Programme Specification

Programme Title and Name of Award	BSc (Hons) in Games Development		
Academic Level	6	**Total Credits**	360
Professional Body Accreditation / Qualification	N/A		
Date of Professional Body Accreditation	N/A	**Accreditation Period**	N/A
UCAS Code	tbc		
HECoS Code	101020 Computer Games Programming		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/games-development/ In line with our Widening Participation Policy, applicants who do not present the standard entry requirements for the programme, may also be considered. Such applicants will be dealt with on a case by case basis and may be required to submit a short piece of work to enable us to assess their aptitude for the programme. We encourage applications particularly amongst those groups with lower representation in the games industry. https://www.cumbria.ac.uk/study/courses/undergraduate/games-development/		
Teaching Institution	University of Cumbria		
Owning Institute	Institute of the Arts (IoA)		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Blended		
Pattern of Delivery	Full-time		
Delivery Site(s)	Carlisle (Brampton Road)		

Programme Length	Full time 3-years (5-years maximum)
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. • CertHE Games Development • DipHE Games Development • BSc Games Development
Period of Approval	From August 2023 for continuous approval, subject to Periodic Review which takes place every six years.

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: -

https://www.cumbria.ac.uk/study/courses/undergraduate/games-development/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This degree is the ideal preparation for careers in the thriving video games industry. With focus on the technical, artistic and professional knowledge and skills required within the computer gaming industry.

BSc (Hons) Games Development is a course that focusses on the creative development, design and production aspects of computer games development. Situated within the suite of creative digital programmes offering you the opportunity to colaberate in an authentic creative production pipeline environment working with Games Design, Animators, Special Effect students, along with the wider Media Arts and Insitute of Arts community. You will develop your own personal iconography and technical skills through a combination of practical work using traditional and digital technologies, study of the underpinning principles, work-based and collaborative learning, and authentic work-

related assessments with industry led briefs/assignments. This course aims at the development of compelling interactive and immersive gaming experiences; as well as the development and design principles of gameplay mechanics and level design for a variety of game genres applied to the creation of rich narrative and emotional experiences.

The programme will also involve working in multi-disciplinary (creative and technical) teams through the development of computer games. Bsc Games Development Programme combines technology and creativity in multidisciplinary way. The game industry continues to be an expanding and challenging sector with continually evolving ideas and cutting-edge technologies. This course covers all major technical aspects of the computer games development process from design to production. It aims to prepare students for a career in Game Industry with a particular emphasis on computer games development. The course provides students with a solid understanding of game technologies including programming, computer graphics, and game engines.

The programme provides a well-rounded education in the creative coding application of technology that provides preparation, or continuing professional development, for a range of career paths within computer gaming and related industries.

Using the latest software and working within bespoke digital Labs, this programme will encourage you to be highly self-motivated with an ability to be reflective and critical of your work. To enable you to progress with your studies, we have adopted a number of technologies to aid in the delivery of the course ranging from the course VLE, electronic submission of work (where appropriate) to electronic delivery of feedback and grades. Online forums and galleries are also available to help foster a sense of community and a sense of esprit de corps. These technologies are also used to support you as you work in groups. Integrated into the programme is a range of supported trips these range from small day trips or residentials, visits to local and national events and trips further afield.

In recent years student from Media Arts have been on trips to Berlin and New York, cost students between £400-£800, smaller trips and more local trips are frequently subsidised, occasionally you may be asked to contribution of around c.£20.

On the programme you will:

- work on industry led briefs and be given detailed feedback and support allowing you to develop your autonomy, creativity and professionalism as you work towards your chosen specialisation
- be able to demonstrate an understanding to a range of programming principles and their relation to coding development applying extended programming skills by developing games for new platforms and their associated operating systems and demonstrating an ability to identify the key problems and their solutions in documenting the design processes
- be encouraged to be critical and analytical in your approach to narrative in gameplay and storytelling through the simulation of collaborative studio working groups, lectures and group critique sessions. Our comprehensive approach to group work will develop you as team players, you will work with a diverse range of people, participate in the annual Gamejam competition and tournaments and be involved in peer marking and our buddy system etc.
- undertake several group projects which will simulate the workflow of a professional studio, and will be introduced to a range of research methodologies and approaches, you will also be given the chance to attend research related trips, and be given the opportunity and support in securing and undertaking a period of workplace observation; these experiences will assist and enable you to develop into a lifelong learner with critical interpersonal skills, a professional team working practitioner with analytical and contextual reflective abilities
- study two modules with all level 4 students of the Institute of Art. These modules are Cultural Contexts and Collaborative Practice. Cultural Contexts introduces you to a range of approaches to reading a diverse range of visual creative arts, and Collaborative Practice is a

module where you will work with other students and embark on a problem-solving project practicing professional skills such as leadership, team-working and project management.

