

BA (HONS) GAMES DESIGN (WITH INTEGRATED FOUNDATION YEAR)

Institute of Education, Arts and Society

Academic Level:	Level 6	Credits:	480
UCAS Code:	W283		
Awarding Body:	University of Cumbria		
Delivery Site:	Brampton Road		
Programme Length:	Standard registration period (full time) - 4 years		
Mode of Delivery:	Face-to-face		
Pattern of Delivery:	Full time		
	Total weeks of study:	24	
	Delivery pattern:	2 x 15-week semesters comprised of 12 teaching weeks, 2x assessment weeks and 1x Enhancement Week	
	Standard semester dates:	Yes	
Programme Webpage:	BA (Hons) Games Design with Foundation Year - University of Cumbria		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [RPL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage [BA \(Hons\) Games Design with Foundation Year - University of Cumbria](#)

PROGRAMME AIMS AND OUTCOMES

Programme Aims

This programme aims to provide a supportive transitional route into higher education.

By the end of this foundation year you will be able to:

1. Apply the academic skills essential for successful participation in undergraduate academic study
2. Demonstrate the ability to solve problems and study independently
3. Develop creative confidence and technical skills through practical exploration and expression
4. Develop critical reflection and self-directed learning skills to support informed creative decision-making.

By the end of the L4-6 programme you will be able to:

5. Develop the skills necessary to identify, generate and successfully access opportunities in the workplace and/or in continuing education
6. Demonstrate effective performance within team environments; planning, managing and appraising the contribution of self and of others in arenas such as project previews and group critique presentations
7. Demonstrate technical knowledge in a range of relevant technologies and the ability to apply these within the creative design process
8. Demonstrate self-management, drive, motivation and personal development planning for determining and achieving personal and group outcomes
9. Development of a relative, distinctive personal iconography and portfolio
10. To show leadership, delegation, a professional level of communication, interpersonal skills, self-awareness, reflective learning, self-assessment and the ability to accept accountability
11. Demonstrate critical thinking, problem solving, decision-making within the context of your chosen subject and self-promotion skills appropriate to employment in industry
12. Demonstrate research design, analysis, synthesis, ethical judgement and critical appraisal within the context of creative and technological work.

Programme Outcomes – Knowledge and Understanding

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

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

FK1. Understanding of basic creative processes, research methods, and safe technical practice

FK2. Recognition of how ideas connect to cultural and professional contexts

FK3. Structured approaches to research, idea generation, experimentation and iterative development.

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

K1. Imagination in the concepting, development and production of a range of game and media artefacts

K2. A rigorous approach to the acquisition of a broad knowledge base

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

K4. Knowledge of game play theory, storytelling and narrative.

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

K5. An awareness of your individual voice, and originality in the design and execution of ideas

K6. An awareness of the context in which the content for games is produced; and how individual practices relate to those of predecessors, contemporaries, peers and established practitioners.

K7. Fluency in a range of 2D and 3D graphics and animation packages.

After 420 credits of study (BA) you will be able to demonstrate:

K9. Knowledge of the principles, behaviour and dynamics of working in a team.

K10. A range of methods and technical skills to communicate your vision to others involved in the concepting, development and production process.

After 480 credits of study (BA Hons) you will be able to demonstrate:

K11. An autonomous, creative and professional in your approach to the specialisation of your choice

K12. Critical awareness gained from contextualising your own work with a given framework, historical, cultural or generic

K13. Critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities.

Programme Outcomes – Skills and other Attributes

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

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

FS1. Academic, personal, and professional skills needed to succeed in higher education

FS2. Effective problem-based learning (PBL) skills to work collaboratively and solve simple creative challenges

FS3. Basic discipline-specific techniques and competencies safely and appropriately in creative practice.

After 240 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.

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

S4. Communication and literacy skills

S5. Competence in designing and initiating projects of your own

S6. Independent research skills.

