	Showcase an effective and professional use of appropriate tools and techniques in the implementation of game development solutions.	Showcase an effective use of appropriate tools and techniques in the implementation of game development solutions.	Use appropriate tools and techniques in the implementation of game development assets.
Game Programming Specialised Learning Outcomes			
GP1	Demonstrate a comprehensive understanding of systematic design theories, coding principles, and code creation techniques related to Game Programming.	Demonstrate an understanding of systematic design theories, coding principles, and code creation techniques related to Game Programming.	Describe game programming theories, principles and techniques.

GP2	Showcase an effective and professional use of appropriate game programming tools and techniques in the implementation of Game Programming solutions.	Showcase an effective use of appropriate game programming tools and techniques in the implementation of Game Programming solutions.	Use appropriate tools and techniques in the implementation of game programming systems.
Game Art Specialised Learning Outcomes			
GA1	Demonstrate a comprehensive understanding of creative design theories, 3D Art workflows, and asset creation techniques related to Game Art.	Demonstrate an understanding of creative design theories, 3D Art workflows, and asset creation techniques related to Game Art.	Describe game art theories, principles and techniques.
GA2	Showcase an effective and professional use of appropriate 3D software, tools and techniques in the implementation of Game Art solutions.	Showcase an effective use of appropriate 3D software, tools and techniques in the implementation of Game Art solutions.	Use appropriate tools and techniques in the implementation of game art assets.

Exit Awards

Appendix 1
Map of Outcomes to Modules

For Undergraduate programmes please provide a map for each Stage, e.g., Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

Level 4 - Outcome Key - Applies to all students on all pathways																	
Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	T1	T2	T3						
Introduction To 3D	X				X	X				X							
Game Design	X	X			X				X								
Game Engines 1		X				X			X	X							
Game Studio 1			X	X			X	X			X						
												2 Specialist Outcomes Per Pathway					
Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	T1	T2	T3	GD1	GD2	GP1	GP2	GA1	GA2
Graphics For Games		X		X			X			X							
VFX & Lighting		X	X	X		X											
Game Engines 2			X			X	X			X							
Game Studio 2 – Game Development	X				X			X	X		X	X	X				
Game Studio 2 – Game Programming	X				X			X	X		X			X	X		
Game Studio 2 – Game Art	X				X			X	X		X					X	X
												2 Specialist Outcomes Per Pathway					
Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	T1	T2	T3	GD1	GD2	GP1	GP2	GA1	GA2
Rapid Game Prototyping		X	X	X	X												

Indie Game Development		X	X				X			X							
Game Portfolio				X	X		X			X							
Game Studio 3 – Game Development	X					X		X	X		X	X	X				
Game Studio 3 – Game Programming	X					X		X	X		X			X	X		
Game Studio 3 – Game Art	X					X		X	X		X					X	X

Map of Teaching and Learning Methods
Level 4

Module Titles	Methods										
	Lectures	Interactive Lectures	Case Studies	Skills Workshop	Guided Asset Creation	Teamwork	Guest speakers	E Learning	Game Jams	Debugging Challenges	Playtest & Feedback
Introduction To 3D	X			X	X			X		X	
Game Design	X	X	X			X					
Game Engines 1	X	X		X	X	X		X		X	X
Game Studio 1	X			X	X	X	X		X		X

Level 5

Methods											
Module Titles	Lectures	Interactive Lectures	Case Studies	Skills Workshop	Guided Asset Creation	Teamwork	Guest speakers	E Learning	Game Jams	Debugging Challenges	Playtest & Feedback
VFX & Lighting	X			X	X			X		X	X
Graphics For Games	X		X	X	X			X			
Game Engines 2	X	X		X	X		X			X	X
Game Studio 2 (Game Development)	X			X	X	X	X		X	X	X
Game Studio 2 (Game Art)	X			X	X	X	X		X	X	X
Game Studio 2 (Game Programming)	X			X	X	X	X		X	X	X

Level 6

Methods											
Module Titles	Lectures	Interactive Lectures	Case Studies	Skills Workshop	Guided Asset Creation	Teamwork	Guest speakers	E Learning	Game Jams	Debugging Challenges	Playtest & Feedback
Rapid Game Prototyping	X			X	X			X			X
Indie Game Development	X	X		X	X	X		X		X	X
Game Portfolio	X	X			X		X				X
Game Studio 3 (Game Development)	X			X	X	X	X	X	X	X	X
Game Studio 3 (Game Art)	X			X	X	X	X	X	X	X	X
Game Studio 3 (Game Programming)	X			X	X	X	X	X	X	X	X