- be introduced to arrange of new game interfaces and developing technologies, giving you confidence in new technical competences with forms of interaction to expand application potential allowing you to apply understanding of advanced technologies to practical project development

On completion of the course you will have:

- the work ethic to be autonomous, creative and professional in your approach to the specialisation of your choice
- the ability to be knowledgeable, imaginative and innovative in your use of technology
- critical and analytical skills in your approach to narrative and gameplay
- refined and enhanced your own individual voice
- developed into life long learners with critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities

The programme aims to deliver a rigorous, coherent and challenging academic programme in line with the University of Cumbria Mission Statement, that meets the requirements of the related QAA Benchmark statements, and equips you with relevant knowledge and experience for a successful career.

This programme fully supports the mission of the University of Cumbria as:

- The programme is fully committed to inclusivity and accessibility.
- The programme will promote an environment where diversity is celebrated and inventiveness flourishes.
- The programme delivers accessible lifelong learning opportunities.
- The programme will inspire you to achieve your potential by providing progressive teaching in an innovative and flexible learning environment which encourages independent thinking.

The programme will encourage knowledge transfer activities to enable its academic staff and students to engage with industry and work towards developing a centre of excellence in the field.

The programme has been developed to help you for the challenges of a career in this constantly changing environment. The course is structured in a way, which provides you with practical experience of a variety of production processes. More than anything, the programme is designed to encourage creative ideas and to help you interpret in practice, as well as sharpen your critical and analytical skills.

These skills and interests will be developed through a progressive programme of study which allows flexibility in the student's choice of specialisation. The programme has the following general educational and specific programme aims:

a. To produce graduates with key technical skills related to the production of a wide variety of computer game outputs or artefacts.
b. To develop your practical and intellectual capabilities in regard to the complete production of game artefacts and to be able to manage that process effectively.
c. To produce graduates who understand the social and cultural contexts in which they work.
d. To develop a range of transferable skills such as the ability to work independently, the ability to communicate effectively, the ability to manage time and project development processes, the ability to work in ill-defined domains, and the ability to work effectively in teams.
e. To encourage individual development, creative ability and self-identity.
f. To allow you the opportunity to creatively and imaginatively explore contemporary opportunities in Games Development and Design.

g. To develop a range of personal and professional skills that will enable you to gain employment or allow them to enhance employment opportunities.
h. To develop the academic abilities appropriate to an Honours graduate.

However, while the programme is geared towards providing an environment for innovative practice relevant to the games industry, we recognise the wider educational value of the course and this is, therefore, an essential part of the overall course philosophy. The ability to organise and prioritise tasks and goals, the development of effective communication skills and the ability to think critically are all crucial. These skills will be developed throughout the course and are relevant to a wide range of vocational possibilities.

The Association of Graduate Recruiters stresses that:

"Employers need graduates who are equipped with a range of core work skills as well as academic ability. It is these competences, such as interpersonal skills, communication, team working and customer awareness which, in the final analysis, make graduates employable".

Implicit within key employability skills is the concept of entrepreneurial behavior. Where an entrepreneur as 'an individual with the imagination, skills and drive to identify and implement an idea - to take a project through from the planning stages to final success'. Bsc (Hons) in Games Development programme encourages a wide range of competences that are seen as entrepreneurial, these include knowledge, skills and personal traits:

- Self-management
- The ability to work both as part of a team and independently
- Business and customer awareness
- Problem solving
- Communication (e.g. the ability to sell ideas and persuade others)
- Literacy
- Application of numeracy
- Application of information technology
- The ability to multi-task
- Able to take responsibility and make decisions
- The ability to work under pressure

These skills and traits would also benefit all employees within a business and so are useful for graduates to have. These skills, for example, communication skills and the ability to work as part of a team, are embedded within the degree programme, allowing you to ultimately explore a wide range of potential career opportunities.