After 420 credits of study (BA) you will be able to demonstrate:

S7. A systematic understanding of the production pipeline and an ability to exercise significant

judgment in a range of situations

S8. Management skills – the ability to manage time and people (both oneself and others) successfully

S9. In practical context, a range of 2D and 3D graphics and animation packages

S10. Confidence in evaluating and reflecting your own practices and assumptions

After 480 credits of study (BA Hons) you will be able to demonstrate:

S11. An ability to think systematically and strategically

S12. An ability to respond to a range of tasks inc. research and enterprise

S13. An ability to experiment with and challenge the conventions of form

PROGRAMME FEATURES

Programme Overview

The aim of this programme is to focus on the artistic, technical and professional knowledge and skills required within the computer gaming industry. 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.

You will be introduced to, and encouraged to develop a range of specialised skills, such as traditional and digital art skills, concept development and storytelling skills, and industry standard 3d and digital sculpture software skills. You will also be able to learn how to use specialised equipment such as Motion Capture technology to allow you to create animated sequences for the Games and Film and TV industries. The programme provides a well-rounded education in the creative application of technology that provides preparation, or continuing professional development, for a range of career paths within computer gaming and related industries.

A distinct feature of studying at the University of Cumbria is that in level 4, first year, you will study two modules with all level 4 students of the arts and media programmes. These modules are Cultural Contexts and Collaborative Practice. Cultural Contexts introduces you 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.

A feature of this programme is the hands-on approach to research and learning, this may include visual research trips, 'live' game jam events, visiting industry speakers and the opportunity to take part in national exhibition events.

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. Alumni of our predecessor course have gone on to work for numerous games studios such as The Mill, Rockstar, Creative Assembly, as well as setting up thriving independent games studios.

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 introduced to a range of industry standard skills such as concept art, digital art, games mechanics, 3D modelling, digital sculpture and texturing. You will have the opportunity to specialise your study in any of these fields, and you will be encouraged to be knowledgeable, imaginative and innovative in your use of technology

- 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
- be given the opportunity to explore and develop your own individual style and voice as a professional artist through an exploration of art and design techniques, optional and final project specialism modules, coupled with detailed feedback and conversations with staff and peers
- 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 life long learner with critical interpersonal skills, a professional team working practitioner with analytical and contextual reflective abilities

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 opportunity to study at Masters level

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:

- To allow you the opportunity to creatively and imaginatively explore contemporary opportunities in Games Design.
- 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.
- To produce graduates with key technical skills related to the production of a wide variety of computer game outputs or artefacts.
- To produce graduates who understand the social and cultural contexts in which they work.
- 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.
- To encourage individual development, creative ability and self-identity.
- To develop a range of personal and professional skills that will enable you to gain employment or allow them to enhance employment opportunities.
- 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'. The BA (Hons) Games Design 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 Design 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

Integrated Foundation Year (IFY)

The integrated foundation year provides the opportunity for you to settle into university life and gain the confidence and skills to succeed in your chosen arts and creative practice degree through participating in a supportive academic, personal, and professional development programme.

The foundation year modules provide a strong grounding in academic and study skills, preparing you for progression to higher levels of study (Levels 4–6). This route offers a unique opportunity to develop problem-solving, creative, practical, and investigative skills that underpin the interdisciplinary approach to the study of art, design and media, while nurturing your career aspirations.

On the Arts IFY, you will study six modules that explore academic skills and the theoretical and practical concepts underpinning creative disciplines. Two of these modules will be academic and professional skills aligned to your programme of study and the demands of the creative industries, and the following:

- Introducing Creative Research Practice introduces the role of research in creative development, helping you connect ideas to cultural and professional contexts.

- Ideas, Images and Objects develops observation and experimentation skills, encouraging process-led exploration across media.
- Innovation Lab focuses on teamwork and collaborative problem-solving through short, mixed-discipline projects.
- Creative Playbook synthesises research, making, and reflection into a polished artefact, supporting your transition to Level 4.