Map of Assessment Methods

Level 4

Methods					
Module Titles	Written	Practical	E-Portfolio	Presentation	Viva
Introduction To 3D		40% (min 2 Concepts – Wk 24) 60% (min 1 asset – Wk 30)			
Game Design	40% (Wk 5 – 1200 words)			60% (6 minutes - Wk 9)	
Game Engines 1		60% (min 3 assets – Wk 18)			40% (7 - 10 minutes – Wk 20)
Game Studio 1	20% (1800 words – Week 9)	50% (min 9 assets – Week 29)		30% (12 minutes – Week 19)	

Level 5

Methods					
Module Titles	Written	Practical	E-Portfolio	Presentation	Viva
Game Engines 2	30% (1200 words – Wk 4)	70% (min 5 assets – Wk 9)			
Graphics For Games	30% (1200 words – Wk14)	60% (min 4 assets – Week 20)			
VFX & Lighting			70% (Wk 30 – 2800 words)	30% (Wk 24 – 6-10 minutes)	
Game Studio 2 (Game Development)	20% (2400 words – Week 9)	50% (min 9 assets – Week 29)		30% (15 –20 minutes – Week 19)	
Game Studio 2 (Game Art)	20% (2400 words – Week 9)	50% (min 9 assets – Week 29)		30% (15 – 20 minutes – Week 19)	
Game Studio 2 (Game Programming)	20% (2400 words – Week 9)	50% (min 9 assets – Week 29)		30% (15 – 20 minutes – Week 19)	

Level 6

Methods					
Module Titles	Written	Practical	E-Portfolio	Presentation	Viva
Rapid Game Prototyping	30% (1500 words – Wk 4)			70% (15 - 20 minutes – Wk 10)	
Indie Game Development		70% (min 6 assets – Wk 20)		30% (8 – 10 minutes – Wk 14)	
Game Portfolio		70% (min 6 assets – Wk 28)	30% (min 5 webpages – Wk 30)		
Game Studio 3 (Game Development)	20% (3000 words – Week 9)	50% (min 14 assets – Week 29)		30% (20 minutes – Week 19)	
Game Studio 3 (Game Art)	20% (3000 words – Week 9)	50% (min 14 assets – Week 29)		30% (20 minutes – Week 19)	
Game Studio 3 (Game Programming)	20% (3000 words – Week 9)	50% (min 14 assets – Week 29)		30% (20 minutes – Week 19)	

Map Subject Benchmarks to Programme and Module Learning Outcomes

Subject Benchmark Area					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level	Module & Learning Outcomes
Demonstrate a requisite understanding of the main body of knowledge for their subject	Introduction To 3D (K1) Game Design (K1) Game Studio (C1)	Demonstrate a sound understanding of the main body of knowledge for their subject and be able to exercise critical judgement in the use of that knowledge	Game Studio 2 – Game Development (K1, GD1) Game Studio 2 – Game Programming (K1, GP1) Game Studio 2 – Game Art (K1, GA1) VFX & Lighting (C1) Game Engine 2 (C1)	Demonstrate an exceptional understanding of the main body of knowledge for their subject and be able to exercise insightful and critical judgement in the use of that knowledge. Be creative and innovative in the application of the principles covered in the curriculum, and be able to go beyond what has been taught in classes	Game Studio 3 – Game Development (K1, GD1) Game Studio 3 – Game Programming (K1, GP1) Game Studio 3 – Game Art (K1, GA1) Rapid game Prototyping (C1) Indie Game Development (C1)
understand and apply essential concepts, principles and practices of the subject in the context of well-defined	Game Studio 1 (C2, P2) Introduction To 3D (P1) Game Engines 1 (P1)	Critically analyse and apply concepts, principles and practices of the subject in the context of loosely	VFX & lighting (C2, P1) Graphics For Games (C2, P2) Game Engines 2 (P1, P2) Game Studio 2 – Game Development (GD2)	Critically analyse and apply a wide range of concepts, principles and practices of the subject in the	Rapid game Prototyping (C2) Game Portfolio (C2,P2) Indie Game Development (P2)