Other skills related to entrepreneurship embedded within the modules teaching and the LTA strategy of the Games Development programme are:

- Management skills – the ability to manage time and people (both oneself and others) successfully
- The ability to work both as part of a team and independently
- Able to plan, coordinate and organise effectively
- Financial literacy
- Able to research effectively (e.g. available markets, suppliers, customers and the competition)
- Self-motivated and disciplined
- Adaptable
- An innovative and creative thinker
- Perseverance

The Games programmes at the University of Cumbria furnishes students with a range of specialised, desirable digital skills; whilst those skills are primarily directed towards the innovation and development of the video games industry, they are highly transferrable across a range of industries and many of our undergraduate students have been successful in securing internships with local businesses in the region who require their digital expertise.

However, within Cumbria there are currently no games studio employers and as a result our alumni tend to leave the region to seek employment within their chosen profession. We therefore have developed a digital incubation studio housed within room at Brampton Road to support selected Bsc (Hons) in Games Development and BA (Hons) Games Design graduates.

The incubator is intended to support graduates who seek to become independent games developers, enabling them to benefit from accumulated expertise in research and enterprise, and access to skilled undergraduates/graduates; and in turn to encourage and support creative enterprise and digital start-ups in the local region.

Aims of the Programme

The overall aims of the Programme are:

1. To provide you with specific understanding of the concepts, processes, methods and tools, and their application, in the design and development of computer games;
2. To provide you with a broad education in computer game design, development and technology, with a special emphasis on the technical aspects of game production.
3. Develop your cultural understanding of computer games and the computer games industry
4. To equip you with the skills (especially design) and knowledge necessary to pursue a successful career in industries specialising in the creation and distribution of leisure and entertainment computing technologies.
5. To use Games Design methods and techniques as a vehicle for introducing you to the theoretical, intellectual, creative and dynamic aspects of computing.
6. To promote your capacity to innovate and be creative assisted by rapid technological change
7. To provide you with the skills to research and subsequently apply this to your work.
8. To develop your academic and professional skills to allow for opportunity to study at higher levels and enhance career development.
9. To equip you by developing the skills required in adapting to changing technological and organisational developments and learning new skills.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. Knowledge of foundational theories, concepts and principles pertinent to games design and development

K2. A rigorous approach to the acquisition of a broad knowledge base, specifically associated with programming language and its features

K3. Knowledge, imagination and innovation in your approach to design development

K4. Knowledge, the life-cycle of a computer games project

K6. Knowledge of game play theory, storytelling and narrative

K7. Identify knowledge of industry-standard game production software and components

K8. Knowledge of the tools, techniques and industry relevant software with which games designers operate

After 240 credits of study (DipHE) you will be able to demonstrate:

K9. Apply relevant theories, concepts and principles pertinent to games design and games software engineering

K10. Demonstrate knowledge of the multi-disciplinary nature of games design

K11. Demonstrate appropriate research methodologies to produce a report demonstrating evidence of implementation strategies and critical thinking

K12. Apply the tools, techniques and industry relevant software with which games developers operate

K13. Use feedback on theory and practice of design and programming principles

K14. Confidence as an innovative and creative thinker in the pitch and presentation of your ideas

After 360 credits of study (BSc Hons) you will be able to demonstrate:

K15. Knowledge of the principles, behaviour and dynamics of working in a team.

K16. Acquire and manipulate digital media to a professional level.

K17. A range of methods and technical skills to communicate your vision to others involved in the concepting, development and production process

K18. Apply specific technologies, methods and tools to the analysis, design and implementation of software. Some technologies will be known to a basic level and others in greater depth.

K19. Critical awarness gained from contextualising your own work with a given framework, historical, cultural or generic.

