

Template C4



Programme Specification

Title of Course: *BSc (Hons) Game Development*

| | |
|---|---|
| Date first produced | 30/06/2017 |
| Date last revised | 15/07/2025 |
| Date of implementation of current version | 01/09/2025 |
| Version number | 18 |
| Faculty | Faculty of Engineering, Computing and the Environment |
| Cross-disciplinary | |
| School | School of Computer Science and Mathematics |
| Department | Department of Networks and Digital Media |
| Delivery Institution | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

| | |
|---|---|
| Award(s) and Title(s): | BSc (Hons) Game Development |
| Exit Award(s) and Title(s): | CertHE Game Development DipHE Game Development BSc Game Development |
| Course Code <i>For each pathway and mode of delivery</i> | UFCGP1CGP20 |
| UCAS code <i>For each pathway</i> | G625 (3 year full time) G611 (4 year sandwich) G624 (4 year with foundation) |

| | |
|---|--|
| Award(s) and Title(s): | BSc (Hons) Game Development with Foundation Year |
| Exit Award(s) and Title(s): | CertHE Game Development with Foundation Year DipHE Game Development with Foundation Year BSc Game Development with Foundation Year |
| Course Code <i>For each pathway and mode of delivery</i> | UFCGP1CGP55 |
| UCAS code <i>For each pathway</i> | |

| | |
|---|---|
| Award(s) and Title(s): | BSc (Hons) Game Development with Professional Placement |
| Exit Award(s) and Title(s): | CertHE Game Development with Professional Placement DipHE Game Development with Professional Placement BSc Game Development with Professional Placement |
| Course Code <i>For each pathway and mode of delivery</i> | USCGP1CGP45 |
| UCAS code <i>For each pathway</i> | |

| | |
|-----------------------------|---|
| Award(s) and Title(s): | BSc (Hons) Game Development with Foundation Year and Professional Placement |
| Exit Award(s) and Title(s): | CertHE Game Development with Foundation Year and Professional Placement |

| | |
|---|--|
| | DipHE Game Development with Foundation Year and Professional Placement BSc Game Development with Foundation Year and Professional Placement |
| Course Code <i>For each pathway and mode of delivery</i> | N/A |
| UCAS code <i>For each pathway</i> | |

| | |
|---------------------------------|--|
| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University |
| Location: | Penrhyn Road |
| Language of Delivery: | English |
| Delivery mode: | Primarily campus based (up to 20% of scheduled L&T hours delivered online) |
| Learning mode(s): | Full-time With professional placement With foundation year |
| Minimum period of registration: | Full-time - 3 With professional placement - 4 With foundation year - 4 |
| Maximum period of registration: | Full-time - 6 With professional placement - 7 With foundation year - 8 |
| Entry requirements | <p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements</p> |

| | |
|---|---|
| | |
| Regulated by | The University and its courses are regulated by the Office for Students. |
| Programme Accredited by: | BCS: The Chartered Institute for IT |
| Approved Variants: | <u>Compensation of modules:</u> Compensation is permitted in at most 30 credits across the programme, excluding the CI6600 <i>Individual Project</i> module. A module, other than CI6600, with a grade of F5 (marks of 35-39) can be compensated for a PC grade by at least 90 credits passed at that level. |
| Is this Higher or Degree Apprenticeship course? | No |

SECTION 2: THE COURSE

A. Aims of the Course

The over-arching aim of the course is to produce highly trained graduates to support the development of the digital society with a focus on the games industry. As part of Kingston University's Future Skills programme, this course also equips students with essential skills such as critical thinking, problem-solving, adaptability, and digital literacy. These future-focused skills ensure graduates are prepared for the evolving demands of the tech industry and can thrive in a rapidly changing professional landscape. Specifically the aims are to produce graduates who:

