



University of Brighton

PROGRAMME SPECIFICATION

Final

PART 1: COURSE SUMMARY INFORMATION		
Course summary		
Final award	BSc (Hons) Digital Games Development	
Intermediate award	BSc Computing DipHE Computing CertHE Computing	
Course status	Validated	
Awarding body	University of Brighton	
School	Computing, Engineering and Mathematics	
Location of study/ campus	Brighton	
Partner institution(s)		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1.		SELECT
Admissions		
Admissions agency	UCAS	

<p>Entry requirements <i>Include any progression opportunities into the course.</i></p>	<p><i>Check the University's website for current entry requirements</i></p> <p>A-levels or BTEC Entry requirements are in the range of A-level BBC–CCC (112–96 UCAS Tariff points), or BTEC Extended Diploma DMM–MMM. Our conditional offers typically fall within this range.</p> <p>We will generally make you an offer if your predicted grades are at the top of this range. If your predicted grades are towards the lower end of this range we may still make you an offer if you have a good GCSE (or equivalent) profile or relevant non–academic achievements.</p> <p>International Baccalaureate 28 points.</p> <p>Access to HE diploma Pass with 60 credits overall. Level 3 units in computing required. At least 45 credits at level 3, with 24 credits at merit or above.</p> <p>GCSE (minimum grade C or grade 4) At least three GCSEs, subjects must include English language and either maths or a science.</p> <p>For non-native speakers of English IELTS 6.0 overall, with 6.0 in writing and a minimum of 5.5 in the other elements.</p> <p>International students may also gain entry via completing pathway courses at The University of Brighton International College. For more information see: http://www.kic.org.uk/brighton/</p>	
<p>Start date (mmm-yy) <i>Normally September</i></p>	<p>Sept 18</p>	
<p>Mode of study</p>		
<p>Mode of study</p>	<p>Duration of study (standard)</p>	<p>Maximum registration period</p>
<p>Full-time</p>	<p>3 years</p>	<p>8 years</p>
<p>Part-time</p>	<p>Other: 6 years</p>	<p>8 years</p>
<p>Sandwich</p>	<p>4 years</p>	<p>10 years</p>
<p>Distance</p>	<p>Select</p>	<p>Select</p>
<p>Course codes/categories</p>		
<p>UCAS code</p>	<p>GG46</p>	
<p>Contacts</p>		
<p>Course Leader (or Course Development Leader)</p>	<p>Dr Panagiotis Fotaris</p>	
<p>Admissions Tutor</p>	<p>Ali Hamie</p>	

Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Dr Andrew Bingham	School of Computing, Teesside University, Middlesbrough	30 September 2019
Examination Board(s) (AEB/CEB)	Computing AEB/CEB		
Approval and review			
	Approval date	Review date	
Validation	1	April 2015 ²	
Programme Specification	March 2019 ³	January 2020 ⁴	
Professional, Statutory and Regulatory Body 1 (if applicable):		5	
Professional, Statutory and Regulatory Body 2 (if applicable):			
Professional, Statutory and Regulatory Body 3 (if applicable):			

¹ Date of original validation.

² Date of most recent periodic review (normally academic year of validation + 5 years).

³ Month and year this version of the programme specification was approved (normally September).

⁴ Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

⁵ Date of most recent review by accrediting/ approving external body.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are:

- To provide students with a range of skills and knowledge appropriate for working in the games and interactive media sectors.
- To produce graduates knowledgeable of current interactive media techniques and technologies.
- To enable students to develop the abilities expected of any graduate including the ability to think logically, research effectively and communicate clearly through a variety of media.
- To provide students with an academic and practical education upon which a broad range of professional development can proceed.
- To facilitate the development of transferable skills.
- To enable students to integrate their learning and knowledge into a form appropriate for the support of business decisions.

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate⁶.