K20. Able to developed into life long learners with critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. An ability to evaluate and reflect on your own practices and assumptions

S2. Effective personal organisation and time management skills

S3. An appreciation of the benefit of giving and receiving feedback

S4. Effective organisation, time management, and the ability to take responsibility for your work

S5. An ability to demonstrate comprehension, and to think critically and analytically

S6. An ability to work in teams, gaining insight into tenets of design practice while developing personal resilience

S7. Effectively address problems utilising design principles;

After 240 credits of study (DipHE) you will be able to demonstrate:

S8. Communication and literacy

S9. Competence in designing and initiating projects of your own

S10. Independent research skills

S11. An ability to present your own thoughts, and to represent the thoughts of others, using a good range of vocabulary and critical terminology

S12. An ability to interpret feedback on theory and practice of design and programming principles

S13. An enhanced capacity for independent thought, and critical and analytical reflection

S14. skills in working with and in relation to others through the presentation of ideas and information, constructive dialogue, the giving and receiving of feedback, and the collective negotiation of solutions

After 360 credits of study (BSc Hons) you will be able to demonstrate:

S15. A systematic understanding of the production pipeline and an ability to exercise significant judgment in a range of situations

S16. Specify, design and implement a complete computer game or piece of game ware with reference to user requirements

S17. Management skills – the ability to manage time and people (both oneself and others) successfully

S18. An ability to think systematically and strategically

S19. An ability to respond to a range of tasks inc. research and enterprise

S20. An ability to experiment with and challenge the conventions of form.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmark Statement for Computing February 2016.

Other internal reference points:

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Departmental Business Plans
- UoC Academic Regulations and Academic Procedures and Processes
- UoC Collaborative Provision Strategy

Industry:

- **Creative Skillset**, the creative industries skills body & Tick accreditation: http://creativeskillset.org/creative_industries/games
- **BAFTA Games Guru** website: http://guru.bafta.org/skills/games
- **UKIE** – The UK Interactive Entertainment trade body: www.ukie.org.uk
- **TIGA** – The Interactive Games Association: www.tiga.org
- **NextGen** – The NextGen Skills Academy, courses and apprenticeships: www.nextgenskillsacademy.com
- **Game Dev Map**, shows games development companies around the world and whether they are hiring: http://www.gamedevmap.com

Graduate Prospects

The video game industry is flourishing across the UK with around 2,000 companies engaged in development, publishing, and distribution. 95% of companies are micro or small businesses with 50 or less employees.

Upon completion of the course students will be expected to gain a software developer role in the games industry and wider creative industry. As an integrated course of programming and design, it offers diverse career opportunities including game designer and game producer in well-established game companies as well as small and medium sized game studios. Additionally, the skill set gained fully prepares graduates for other software career within general computing sectors.

Completion of the programme offers opportunities in career roles as diverse as Artificial Intelligence Programmer (AI), Engine Programmer and Physics Programmer to User Experience (UX) and User Interface (UI) Designer.

More than half of the UK game industry (54%) is located in London and the South East. However, unlike the more traditional creative media professions the Midlands, North of England and Scotland are also major centres, and there are also high concentrations (20+ companies) in Liverpool, Manchester, Sheffield, Glasgow, Edinburgh and a significant presence in Dundee. The game industry has the youngest workforce in the creative media sector with 68% of employees under 35 years (79% for women), compared with 35% of the UK workforce as a whole.

It is estimated that 30,000 people work in the UK game industry across roles in development, publishing and retail; approximately 5,000 people are employed in the mobile app development sector alone.

The game industry has the youngest workforce in the creative media sector with 68% of employees under 35 years (79% for women), compared with 35% of the UK workforce as a whole.

The sector is increasingly diverse with 29% of current Higher Education games course students being female and 22% from a BAME background.

In 2014 permanent staff accounted for 84% of jobs, with freelancing lower than in any other creative media sector just at 16%.

Additional career opportunities for the graduates from this programme are in the (interactive) media production, music and game industry, internet, communications and consumer industries. The blending of technical courses with business and arts courses will equip the graduates with the skills that are necessary to understand and to contribute to the modern arts and media sectors of the digital economy.

This programme offers authentic work-related assessments with industry led briefs/assignments. You will have the opportunity to work on industry led briefs and be given detailed feedback and support allowing you to develop autonomy, creativity and professionalism as you work towards your chosen specialism. You will also gain a good knowledge of industry funding and commercial aspects.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

Bsc (Hons) Games Development welcomes students from all contexts. We recognise that you, our students, come from diverse educational, cultural, geographical, and social backgrounds. Such diversity both enriches student experience and affirms the importance of fostering an inclusive approach to teaching. This approach is achieved in various ways – for example, through clarity of communication, sensitivity on the part of teaching staff to diversity, the provision of a range of learning opportunities and forms of assessment, constructive alignment of teaching and assessment, and relational student-centred learning through engaging with students as learning partners (such as as co-designing research projects or negotiating types of community project experience).