You will learn how to use specialist equipment and develop techniques for safe and effective practice in studios and digital labs. Through practical application, you will gain awareness of issues such as sustainability, ethics, and audience engagement. Cross-cultural awareness is encouraged through collaborative modules and shared projects with students from other pathways.

Throughout the foundation year, you will develop professional skills such as communication, teamwork, self-management, and organisation. You will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduate skills. You will also work on your digital skills profile, using university resources such as LinkedIn Learning to enhance your digital literacy and employability.

Key features of the programme

- **Integrated Foundation Year (IFY):** A supportive entry route designed to build confidence, academic skills, and creative practice for progression to Level 4.
- **Interdisciplinary Approach:** Opportunities to explore multiple creative pathways including Animation & Visual Effects, Film & TV, Fine Art, Graphic Design, Illustration, Photography and Wildlife Media.
- **Process-Led Learning:** Emphasis on research, experimentation, and iterative development rather than focusing solely on final artefacts.
- **Authentic Assessment:** Portfolio-based tasks, showcases, and collaborative projects aligned with industry expectations.
- **Professional Skills Development:** Communication, teamwork, planning, and reflective practice embedded throughout the programme.
- **Access to Specialist Facilities:** Studios, digital labs, print workshops, and industry-standard software from the start of your studies.
- **Digital and Employability Focus:** Integration of digital skills, LinkedIn Learning, and career development activities to prepare for graduate employment.

Learning and Teaching

Teaching

The University of Cumbria Learning, Teaching and Assessment (LTA) strategy underpins the development of this programme. As a student, you will join an inclusive learning community that values diversity and creativity. Teaching, assessment, and support are designed to provide equitable opportunities for you to optimise your potential and develop autonomy as a creative practitioner.

You will learn in a collegiate, facilitative, and dynamic environment, combining studio-based practice, digital learning, and collaborative projects. Our aim is to create a stimulating and innovative community of learning—whether encountered on campus, online, or through live briefs and external engagement. Facilitated by expert practitioners, you will experience well-equipped studios, digital labs, and flexible learning spaces that reflect professional practice.

BA (Hons) Games Design uses a range and variety of LTA approaches such as lectures, demonstrations, seminars, workshops, critique reviews, pitching and one to one feedback tutorials to monitor the progress of various projects. You will also undertake self-directed research. We encourage VLE environment participation through forums and specific debate times; Putting you the student at the heart of what we do.

Foundation Year Approach

We want to motivate you in your foundation year through varied teaching and learning approaches that support different student needs and help you integrate into university life. Modules combine practical workshops, critiques, seminars, and guided independent study, encouraging you to explore ideas, experiment with media, and reflect on your process.

Vocational and creative practice opportunities form an essential part of the programme, enabling you to make meaningful links between theoretical concepts and practical application. During the integrated foundation year, you will work alongside students from a range of creative pathways, allowing for a richer, interdisciplinary learning experience. You will collaborate in groups to solve design problems, research case studies, and deliver creative outputs.

Each module is led by a module leader with overarching responsibility, but delivery is team-taught, ensuring you benefit from subject specialists and experience diverse teaching styles. This approach mirrors the collaborative nature of the creative industries and prepares you for progression to Level 4.

Overview of Learning and Teaching Methods

At Level 3, you typically have around 12 scheduled learning hours per week, including:

- 6 hours of practical workshops and seminars
- 6 hours of lectures and group critiques
- 13 hours of guided independent study
- 2–4 scheduled personal tutoring meetings across the academic year

At Levels 4–6, scheduled learning hours vary by module but typically include:

- Games lab workshops and technical demonstrations
- Seminars and lectures on theory and professional practice
- Group tutorials and individual supervision for projects
- Access to specialist facilities for independent making

Independent Learning

When not attending scheduled sessions, you will engage in self-directed study, including research, experimentation, and portfolio development. Independent learning is supported by digital platforms

such as Blackboard, LinkedIn Learning, collaborative tools like Padlet, and curated reading lists via OneList.