scenarios, showing judgement in the selection and application of tools and techniques		defined scenarios, showing effective judgement and adaptability in the selection and use of tools and techniques	Game Studio 2 – Game Programming (GP2) Game Studio 2 – Game Art (GA2)	context of open scenarios, showing refined judgement and adaptability in the selection and use of tools and techniques	Game Studio 3 – Game Development (P1, GD2) Game Studio 3 – Game Programming (P1, GP2) Game Studio 3 – Game Art (P1, GA2)
Be able to demonstrate judgement, critical thinking and problem-solving skills to solve well specified problems, to create computational artefacts with a degree of independence	Game Studio 1 (C2, P3) Introduction To 3D (T2) Game Engines 1 (T2)	Be able to demonstrate detailed judgement, critical thinking and problem-solving skills to solve both well-specified and loosely defined problems, to create appropriate computational artefacts	VFX & lighting (C2) Graphics For Games (C2, T2) Game Engines 2 (T2) Game Studio 2 – Game Development (P3) Game Studio 2 – Game Programming (P3) Game Studio 2 – Game Art (P3)	Be able to demonstrate sophisticated judgement, critical thinking, research design, and well-developed problem-solving skills with a high degree of autonomy, and to create highly effective computational artefacts across complex and unpredictable circumstances	Rapid game Prototyping (C2) Game Portfolio (C2) Indie Game Development (T2) Game Portfolio (T2) Game Studio 3 – Game Development (P3) Game Studio 3 – Game Programming (P3) Game Studio 3 – Game Art (P3)
Demonstrate the ability to undertake problem identification and analysis to appropriately design,	Game Studio 1 (C2) Introduction To 3D (C3) Game Design (C3)	Demonstrate the ability to undertake problem identification and analysis to appropriately design,	VFX & lighting (C2) Graphics For Games (C2) Game Studio 2 – Game Development (C3)	Demonstrate the ability to undertake problem identification and analysis to	Rapid game Prototyping (C2, C3) Game Portfolio (C2, C3)

<p>develop, test, integrate or deploy a computing system and any associated artefacts; understand the relationship between stages</p>		<p>develop, test, integrate or deploy a complex computing system and any associated artefacts; understand the relationship between stages and be able to demonstrate related problem-solving and evidence-informed evaluative skills</p>	<p>Game Studio 2 – Game Programming (C3) Game Studio 2 – Game Art (C3)</p>	<p>appropriately design, develop, test, integrate or deploy a highly complex computing system and any associated artefacts; deeply understand the relationship between stages and be able to demonstrate related sophisticated problem-solving and evidence-informed evaluative skills</p>	
<p>Demonstrate the ability to work in an effective manner, including as a member of a team, making use of tools and techniques to appropriately communicate, manage tasks and plan projects under guidance.</p>	<p>Introduction To 3D (T2) Game Design (T1) Game Engines 1 (T1, T2) Game Studio 1 (T3)</p>	<p>Demonstrate the ability to work in a proactive and effective manner, including as a member of a team, making good use of tools and techniques to successfully communicate, manage tasks and plan projects with minimum guidance</p>	<p>Game Studio 2 – Game Development (T1, T3) Game Studio 2 – Game Programming (T1, T3) Game Studio 2 – Game Art (T1, T3) Graphics For Games (T2) Game Engines 2 (T2)</p>	<p>Demonstrate the ability to work in a highly proactive and accomplished manner, including as a leading member of a team, making excellent use of tools and techniques to proficiently communicate, manage tasks and plan projects with minimum guidance.</p>	<p>Indie Game Development (T2) Game Portfolio (T2) Game Studio 3 – Game Development (T1, T3) Game Studio 3 – Game Programming (T1,T3) Game Studio 3 – Game Art (T1,T3)</p>

<p>Identify appropriate practices and perform work within a professional, legal and ethical framework – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake.</p>	<p>Game Design (K2) Game Engines 1 (K2)</p>	<p>Identify appropriate practices and effect principled solutions within a professional, legal and ethical framework to address core considerations – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake</p>	<p>VFX & lighting (K2) Graphics For Games (K2)</p>	<p>Identify best-of-kind practices and effect highly principled solutions within a professional, legal and ethical framework to consistently address a wide breadth of relevant considerations – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake</p>	<p>Rapid Game Prototyping (K2) Indie Game Development (K2)</p>
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