

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	BA (Hons) Independent Games Production BA (Hons) Independent Games Production with Foundation Year
Awarding Body	Buckinghamshire New University
Teaching Institution / Course Location	Buckinghamshire New University / High Wycombe, UCAV & Uxbridge
Faculty	Design, Media & Management
School	Reporting to Head of Enterprise, Security, Resilience & Computing
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Benchmark Statement(s)	Computing (2007) Art and design (2008) Communication, media, film and cultural studies (2008)
UCAS Code	I610
Course Code(s)	BT1IGP1 BT1IGP4
Mode and Length of Study	3 years / full-time 4 years/ full-time
Number of Intakes	2: September & February
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	N/A
Month and Year valid from	01 September 2015
Month and year valid until	01 September 2021
Publication Date	First published: 01 September 2015 Foundation Year added November 2016, revised January 2018

Potential Student Profile / Criteria for Admission:

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

The course contains five themes: Game Art, Programming, Design, Business and Group Projects and addresses the subjects of game and level design, sketching, 2D art, 3D modelling, animation, creative writing, audio production, programming, maths, AI, marketing and business. While students will undertake an individual project at level 6, there will be a strong focus on group work, with dedicated group project modules at L5 & 6. Students will develop games for a variety of platforms including

mobile, console and PC and will be encouraged to enter their work into competitions as well as participating in game jams.

Why students should choose this award:

The console game market dominated by AAA titles costing \$80 million plus to develop, is in decline with unit sales halving over the last five years. Yet the global games market fuelled by a new generation of cheap mobile games is thriving, with revenue increasing from \$79 billion in 2012 to \$93 billion in 2013 and expected to exceed \$100 billion this year (Gartner 2013). A survey carried out at the Games Developers Conference (2013) reported that 53% of respondents classified themselves as Indie developers, 46% worked in companies of less than 10 employees and 58% were to release a smartphone title shortly. With Mobile games predicted revenue to reach \$54 billion by 2015 and 68% of mobile game sessions being played on games developed by Indies (GDC 2013), there is clear evidence that there is a growing demand for games developed by the Indie Developer.

Opportunities available for students after completion of the award:

In recent years there has been a dramatic growth in the number of indie games developers, working on their own or in small teams. This growth is being fuelled by the availability of inexpensive commercial grade development tools, third party digital marketing platforms and a consumer led demand for a greater variety of games, which is not being fulfilled by the larger game studios. Unlike the traditional game studio employee who would specialise in one discipline, the Indie Developer requires a broad knowledge of all areas of production.

Graduates of the course will be well placed to pursue a career within this growing sector working on their own or within small teams, or alternatively employed within a larger studio or freelance, as specialist Game Designers, Artists or Programmers. The programme will place great emphasis on developing the students' employability skills, thus providing them with the competence and confidence to succeed within this demanding industry.

Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:

For BA (Hons) Independent Games Production (3 years)

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

English Language Requirements:

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

Applicants should have a passion for games and all aspects of their development. They should be able to demonstrate both creative and intellectual abilities and be willing to work with others. Typically they will have just completed a related BTEC or A-levels.

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

For BA (Hons) Independent Games Production (4 years)

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

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Produce graduates who have the skills, knowledge and experience to sustain and drive the games industry forward.
- Develop students who seek to bring games to new markets and challenge gaming conventions by understanding and redirecting the impact of game culture.
- Encourage students to work innovatively, creatively and flexibly and respond positively to criticism and change.
- Develop students' ability to critically evaluate ideas and build the key entrepreneurial skills to synthesise their ideas into commercial game.
- Enable students to be flexible enough in the evaluation of different approaches to solving problems, within a constantly changing professional environment.
- Develop students' appreciation of professional, legal, moral, cultural and ethical issues facing the Games Industry.
- Equip students with the knowledge and skills, necessary to become a productive member of a development team.
- Give students a range of technical competencies and transferable skills, including the attributes of a self-motivated lifelong learner, which can be applied to higher level awards, such as taught or research Masters.

Programme Learning Outcomes

A. *Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Describe the software engineering practices employed within games development.
2. Explain the mathematical principles that underpin computer based games.
3. Formulate, specify and evaluate original game-play concepts and mechanics.
4. Understand the creative and production techniques utilised in the creation of assets for games.
5. Have knowledge of the current and emerging hardware and software technologies relevant to gaming.
6. Appreciate the business, marketing, legal and social factors that impact on games development.
7. Have an understanding of the methods and good practice for effective communication in professional work within the gaming industry context.