Accordingly, the programme employs a range of teaching and learning strategies such as lectures, seminars, workshops, tutorials, fieldtrips, online quizzes, group activity, VLE-based reflection, and supervised independent research, all of which are designed to meet the needs of a heterogeneous body of students. Such teaching is supported through the use of modern technology tools, which foster enhanced computer literacy and the generic digital skills necessary for working in the 21st century. Active learning and the provision of social opportunities are achieved through interactive lectures, discussing pre-set readings, debates, case-based problem solving and collaborative activity to foster employment-related experience. The use of blackboard both as a repository for teaching material, and a resource that can be used for activities such as blogging and peer review, facilitates blended and online learning, as well as the flexible delivery of the programme.

In addition to providing subject knowledge, a major underpinning objective of the programme is to embed employability and entrepreneurialism.

Summative and Formative Assessment

Your learning is assessed by both formative and summative strategies. Such strategies are designed to be creative and balanced, to be engaging and challenging, and to ensure that you meet the programme's learning outcomes.

Formative assessments can take the form of abridged pieces of writing, proposals, assignment outlines, seminar presentations, tutorial discussions, progress reports, or contributions to workshops. Feedback can be given by tutors or students in oral or written form. Such assessments do not contribute to the overall mark of the module, but provide useful guidance on your development in a particular area and assist you in preparing for the summative assessment.

Summative assessments provide you with the opportunity to demonstrate that you have met a module's learning outcomes and, thus, they contribute to the overall mark you will receive for the module. Such assessments can take the form of activities such as a learning journal, blog, reflective piece, progress report, patchwork texts, essay, research and production portfolio, book review, literature review, text analysis, media artefact, piece of reflective writing, media article, or dissertation. The use of a wide range of assessments fosters the development and testing of different types of skills and forms of learning. It will generally be the case that you will be assessed by two forms of assessment in a module; this is done, firstly, so that you can draw on feedback from the earlier assessment and apply it to your later work and, secondly, so that different ILOs are assessed. These assessments will be spread out throughout the semester in order to avoid bunching and an overload of marking.

The programme is structured in such a way that as you progress you encounter incrementally more challenging forms of assessment and acquire greater self-reliance. Thus, whereas at level 4 the focus will be on subject-knowledge and generic skill development, at level 5 tutors will be looking for evidence of the confident use of high order cognitive skills such as evaluation, analysis, and critical reflection; by the time you reach level 6 we anticipate that you will also demonstrate high levels of self-management and independent study.

The assessment strategy is designed to provide you with a range of complementary skills – both academic and vocational. The varied forms of assessment, teaching, and learning strategies will help develop a range of transferable skills (such as reflection, written composition, presentation, use of digital media, teamwork, and critical analysis) that will be widely applicable to a range of careers.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Your first week of university will consist of a programme of induction activities whose purpose is to give you essential information about the Bsc. Games Development programme and to guide you in the process of moving into higher education. In particular, we will look at the digital labs and software packaes along with the programme's contents, timetable, modes of assessment, how to prepare for your assessments, and the transition from school or college to university in terms of acquiring new knowledge and skill development; during the week you will also have the opportunity to meet with module tutors, engage with fellow students, and receive input from Information Services and Student Support Services. International students will be offered bespoke induction during the induction period and henceforth via the support mechanisms available to other students.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Tutoring can take the form of face-to-face meetings; however, for students who live at a distance from the university online support and meetings will also be available.

With this programmes companion programme three Academic guidance tutorials in the norm, giving you the opportunity to dicuss and analyse your learning journey over the academic year.

Personal Development Planning

Integral to the programme is a personal development planning process which is designed to enable you to reflect on your own learning and performance as you progress, as well as the ways in which this can be applied to your later career development. Such an approach to learning provides you with a sense of ownership of your own learning and encourages active forward planning. As you meet periodically with your personal and academic tutors you will have the opportunity to identify strengths and development needs, and to formulate strategies for building on your strengths and identifying development opportunities. Later tutorials will also afford the opportunity to reflect retrospectively on your progress, to review and evaluate it, and to use this knowledge for future planning. Particular assessments undertaken in the course of the programme - such as a learning journal, blog, reflective piece, and self-progress reports – are designed to reinforce this process by assessing your skills in areas such as reflection on learning, planning, goal-setting, prioritising, setting deadlines, and measuring progress.