Knowledge and understanding	On successful completion of this course the students will have knowledge and understanding of: <ol style="list-style-type: none">1. the range of professional roles that exist within the games and interactive media sectors.2. key technical aspects of creating, editing and utilising assets for digital games including still images, 3d animations and sound.3. concepts relating to games and culture4. key technical aspects of development including web technologies5. core principals and foundations of interactive design6. appropriate consideration of legal and ethical issues relating to the development and production of digital games
Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.	<ol style="list-style-type: none">7 think logically and imaginatively to develop creative solutions8 design and implement production quality interactive media including Internet based games9 demonstrate knowledge and understanding of appropriate business skills and adapt current skills to future demands10 communicate effectively in writing and in oral presentations
QAA subject benchmark statement (where applicable) ⁷	QAA Subject Benchmark Statement for Computing QAA1427 - February 2016

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)

Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.

LEARNING AND TEACHING

Learning and teaching methods

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

⁶ Please refer to *Course Development and Review Handbook* or QAA website for details.

⁷ Please refer to the QAA website for details.

The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about the learning and teaching methods used on the course.

Computing is a discipline that underpins the development of robust, innovative and usable systems that support organisational and user goals. Within the field of digital games development the rapid development of technology, the pervasiveness of applications and the growth in user expectations present exciting challenges. The learning and teaching methods adopted on this course ground the design and development of digital games in up-to-date technical knowledge and a practical, hands-on approach.

The course is informed by the [University of Brighton's 2016-2021 strategy](#) and the concept of 'practical wisdom'. The ethos of the course is to produce graduates who can apply knowledge and creativity to solve problems in digital game development.

The course is predominantly practical; students learn mainly through projects and exercises done in lab classes and independent study time. A range of methods is employed to support this method of learning and teaching: these include lectures, practical workshops, tutorials, computer lab classes, and group and individual projects undertaken with the support of a supervisor.

In the first year students study modules that provide a foundation in key areas of knowledge and academic study skills. Students are supported to achieve their learning potential and develop confidence. In the first semester they study CI465 Working in the Digital and Games Industries in small group tutorials, lead by their personal tutor, in order to gain a sense of belonging to the course. As they progress through the levels they undertake progressively more challenging practical coursework assignments, including live briefs, that require an increasing level of self-management. This equips students to work on complex problems, requiring the selection and application of appropriate methods and techniques from their body of knowledge. In the final year optional modules are available for students to explore subjects that may position them for specialised career paths.

Key features of our approach to learning and teaching are:

Enquiry and research led learning

Enquiry and research led pedagogies are at the heart of student learning throughout the course, for example:

- CI465 Working in the Digital and Games Industries (level 4) – students investigate an industry relevant to their course, using businesses in the local Brighton & Hove digital sector as their case study. They carry out an individual project to create a personal digital portfolio of work and professional social media profile.
- At level 5 several modules are project-based, where students learn methods, tools and technologies through practical experience. In CI536 they carry out a project in teams where they are required to select appropriate techniques drawn from different modules to solve a problem.
- At level 6 students undertake a 40-credit individual project of their choice where they are responsible for managing the complete project life-cycle, from research to evaluation. They can choose to study CI639 New Horizons in Computing, where they research a novel area of computing technology and communicate the results in a research paper and conference presentation.

Research informed teaching

This course is delivered by research-active academic staff; specialist modules reflect their research interests. Many final year module options are taught by staff who are actively engaged in research and publication, and who may be undertaking external consultancy. This level of integration is particularly true for final year projects, where students spend an extended period of time undertaking research with a supervisor, who is linked into a network of international scholars with shared interests. Throughout the course, students develop competencies enabling them to become independent researchers, with specialist skills sessions scheduled to support their development.

Teaching, learning and student experience enhancement are supported by staff who are active in pedagogic research, working with the University's Centre for Learning and Teaching.

Formative assessment and feedback

Every module includes formative assessment to guide students' learning, provide timely, constructive feedback on their progress and prepare them for the summative assessment task. Formative assessment is designed to be complementary to the type of summative assessment – for example, preparation for an

examination could be through a quiz, test or mock examination; formative assessment for a practical project could be through presentation of work in progress for feedback from the tutor and other students.

Formative feedback is often given directly in class, by the tutor and peer learners. Alternative methods are to provide written feedback online, through studentcentral (the University's Virtual Learning Environment or VLE) and 'My Grades', which is how students can view all their marks online.