B. *Intellectual/Cognitive Skills*

On successful completion of the programme a graduate will be able to:

1. Select and apply appropriate methodologies and tools for the construction of games.
2. Solve software related problems in a logical and analytical manner.
3. Critique, analyse and review documents and assets relating to games design.
4. Deconstruct and critique game-play constructs, narratives and mechanisms.
5. Generate ideas, concepts, proposals and solutions to set briefs.
6. Plan, manage, undertake and report on a significant project.
7. Make informed design decisions and produce innovative plans, approaches and solutions to production issues.
8. Appraise new and emerging technologies in terms of their suitability for games development purposes.

C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Create and test computer games using industry standard tools.
2. Apply sound programming principles to the construction and maintenance of software deployed on multiple platforms.
3. Write and present games design documents and narratives.
4. Demonstrate understanding of games design theory.
5. Conceptualise ideas through a variety of media.
6. Apply artistic and technical skills in the creation of game assets.
7. Apply business and marketing concepts and techniques.

D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Employ appropriate IT and information-retrieval skills.
2. Demonstrate numeracy and literacy in both understanding and presenting cases involving a quantitative and qualitative dimension.
3. Communicate ideas effectively through visual, written and oral form.
4. Work as a member of a development team, recognising the different roles within a team and different ways of organising teams.
5. Set goals, demonstrate effective time management and meet deadlines.
6. Respond appropriately to critiques.
7. Appreciate the need for continuing professional development in recognition of the need for lifelong learning.

Table 1: Programme Skills Matrix – Assessment *

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FY026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY027	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FY028	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY006	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY007	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO462	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO411	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO452	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
CO412	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO413	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO414	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO415	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CO416	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO511	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO512	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO513	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO514	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO515	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CO516	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO562	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO568	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO611	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO612	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CO613	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CO614	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CO615	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CO616	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Information in this table should be aligned to the skills matrix in each module descriptor.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Modules on this programme will be taught in line with best practice across the university and in the sector. A variety of approaches, and good use of the latest technology, will be blended together to engage students in learning in class and beyond, and to encourage full student participation.

Meanwhile, the Course Team will strive to ensure that all modules embrace current industrial practice wherever possible.

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

A range of teaching methods will be used including:

Lectures

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

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

Tutorials / Practical Sessions

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

Seminars

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

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

Assessment Strategies

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

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

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

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

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

Level 4 assessments will be primarily summative and will encourage the development of appropriate academic practice and concepts. The emphasis will be on frequent small-scale assessments wherever possible. Assessments at this level will focus on the development of practical and creative skills and

knowledge through the submission of game designs and assets. Formative feedback will be provided during the practical sessions to ensure students understand/meet the requirements of the brief. In some cases the submission will be accompanied by a report that documents the development process.

Level 5 assessments will be more demanding, with the emphasis still on development of knowledge, skills, and concepts but now encouraging learning at greater depth, emphasising the fundamental principles. While there is still a strong practical element to the assessment at L5, students will also be expected to carry out limited research and reflect on the approach taken and final outcomes. The project modules provide a focal point for the creative and practical skills acquired at both L4 and L5. They will also assess the student's application of production, planning and research through a significant report. The projects modules include timetabled sessions that provide ample opportunity for formative feedback and technical support as well as formal tuition in production techniques/documentation.

Level 6 assessments are designed in order to allow students to demonstrate their knowledge and skills so that they have become effective, independent learners. While the two L6 projects provide an opportunity for students to develop complete, market ready games/assets. Project submissions like those at L5 include a report. The L6 reports extend and elaborate on the topics covered in the L5 project but like their lower level counterparts, conform to a specific structure that includes sections on game and technical design, production, research and business/marketing. Formative feedback will be provided in taught sessions and/or individual tutorials.