Digital Capabilities

Digital literacy is embedded throughout the programme. You will use industry-standard software (e.g., Adobe Creative Suite, 3D modelling tools), develop online portfolios, and access LinkedIn Learning and MOOCs to enhance your skills.

Teaching Staff

All staff are active practitioners and researchers with expertise across creative disciplines, including film and television, graphic design, illustration, photography, games design, wildlife media, and fine art. They bring professional experience from the creative industries and maintain current knowledge through ongoing practice and scholarship.

Assessment

As an undergraduate you are continually involved in assessment of your own work and that of your peers and you are required to develop interpersonal and team working skills within this context. You will also receive formative critical feedback from tutors.

Integrated Foundation Year (Level 3):

At regular points in a module, we will evaluate your work in progress. For the Integrated Foundation Year formative assessment will include methods such as proposal pitches, critiques, technical checks, peer review and self-assessment. These are valuable points of learning where feedback informs your development. This leads to the summative assessment point where your grades are awarded. We utilise a variety of assessment methods at level 3 including portfolio, presentation, project work and written work.

Levels 4-6:

A wide range of authentic assessment types are used in order to develop a full range of work related skills, e.g. Industry led 'Live Briefs', game project development both individually and part of a team, "Game Jams", etc. This wide range of methods ensures the practice and assessment of key and graduate skills that build your awareness of the industry and your employability.

The learning, teaching and assessment on Games Design is focused on campus-based learning, through the range of approaches detailed above. This experience is enhanced by the use of a number of innovative approaches to learning, teaching and assessment, including social medias, VLE, Knowledge Transfer Projects and the use of technology that allows for FDL style learning within the above configuration.

The range of assessment modes used by Games Design include:

- critical reflection
- group work
- individual presentations
- practical productions

- essays
- dissertation
- research portfolios
- reflection of creative actions

The range of assessments is used because this enables different aspects of your learning to be tested. As well as being summative (i.e. testing what you know/can do at the end of a module) most modules will also include guidance and verbal feedback given to you in order to help you achieve the best result possible. Advice and guidance is given while the module is still in progress (Formative Feedback). Within the programme as a whole you will be supported in engaging with assessment tasks which are appropriate to a particular level of achievement and which move you towards becoming an independent learner.

Specific examples of this:

- **Module Work Book**, bespoke ebooks, containing information, formative tasks, self grading exercises, embedded video clips, etc. to assist in specific modules ILO's but also to enhance a culture of independent learning
- **Presentations/Pitching**, where you are able to show work to Tutors and Peers in advance of Assignment Submission
- **Seminars & Project Surgeries**, a series of developmental seminars run where you review and comment on each others work, guided by tutors

All of these activities promote learning partnerships between you, your peers and the staff.

Feedback

Throughout your modules, you will receive ongoing feedback on work undertaken in class, formative tasks, and summative assessments. Feedback and feedforward are designed to help you understand your progress, identify strengths, and highlight areas for improvement to support future work.

Feedback will be provided in a variety of formats, including:

- Verbal feedback during workshops, critiques, and tutorials.
- Written feedback on formative and summative submissions.
- Audio or video-recorded feedback where appropriate, to give detailed commentary on your creative process and outputs.

Following the submission of summative assessments, you will receive feedback and provisional marks within 20 working days, in line with the University of Cumbria Assessment Feedback Policy. This ensures timely guidance to help you reflect and act on feedback before your next assessment.

Graduate Prospects

Graduates from the BA (Hons) Games Design with Integrated Foundation Year progress into a diverse and dynamic range of careers across the games, creative, and digital industries. The programme is structured to reflect contemporary professional practice, combining technical

production skills with conceptual development and collaborative working. This ensures that graduates leave with both a strong portfolio and a clear understanding of industry expectations, workflows, and production pipelines.