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

| Programme Learning Outcomes | | | | | |
|-----------------------------|--|----|---|----|---|
| | Knowledge and Understanding | | Intellectual Skills | | Subject Practical Skills |
| | On completion of the course students will be able to: | | On completion of the course students will be able to | | On completion of the course students will be able to |
| A5 | explain the role of computers and information technology systems, for the generation, storage and transmission of images, sound and data | B7 | report on their work critically in written format, at meetings, or by formal oral presentation | C4 | communicate effectively with colleagues in specifying system objectives, implementing solutions using appropriate software and evaluating the results |
| A4 | explain the technologies used in the games and media industries | B6 | assemble, interpret and critically evaluate information from a variety of sources (including academic literature) including where information is missing or unclear | C3 | demonstrate project management controls and communication skills |
| A2 | explain the games development process including 2D and 3D graphics and animation, artificial intelligence techniques, programming and games design | B5 | approach work in games and media through acquiring an understanding of, and intellectual flexibility towards, a range of disciplines | C2 | present and document information at a level which is appropriate to the computing knowledge of the recipient |
| A1 | explain the mathematics and physics concepts required for the development of computer games | B2 | critically evaluate issues which arise in the development of computer games with regard to legal, social and ethical issues | C1 | use appropriate skills and technologies for the development of computer games and related media work |
| A3 | demonstrate the computing skills necessary for the production of computer games | B3 | apply the knowledge and theory of mathematics, physics and | C5 | plan and execute creative development tasks relevant to an application of games and |

| | | | | | |
|--|--|----|---|--|--|
| | including programming, object oriented concepts, data structures and abstract data types, software testing and HCI | | computing to computer games development | | media technology and computing generally |
| | | B1 | assess and select the tools and methods appropriate for a given games-related problem | | |
| | | B4 | develop general skills for critical analysis and problem solving | | |

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

Students on the Foundation Year route should refer to the Foundation Year in Computing programme specifications for details of the first year modules.

BSc (Hons) Game Development

| Level 4 | | | | | | | |
|--|-------------|--------------|-------|----------------|----------------|-----------|-----------|
| BSc (Hons) Game Development | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Game Science | CI4500 | 30 | 4 | Year long | | 1 | |
| Games Programming | CI4515 | 30 | 4 | Year long | None | 1 | 1 |
| Programming I – Thinking Like a Programmer | CI4105 | 30 | 4 | Year long | | 1 | 1 |
| Requirements Analysis and Design for | CI4316 | 30 | 4 | Year long | | 1 | 1 |

| | | | | | | | |
|-------------------|--|--|--|--|--|--|--|
| Games Programming | | | | | | | |
|-------------------|--|--|--|--|--|--|--|

Exit Awards at Level 4

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6. Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

| Level 5 | | | | | | | |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BSc (Hons) Game Development | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| 3D Graphics Programming and Artificial Intelligence | CI5525 | 30 | 5 | Year long | | 2 | |
| Computing Systems | CI5250 | 30 | 5 | Year long | | 2 | |
| Professional Game Development Environments | CI5515 | 30 | 5 | Year long | | 2 | |
| Optional Modules | | | | | | | |
| Database-Driven Application Development | CI5320 | 30 | 5 | Year long | | 2 | |
| Digital Motion Graphics and Compositing | CI5001 | 30 | 5 | Year long | | 2 | |
| Introductory Digital Media and Computer Generated Imagery | CI5012 | 30 | 5 | Year long | | 2 | |
| Multimedia Authoring and Design | CI5002 | 30 | 5 | Year long | | 2 | |
| User Centered Design | CI5330 | 30 | 5 | Year long | | 2 | |

Exit Awards at Level 5

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before

consideration for an award. Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education.