Advice, Feedback and Collaborative Learning

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

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

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

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title	BA (Hons) Independent Games Production
Course Code	BT1IGP1

Mode of Study		Full-Time							
Credit Value		UK		360 Credits		ECTS		180 Credits	
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>[Close / Optional]</i>)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
CO462	Maths for Games	4	1	C	15		100		1
CO411	Concept Visualisation 1	4	1	C	15		100		1
CO452	Programming Concepts	4	1	C	15		100		1
CO412	Game Design Theory	4	1	C	15		100		1
CO413	Audio and Special Effects	4	1	C	15		100		2
CO414	2D Asset Development	4	1	C	15		100		2
CO415	Mobile Game Development	4	1	C	15		100		2
CO416	Practical Game Design	4	1	C	15		100		2
CO511	Mobile Game Project	5	2	C	15		100		1
CO512	3D Asset Development	5	2	C	15		100		1
CO513	Level Scripting	5	2	C	15		100		1
CO514	Advanced Game Design	5	2	C	15		100		1
CO515	Indie Team Project	5	2	C	15		100		2
CO516	Character Modelling	5	2	C	15		100		2
CO562	AI for Games	5	2	C	15		100		2
CO568	Character Animation	5	2	C	15		100		2
CO613	Concept Visualisation 2	6	3	C	15		100		1
CO612	Business Essentials for Start-ups	6	3	C	15		80	20	1
CO611	Advanced Scripting	6	3	C	15		100		2
CO614	Marketing Games	6	3	C	15		50	50	2
CO615	Advanced Indie Project	6	3	C	30		100		SB
CO616	Individual Project	6	3	C	30		90	10	SB

Course Title	BA (Hons) Independent Games Production with Foundation Year
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Course Code	BT1IGP4									
Mode of Study	Full-Time									
Credit Value	UK	360 Credits			ECTS			180 Credits		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (Core / Optional)	Credit Value	Assessment Regime			Semester Taught *	
						Written Exam %	Coursework %	Practical %		
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a	0	100	0	S1/S2	
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a	0	60	40	S1/S2	
FY028	Inquiry and Research Skills	0	1	C	n/a	0	100		S1/S2	
FY006	Digital Media	0	1	C	n/a	0	100	0	S1/S2	
FY007	Computing Essentials	0	1	C	n/a	40	0	60	S1/S2	
CO462	Maths for Games	4	1	C	15		100		1	
CO411	Concept Visualisation 1	4	1	C	15		100		1	
CO452	Programming Concepts	4	1	C	15		100		1	
CO412	Game Design Theory	4	1	C	15		100		1	
CO413	Audio and Special Effects	4	1	C	15		100		2	
CO414	2D Asset Development	4	1	C	15		100		2	
CO415	Mobile Game Development	4	1	C	15		100		2	
CO416	Practical Game Design	4	1	C	15		100		2	
CO511	Mobile Game Project	5	2	C	15		100		1	
CO512	3D Asset Development	5	2	C	15		100		1	
CO513	Level Scripting	5	2	C	15		100		1	
CO514	Advanced Game Design	5	2	C	15		100		1	
CO515	Indie Team Project	5	2	C	15		100		2	
CO516	Character Modelling	5	2	C	15		100		2	
CO562	AI for Games	5	2	C	15		100		2	
CO568	Character Animation	5	2	C	15		100		2	
CO613	Concept Visualisation 2	6	3	C	15		100		1	
CO612	Business Essentials for Start-ups	6	3	C	15		80	20	1	

CO611	Advanced Scripting	6	3	C	15		100		2
CO614	Marketing Games	6	3	C	15		50	50	2
CO615	Advanced Indie Project	6	3	C	30		100		SB
CO616	Individual Project	6	3	C	30		90	10	SB

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A. Knowledge and Understanding					
A1		CO515, CO562	CO611, CO615		
A2	CO462	CO562	CO611		
A3	CO412, CO416	CO511, CO513, CO514	CO615, CO615		
A4	CO411, CO413, CO414	CO512, CO515, CO516, CO568	CO612, CO613, CO615		
A5		CO515, CO562, CO568	CO611, CO615		
A6	CO412		CO612, CO614, CO615		
A7	CO411, CO412	CO515	CO612, CO614, CO615, CO616		
B. Intellectual / Cognitive Skills					
B1		CO511, CO515, CO562	CO611, CO615, CO616		
B2	CO413, CO415, CO452	CO511, CO513, CO515	CO611, CO615		
B3	CO412, CO416	CO513, CO514	CO615		
B4	CO412	CO514, CO515	CO615		