A defining feature of the course is its strong emphasis on employability. Through live briefs, collaborative projects, and simulated studio environments, students gain practical experience that mirrors real-world industry contexts. These experiences develop not only technical ability but also key professional attributes such as communication, leadership, teamwork, time management, and problem-solving. Such transferable skills are embedded throughout the programme and are highly valued across both specialist and broader employment sectors .

Graduates are therefore well equipped to enter professional roles within the games industry and related fields, as well as to pursue freelance, entrepreneurial, or postgraduate pathways.

Future Career Paths

Games Industry Roles

- Game Artist 2D and 3D
- Character Artist
- Environment Artist
- Level Designer
- Game Designer
- Technical Artist
- VFX Artist
- UI and UX Designer for Games
- Narrative Designer or Writer
- Gameplay Designer
- Indie Game Developer

Film, TV, and Visual Media

- 3D Modeller
- Pre-visualisation Artist
- Storyboard Artist
- Visual Effects Specialist
- Virtual Production Artist

Creative and Digital Media Industries

- Multimedia Designer
- Digital Content Creator
- Interactive Media Designer
- Web and App Designer
- AR and VR Experience Designer
- Immersive Media Developer

Technical and Production Roles

- Game Tester or QA Analyst
- Producer or Production Assistant
- Project Manager in creative or digital sectors

- Pipeline Technical Assistant

Wider Creative Economy and Transferable Careers

- Marketing and Digital Campaign Creative
- Social Media Content Producer
- Graphic Designer
- Education and Creative Workshop Facilitator
- Arts and cultural sector roles

Entrepreneurial and Freelance Pathways

- Independent Game Studio Founder
- Freelance Digital Artist or Designer
- Creative Consultant
- Commission-based Digital Practitioner

Further Study

- Postgraduate study in Games Design, VFX, or Interactive Media
- Research degrees in related creative or technological disciplines

MODULES

Level 3			
Code	Title	Credits	Status
FYUN3014	Introducing Creative Research Practice	20	Compulsory
FYUN3015	Seeing, Thinking, Making Meaning	20	Compulsory
FYUN3016	Ideas, Images and Objects	20	Compulsory
FYUN3017	Innovation Lab	20	Compulsory
FYUN3018	Creative Industries Toolkit	20	Compulsory
FYUN3019	Creative Playbook	20	Compulsory
Students exiting at this point with 120 credits would receive a FdCert Games Design			

Year 1			
Code	Title	Credits	Status
UCIA4030	Cultural Contexts	20	Compulsory
UCIA4020	Collaborative Practice	20	Compulsory
MDIA4415	Drawing, Visualisation and Concept Art	20	Compulsory
MDIA4416	Introduction to Visual Scripting	20	Compulsory
MDIA4402	3D Modelling	20	Compulsory
MDIA4404	Gaming For Game Designers	20	Compulsory
Students exiting at this point with 240 credits would receive a CertHE Games Design (with Integrated Foundation Year)			

Year 2			
Code	Title	Credits	Status
UCIA5003	Cultural and Ethical Awareness in Games	20	Compulsory
UCIA5002	Working in the Creative Industries [Media Arts]	20	Compulsory
MDIA5401	Concept To Prototype	20	Compulsory
MDIA5402	Concept Art & Visualisation 2	20	Compulsory
MDIA5403	Texturing	20	Compulsory
MDIA5404	Digital Sculpting	20	Optional

MDIA5410	UI and UX for Games	20	Optional
MDIA5406	Motion Capture and Animation for Games	20	Optional
MDIA5407	Digital Painting Techniques	20	Optional
Students exiting at this point with 360 credits would receive a DipHE Games Design (with Integrated Foundation Year)			

Year 3			
Code	Title	Credits	Status
UCIA6001	Theory and Research Methods in the Arts	20	Compulsory
UCIA6002	Dissertation	20	Compulsory
MDIA6401	Group Game Project	20	Compulsory
MDIA6002	Markets, Audiences & Exhibition	20	Compulsory
MDIA6402	Major Project	40	Compulsory
Students exiting at this point with 420 credits would receive a BA Games Design (with Integrated Foundation Year)			
Students exiting at this point with 480 credits would receive a BA (Hons) Games Design (with Integrated Foundation Year)			