Throughout your time at the University you will have the opportunity to develop your academic and research skills, your study skills and enhance your ability learn independently. This activity will be

supported by your academic team with support from colleauges from Infromation Services with a specific focus and knowledge of learners with the Institute of the Arts.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
4	MDIA4406	Gaming For Game Designers	20	Compulsory	K1,K3 & K4. S1-S7
4	MDIA4501	Coding for Games and Digital Media 1	40	Compulsory	K1,K2, K5. S1-S7
4	UCIA4020	Collaborative Practice	20	Compulsory	K1 & K4. S1-S5
4	MDIA4503	Creative Technologies	20	Compulsory	K2, K6 S1-S5 & S7
4	UCIA4030	Cultural Contexts	20	Compulsory	K1 & K4 S1-S7
5	MDIA5408	Concept to Prototype	20	Compulsory	K7,K8,K9. S8 & S9 S11-S14
5	MDIA5409	Games Creation – Design to Distribution	20	Compulsory	K7,K8, K10, K11 & K12. S8 & S9 S11-S14
5	MDIA5501	Coding for Games and Digital Media 2	40	Compulsory	K7,K8, K10, K11 & K12 S8-S14
5	MDIA5502	Game Technologies Workshop	20	Compulsory	K7,K8, K10, K11 & K12 S8-S14
5	MDIA5007	Professional Development	20	Compulsory	K8, K9 & K12. S8-S14
6	MDIA6501	Project Development & Experimentation	20	Compulsory	K17-K20. S18-S20
6	MDIA6502	Final Major Project	40	Compulsory	K17-K20. S18-S20
6	MDIA6503	Research Portfolio	20	Compulsory	K17-K20. S18-S20
6	MDIA6504	Innovation, Enterprise & Distribution	20	Compulsory	K17-K20. S18-S20
6	MDIA6505	Group Game Project	20	Compulsory	K17-K20. S18-S20
Notes					

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes:-

https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/Academic-Regulations-2018.pdf

A failed student will not be permitted to re-register on the same programme.

Compensation of a marginal fail between 35% and 39% is not permitted by the University Assessment Board for modules MDIA5501 and MDIA6502 as these are both 40 credit modules (please see section F14.1 of the Academic Regulations above)

* **Key to Module Statuses**	
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed), please refer to notes above.

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
MDIA4406	Gaming For Game Designers	Autumn Semester	Portfolio	December
MDIA4501	Coding for Games and Digital Media 1	Year-Long	Portfolio	May
UCIA4020	Collaborative Practice	Spring Semester	Project Work (100%)	May
MDIA4503	Creative Technologies	Spring Semester	Portfolio	May
UCIA4030	Cultural Contexts	Autumn Semester	Set Exercise (30%) Written Assignment (70%)	December
Students exiting at this point with 120 credits would receive a CertHE Games Development				
MDIA5408	Concept to Prototype	Autumn Semester	Portfolio	December
MDIA5409	Games Creation – Design to Distribution	Spring Semester	Portfolio	May
MDIA5501	Coding for Games and Digital Media 2	Year-Long	Portfolio	May
MDIA5502	Game Technologies Workshop	Spring Semester	Project Work	May
MDIA5007	Professional Development	Autumn Semester	Written Assignment 50% Oral Assessment 50%	December
Students exiting at this point with 240 credits would receive a DipHE Games Development				
MDIA6501	Project Development & Experimentation	Autumn Semester	Report & Presentation	December

MDIA6502	Final Major Project	Spring Semester	Project Work	May
MDIA6503	Research Portfolio	Autumn Semester	Research Portfolio	December
MDIA6504	Innovation, Enterprise & Distribution	Spring Semester	Portfolio	May
MDIA6505	Group Game Project	Autumn Semester	Playable Game + Production File	December
Students exiting at this point with 300 credits would receive an BSc Games Development **Students exiting at this point with 360 credits would receive a BSc (Hons) Games Development**				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	March 2019
Date Programme Specification was last updated:	July 2023
For further information about this programme, refer to the programme page on the University website *https://www.cumbria.ac.uk/study/courses/undergraduate/games-development/*	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	N/A
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	N/A