The majority of student work is submitted online, in digital format; marks and feedback are also provided online. Feedback, whether formative or summative, is intended to be constructive and to help students improve work in order to achieve their potential.

Staff and students working in partnership

Throughout the course, staff and students work together to develop learning activities to suit the diverse need of students. Students' feedback on the course is obtained through module and course evaluation surveys that inform curriculum development and enhancement. This information also helps to plan and design learning activities suitable for the cohort needs.

Inclusivity

We are committed to a curriculum that is accessible to all learners and which embeds inclusive practice through a variety of learning methods and choice of assessment types where possible.

The Brighton & Hove digital sector is open to students and encourages participation, providing opportunities to network with professional developers. For example, Codebar runs weekly workshops that aim to make programming more accessible to under-represented groups in the tech industries, such as women and the LGBTQ community. We raise students' awareness of these extra-curricular activities and encourage them to take part.

Employability

The city of Brighton & Hove has a vibrant regional digital cluster supported by Wired Sussex. Students benefit from our contacts with game development professionals who are invited to give guest lectures and advise on course development. Students can participate in several local groups and benefit from a programme of events and talks related to the games industries.

The development of employability skills is embedded in the course, for example in the first year module CI465 Working in the Digital and Games Industries where students prepare for to apply for placements in the following year. Students are encouraged to do a placement year wherever possible and the course benefits from their experience and our contacts with the employers who provide placements, helping to keep what we teach current and relevant to future careers.

Blended learning

Blended learning – the support of learning and teaching by digital technologies – is integral to the course. All study materials are provided online through studentcentral, helping to make this content accessible to learners. Students are provided with hosted space on the School's web server; web-based work can be published, tested and marked online, on devices such as mobiles and tablets. Digital technologies are used in the classroom, such as the use of mobile devices to encourage students' interactive engagement in face-to-face teaching.

Education for Sustainable Development

The University is committed to the principles of sustainable development, recognising its critical importance for the future. Sustainability is integral to many of the topics covered on this course and our approach to design and development, centred as it is in a user-centred approach. Open technologies and standards are used where appropriate; the principles of universal and accessible design are built into the design and development of web and mobile applications. The capabilities described in these principles are developed in students *i.e.*

- critical thinking and problem solving
- a participatory, value-driven and inter-disciplinary approach
- understanding local situations and global implications
- action-orientation

These are all required attributes for working as a reflective, ethical computing professional.

Further information on total learning hours and proportions of the course delivered by each method is available on [Unistats](#)

ASSESSMENT

Assessment methods

Assessment is integral to the learning and teaching methods of the course and the modules through which subjects are studied and credits amassed (see *Section 3, Course Structure*). In each module the course learning outcomes are assessed by one or two summative assessment tasks, which are designed to be compliant with the University's Curriculum Design Framework. The aim of assessment is to direct students' independent learning, to foster, develop and test knowledge, skill, understanding and personal qualities in the context of a specialised computing degree.

A variety of forms of assessment are used across the three levels of the degree programme to demonstrate ability in a range of skills. Inclusivity and diversity is embedded within the assessment strategy. Students are given choice on the type of assessment by different but equivalent assessment task types at least once during each level of study, for example in modules CI465 Working in the Digital and Games Industries, CI536 Integrated Group Project and CI628 Multiplayer Game Development.

The following types of summative assessment are found in the compulsory and optional modules of the course, however there is a strong bias towards practical coursework rather than examination:

Examination/Test (including open book, seen and unseen examinations): a demonstration of knowledge, understanding, analytical skill and ability to apply knowledge.

Project (including individual, group and Level 6 project): a demonstration of independent research and communication skills.

Report: a demonstration of written communication skills, applied to technical report-writing and software design and development documentation.

Presentations: a demonstration of knowledge, understanding, and written, digital and visual communication skills.

A typical assessment on this course is for students to be set a design or development project brief, which they work on in taught lab classes and guided independent study. The final outcome of the project could be assessed through a written report or a presentation.

Assessment tasks are marked according to the University of Brighton standard [undergraduate marking/grading descriptors](#).