Students who are on the professional placement route take the placement module CI5999 Industrial Placement

| Level 6 | | | | | | | |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BSc (Hons) Game Development | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Future Skills Apply | AX6001 | 15 | 6 | 2 | | 3 | 3 |
| Game and Media Production and Generative AI Prototyping | CI6002 | 15 | 6 | 1 | | 3 | |
| Individual Project (Games) | CI6500 | 30 | 6 | Year Long | | 3 | |
| Multiplayer and Game Console Programming | CI6515 | 30 | 6 | Year long | | 3 | |
| Optional Modules | | | | | | | |
| Digital Entrepreneurship | CI6415 | 30 | 6 | Year Long | | 3 | |
| Mobile Application Development | CI6330 | 30 | 6 | Year long | | 3 | 1 |
| Modelling and Animation | CI6013 | 30 | 6 | Year long | CI5012 | 3 | |

Exit Awards at Level 6

Level 6 requires the completion of 360 credits.

[BSc \(Hons\) Game Development with Foundation Year](#)

[BSc \(Hons\) Game Development with Professional Placement](#)

| Level 5 |
|--|
| BSc (Hons) Game Development with Professional Placement |

| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
|----------------------|-------------|--------------|-------|----------------|----------------|-----------|-----------|
| Industrial Placement | CI5999 | 120 | 5 | TY13 | | 3 | 3 |

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

BSc (Hons) Game Development with Foundation Year and Professional Placement

| Level 5 | | | | | | | |
|---|-------------|--------------|-------|----------------|----------------|-----------|-----------|
| BSc (Hons) Game Development with Foundation Year and Professional Placement | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Industrial Placement | CI5999 | 120 | 5 | TY13 | | 3 | 3 |

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

E. Teaching, Learning and Assessment

This course uses a range of teaching and assessment methods which have been designed to support students' learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

- Laboratory Sessions
- Lectures
- Seminars
- Tutorials

- Workshops
- Placements

Guidance for students on the use of independent study time is communicated through the 'Succeed in your module' section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Study abroad and Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These could include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

| Module Code | Level 4 | | | | Level 5 | | | | | | | | | | Level 6 | | | | | |
|---------------------------|---------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|
| | CI4515 | CI4500 | CI4105 | CI4316 | CI5999 | CI5002 | CI5001 | CI5250 | CI5320 | CI5525 | CI5515 | CI5012 | CI5330 | CI6515 | CI6013 | CI6002 | CI6500 | CI6415 | CI6330 | AX6001 |
| Knowledge & Understanding | A5 | S | S | S | | S | S | S | S | S | S | S | S | S | S | | | | | |
| | A4 | S | S | S | | S | S | S | S | S | S | S | S | S | S | | | | | |
| | A2 | S | S | | | S | S | | | S | S | S | | S | S | | | | | |
| | A1 | | S | | | S | | | | S | S | | | S | | | | | | |
| | A3 | S | S | S | | | | S | S | S | S | | S | S | | | | | | |
| Intellectual Skills | B7 | S | S | S | | | | S | S | S | S | | S | S | | | | | | |
| | B6 | S | S | S | | | | S | S | S | S | | S | S | | | | | | |
| | B5 | S | S | S | | S | S | S | S | S | S | S | S | S | S | | | | | |
| | B2 | S | | S | | | | | | | S | | S | S | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|---|---|---|--|--|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|
| | B3 | S | S | S | | | S | S | | | S | S | S | | S | S | | | | | |
| | B1 | S | S | S | | | S | S | | | S | S | S | | S | S | | | | | |
| | B4 | S | | S | | | S | S | S | S | S | S | S | S | S | S | | | | | |
| Practical Skills | C4 | S | S | S | | | S | S | S | S | S | S | S | S | S | S | | | | | |
| | C3 | S | S | S | | | S | S | | S | S | S | S | S | S | S | | | | | |
| | C2 | S | S | S | | | S | S | S | S | S | S | S | S | S | S | | | | | |
| | C1 | S | S | S | | | S | S | S | S | S | S | S | S | S | S | | | | | |
| | C5 | S | S | S | | | S | S | S | S | S | S | S | S | S | S | | | | | |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information