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
B5	CO411, CO412, CO414, CO416	CO511, CO512, CO513, CO514, CO516, CO562, CO568	CO611, CO613, CO615, CO616		
B6		CO511, CO515	CO615, CO616		
B7		CO515	CO612, CO615 CO616		
B8		CO515, CO516	CO611, CO615, CO616		
C. Practical Skills					
C1	CO415	CO511, CO513, CO515, CO562	CO611, CO615		
C2	CO415, CO452	CO511, CO513, CO515, CO562	CO611, CO615		
C3	CO412, CO416	CO511, CO514	CO615		
C4	CO412, CO416	CO511, CO513, CO514, CO562	CO615		
C5	CO411, CO414	CO512, CO568	CO611, CO613, CO615		
C6	CO413, CO414	CO511, CO512, CO515, CO516	CO613, CO615		
C7	CO412		CO612, CO614, CO615		
D. Key / Transferable Skills					
D1	CO413, CO414		CO614, CO615, CO616		
D2	CO462		CO612, CO614, CO615		

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
D3	CO411, CO412, CO416	CO514, CO516, CO562, CO568	CO612, CO613, CO614, CO615, CO616		
D4	CO415	CO515	CO613, CO616		
D5		CO511, CO515	CO615, CO616		
D6	CO411		CO613		
D7			CO616		

* Delete or add rows as applicable.

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	423	777	0	1200
Year Two	465	735	0	1200
Year Three	369	831	0	1200
Total	1257	2343	0	3600

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The following modules may not be condoned:*

CO616 Individual Project

No exit award is available for students who withdraw at the end of the Foundation Year.

This programme will be covered by the following University regulations: University Academic Framework and Assessment Regulations.

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APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Bachelor of Arts (Ordinary Degree)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Comprehend and apply a simple requirement in a structured manner and implement a software solution.
- Demonstrate competence in the design of a game, based on an understanding of key principles and theories.
- Adopt a systematic approach to the production of game environments and game assets.
- Make use of different software and game engine tools to create games and game elements.
- Demonstrate creativity in the conception of ideas relating to games development.

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

Module	Credits
CO462 Maths for Games	15
CO411 Concept Visualisation 1	15
CO452 Programming Concepts	15
CO412 Game Design Theory	15
CO413 Audio and Special Effects	15
CO414 2D Asset Development	15
CO415 Mobile Game Development	15
CO416 Practical Game Design	15

Diploma of Higher Education

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Apply appropriate tools and techniques in the design and utilisation of software that implements game play.
- Demonstrate a knowledge and understanding of asset design, production techniques and emerging technologies.
- Appreciate the key production activities prevalent in the development of games, alongside their outputs and dependencies between stages.
- Critically analyse and justify their creative decisions.
- Demonstrate creativity in conception and realisation of ideas relating to games development.

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 **and** 120 Credits at Level 5. All modules at Level 4 and the following modules at Level 5 will count towards achievement of this award:

Module	Credits
CO511 Mobile Game Project	15
CO512 3D Asset Development	15
CO513 Level Scripting	15
CO514 Advanced Game Design	15
CO515 Indie Team Project	15
CO516 Character Modelling	15
CO562 AI for Games	15
CO568 Character Animation	15

Ordinary Degree

On successful completion of a **Bachelor of Arts (Ordinary Degree)**, a graduate will be able to:

- Interrogate the complex dimensions of creative, technical and business problems in order to propose appropriate solutions within the context of games development.
- Select and systematically utilise suitable skills, methods, techniques and strategies to develop, test, evaluate and learn from the solutions to different given problems.
- Conduct themselves in a professional and confident manner when interacting with others, communicating their significant knowledge and understanding of their discipline in a range of formats, and contributing to the successful completion of a range of challenging tasks and multifaceted projects.

An **Ordinary Degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4, 120 Credits at Level 5, and 60 Credits at Level 6. All modules at Levels 4 and 5 and the following modules at Level 6 will count towards achievement of this award:

Module	Credits
CO613 Concept Visualisation 2	15
CO612 Business Essentials for Start-ups	15
CO611 Advanced Scripting	15
CO614 Marketing Games	15
CO615 Advanced Indie Project	30