Learning Outcome	Assessment method	Module	Number of credits
Knowledge and Understanding of			
1: the range of professional roles that exist within the games and interactive media sectors.	Project Report Presentation	CI465 CI474 CI536 CI601	100
2: key technical aspects of digital games development including the creation of sound, still image and code assets.	Project Report Presentation	CI419 CI474 CI541 CI587 CI563 CI628 CI605 CI606	160
3: concepts relating to games and culture	Project Report Presentation	CI473 CI541 CI639	60
4: key technical aspects of development including web technologies.	Examination Project Report Presentation	CI435 CI527 CI587 CI560	140

		CI628 CI660 CI606	
5: core principals and foundations of interactive design	Report	CI419 CI473 CI527 CI560 CI604 CI660	120
6: legal and ethical issues relating to the development and production of digital games	Report Presentation	CI473 CI419 CI541 CI601 CI620	120
Skills			
7. Think logically and imaginatively to develop creative solutions.	Exam Report Presentation	CI401 CI419 CI541 CI587 CI601	120
8. Design and implement production quality interactive media including Internet based games	Project Report Presentation	CI419 CI541 CI587 CI628 CI606	100
9. Demonstrate knowledge and understanding of appropriate business skills and adapt current skills to future demands.	Report Presentation	CI465 CI536 CI639	60
10. Communicate effectively	Project Report Presentation	CI465 CI536 CI601	80

SUPPORT AND INFORMATION	
Institutional/ University	All students benefit from: University induction week Student Contract Course Handbook Extensive library facilities Computer pool rooms E-mail address Welfare service Personal tutor for advice and guidance
Course-specific	In addition, students on this course benefit from: Please refer to information held in StudentCentral.

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

The main aim of the course is to produce graduates who are equipped to fill roles as digital games developers. The ethos of the course is to combine a sound technical foundation in the technologies underlying the creation of digital games, with knowledge of the commercial and social contexts in which digital games are used, and competence in design and development methods including user-centred design.

The Honours award course is studied over 3 years (levels 4, 5 and 6), with the opportunity to do an optional placement year of industry experience between levels 5 and 6 for a Sandwich Honours award. Study is undertaken at Levels 4, 5 and 6 of the national qualifications framework, and is divided into modules. The standard value of a module is 20 credits (equivalent to 200 hours learning), with a 40 credit project in the final year of study. The academic year is divided into 2 semesters; each 20 credit module is either studied in one semester, or across both semesters, depending on the mode of study that is appropriate to the subject.

To graduate with an Honours degree students complete 360 credits; for full-time students this means studying 6 modules *i.e.* 120 credits each year. Intermediate exit awards are possible at the end of each year of study.

LEVEL 4 - students study a broad foundation of computing and games development subjects covering the following areas –

- Foundations in programming
- Game design and development
- Introduction to website development
- 3D Modelling
- Professional, legal and ethical issues
- Academic and employability skills

LEVEL 5 – students apply their foundation knowledge to more specialised areas of game development including –

- Game development frameworks
- Web based game development
- Mobile application development
- 3D graphics & animation
- Integrated group project, applying knowledge gained in modules to a real-world project

LEVEL 6 – students' progress direct from level 5 or may choose to spend a year on placement in industry (see below). The curriculum in the final year consolidates and deepens the students' knowledge of digital games development.

Students work independently to plan, research and carry out a major project, which strengthens and extends their knowledge and skills in games development. Students also study a further 80 CATS points of modules addressing areas including -

- Multiplayer game development
- Advanced 3D modelling and animation
- New horizons in digital games (optional)
- Advanced mobile application development (optional)
- Usability evaluation (optional)
- Virtual Reality Systems (optional)
- Intellectual Property Law & IT (optional)

At all levels of the course there are opportunities for students to engage with local or national games industries, either through in-house sessions with visiting speakers, or through extra-curricular meetings and other events taking place in Brighton & Hove.

Optional industry placement

Students are encouraged to spend a year working in industry between levels 5 and 6. The Placement Unit initiates the process of finding a placement at Placement Day, held during Induction Week for students progressing to level 5 and direct entrants. The Unit supports students throughout the year, helping them to prepare a CV, to find and apply for jobs.