Additional Module Information
<p>Students must successfully complete 100 credits at Level 3 before progressing to Level 4.</p> <p>A failed student will not be permitted to re-register on the same programme.</p> <p>This programme uses a 40-credit module structure in all years, this allows for larger / sustained assessments with a greater emphasis on creative development and on modelling process and outcomes on industry practice.</p> <p>The 40 credit modules are specifically designed to encourage you to develop your personal management skills and give you the opportunity to experience practice more closely related to the timeframes and conditions experienced in the media/creative industries. You will be well supported on these modules with stop-reviews, timely formative assessment points and interim objectives that monitor progress, encourage reflection and guard you against failure.</p> <p>Larger modules of 40 credits are recognised, by the QAA, to be typical in Arts programmes, and embrace the pedagogic approach to encourage work on significant bodies of work reflective of industry.</p>

Key to Module Statuses

Compulsory modules	Must be taken although it may possible to 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).
Optional modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to 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).

Timetables

Timetables are normally available in August each year. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Student Support

We provide responsive student support that promotes student success. Our approach to student 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

As a student at the University of Cumbria, you will have access to a University of Cumbria on-line provision, currently known as 'Head Start'. This feature provides guidance and exercises for you to enable you to prepare for academic study. Furthermore, you will have access to staff details to ask any questions in advance of commencing the programme.

An undergraduate induction is timetabled for the week before the programme delivery starts and will be your first week on the programme. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the University, but in addition foundation year students will receive dedicated supported from the Student Learning Developer.

Transitioning to Level 4:

Progressing students will not be required to attend all induction activities at Level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

Personal Tutor

You will also be allocated a Personal Tutor at the start of your programme. 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. You will meet with your Personal Tutor on a minimum of four occasions per academic year at Level 3 and 4 (and twice yearly at Levels 5 and 6). These meetings are in addition to any discussions you may initiate which are without limit. The scheduled meetings will include the opportunity to

examine your marks and feedback across modules to identify practice which can be encouraged across modules and recognising where further support may be beneficial.

Student Learning Developers (IFY)

During the first year of your programme (Foundation Year) you will have access to support from dedicated Student Learning Developers (IFY support). These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and study skills.

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found [BA \(Hons\) Games Design with Foundation Year - University of Cumbria](#)

The following course-related costs are included in the fees:

- Use of equipment and technical resources.
- We endeavour to provide subsidised enhancement activities such as guest speakers and field trips.

Additional Costs

The following course-related costs are not included in the fees:

- Students should budget for stationery and consumables for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field. Students should also budget for the purchase of USB pen drives, as well as occasional printing and photocopying costs incurred in the preparation or submission of coursework. Whilst you will choose how much you need, expect to pay around £30 - £40 per year for these items.
- Most core text books are available via the University's library, however students may wish to buy copies of any texts used to support your learning on your course. This could cost between £50 - £100 per year.

Exceptions to the Academic Regulations

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

External and Internal Benchmarks

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-consultation-16.pdf>

http://creativeskillset.org/job_roles/331_game_designer

http://creativeskillset.org/creative_industries/games

<https://www2.warwick.ac.uk/research/warwickcommission/futureculture/finalreport/>

<http://www.nesta.org.uk/blog/using-big-data-map-uk-video-games-industry>

The programme is also informed by the following internal reference points:

- Business Plan for the Institute of Education, Arts and Society
- [The Academic Strategy - Transforming lives and livelihoods](#)
- cumbria.ac.uk/media/towards-2030.pdf
- [Learning, Teaching and Assessment Plan](#)
- [Academic Regulations](#)

Disclaimer

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: [BA \(Hons\) Games Design with Foundation Year - University of Cumbria](#)

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