Each student is visited at their workplace by an academic supervisor at least once during the placement year. Students undertaking the placement year study CI582, through which they can gain 20 CATS points of credit for successfully completing the placement, assessed through coursework in which interns reflect on and document their experiences and professional development.

CI535 - Professional experience and learning, is also available as an option for students interested in industry placement.

LEVEL	SEMESTER 1	SEMESTER 2
4	CI401 Introduction to programming	
	CI435 Introduction to web development	
	CI465 Working in the digital and games industries	
	CI474 Introduction to 3D modelling and animation	
	CI473 Principles of games design	CI419 Introduction to game development
5	CI541 Game development frameworks	
	CI560 Mobile application development	
	CI587 Web based game development	CI527 Web application development
	CI563 Intermediate 3D modelling and animation	CI536 Integrated group project
5	Optional placement year: CI582 Placement Learning OR CI535 Professional Experience and Learning	
6	CI601 The computing project	
	CI628 Multiplayer game development	CI605 Advanced 3D modelling and animation
	<i>Options, 1 of:</i> CI604 Usability evaluation CI606 Virtual Reality Systems	<i>Options, 1 of:</i> CI639 New horizons in computing CI660 Advanced mobile application development CI620 Intellectual property law & IT

Modules

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)*

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

*Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability

Level ⁸	Code	Status	Module	Credit
4	CI401	C	Introduction to programming	20
4	CI419	C	Introduction to game development	20
4	CI435	C	Introduction to web development	20
4	CI465	C	Working in the digital and games industries	20
4	CI473	C	Principles of games design	20
4	CI474	C	Introduction to 3D modelling and animation	20

⁸All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

5	CI527	C	Web application development	20
5	CI536	C	Integrated group project	20
5	CI541	C	Game development frameworks	20
5	CI560	C	Mobile application development	20
5	CI563	C	Intermediate 3D modelling and animation	20
5	CI587	C	Web based game development	20
5	CI535	O	Professional development and learning	20
5	CI582	O	Placement learning	20
6	CI601	M	Computing project	40
6	CI604	O	Usability evaluation	20
6	CI605	C	Advanced 3D modelling and animation	20
6	CI606	O	Virtual Reality Systems	20
6	CI620	O	Intellectual property law & IT	20
6	CI628	C	Multiplayer game development	20
6	CI639	O	New horizons in computing	20
6	CI660	O	Advanced mobile application development	20

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits ⁹	Minimum credits ¹⁰	Ratio of marks ¹¹ :	Class of award
Final	BSc (Hons)	Digital Games Development	6	Total credit 360	Minimum credit at level of award 90	Levels 5 and 6 (25:75)	Honours degree
Intermediate	BSc	Computing	6	Total credit 300	Minimum credit at level of award 60	Level 6 marks	Not applicable
Intermediate	DipHE	Computing	5	Total credit 240	Minimum credit at level of award 90	Level 5 marks	Not applicable
Intermediate	CertHE	Computing	4	Total credit 120	Minimum credit at level of award 90	Level 4 marks	Not applicable
Select			Select	Total credit Select	Minimum credit at level of award Select	Select	Select
*Foundation degrees only							
Progression routes from award:							
Award classifications		Mark/ band %	Foundation degree	Honours degree	Postgraduate¹² degree (excludes PGCE and BM BS)		
		70% - 100%	Distinction	First (1)	Distinction		
		60% - 69.99%	Merit	Upper second (2:1)	Merit		
		50% - 59.99%	Pass	Lower second (2:2)	Pass		
		40% - 49.99%		Third (3)			

⁹ Total number of credits required to be eligible for the award.

¹⁰ Minimum number of credits required, at level of award, to be eligible for the award.

¹¹ Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

¹² Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from staffcentral or studentcentral).

Specific regulations which **materially** affect assessment, progression and award on the course

e.g. Where referrals or repeat of modules are not permitted in line with the University's *General Examination and Assessment Regulations for Taught Courses*.

N/A

Exceptions required by PSRB

These require the approval of the Chair of the Academic Board

N/A