University Centre Leeds

Programme Specification

1	**Awarding Institution/Body**	Luminate Education Group
2	**Delivery Location(s)**	University Centre Leeds
3	**Programme Externally Accredited by (e.g., PSRB)**	
4	**Award Title(s)**	*BSc (Hons) Game Development (Top up)– 120 Credits at level 6* *BSc Game Development – To complete any 80 credits at level 6.*
5	**UCAS Code**	Game Development = I6M7
6	**Apprenticeship**	*N/A*
7	**HECoS Code and Description**	101268 – computer games design 101019 – computer games graphics
8	**Mode of Attendance**	Full Time – Face to Face / Blended Duration Full Time: 3 years
9	**Relevant QAA Subject Benchmarking Group(s)**	*QAA Benchmark for Computing 2022*
10	**Relevant Additional External Reference Points**	
11	**Date of Approval/ Revision**	*2025*
12		

Top Up Entry Criteria

	Typical offer	Minimum Offer
Foundation Degree:	An overall Pass grade (module average) on the second year of an FD in a relevant subject	An overall Pass grade (module average) on the second year of an FD in a relevant subject
HND:	Merit grade in a relevant subject	Pass grade in a relevant subject
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the	

		course and may be asked to provide a portfolio of evidence to support their application **21 years and over at the start of the course*

13 **Educational Aims of the Programme**

- Provide a comprehensive and challenging vocational programme in game development, including core and specialist modules, which facilitate access and progression for a wide range of students from diverse backgrounds into various creative industry contexts.
- Offer a robust degree programme that is relevant to current practice of game developers in the industry that will allow students to be autonomous and progress onto their chosen specialism.
- Produce graduates who can critically reflect and learn from their practical and academic experience in a creative context and relate this experience to relevant theory.
- Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable within the games industry.
- Produce graduates with the ability to create creative and immersive game worlds and systems.
- Prepare students for working in the industry with the skillset and software skills needed to become a games developer, and create their own games, game systems or game assets.
- Produce graduates to be able to create game development assets as well as coding techniques and finally underpin this with solid game theory.
- Produce graduates with entrepreneurial ability relevant to the game's development and creation of game prototypes.
- Produce graduates who have an analytical and reflective understanding of game development and its processes and pipelines in context of the games industry and in relation to the wider social and cultural environment.

14 **Learning Outcomes**

Knowledge and Understanding

K1	Critically evaluate ethical issues and how these influence professional practises.
K2	Critically analyse research and industry knowledge to draw meaningful conclusions and apply them effectively within the context of your chosen specialism.

Cognitive/Intellectual Skills

C1	Critically analyse information from multiple sources to evaluate and generate balanced and logical insights.
C2	Critically evaluate game development contexts and apply problem-solving to formulate innovative solutions.
C3	Strategically prototype and evaluate game assets by integrating theoretical frameworks with practical techniques relevant to the specialist discipline.

Professional Skills

P1	Employ a range of recognised pipelines when developing a solution within a specialised context
P2	Develop refined components that improve the overall quality of a game by applying a variety of methods

	P3	Critically evaluate project outcomes to identify and design improvements that drive continuous personal development.

Key Transferable Skills	
T1	Communicate fluently and professionally in a range of styles appropriate to the context.
T2	Able to act autonomously with limited supervision or direction within agreed guidelines.
T3	Collaborate effectively, efficiently and professionally as part of a team.

Specialist Skills – Game Development	
GD1	Demonstrate a comprehensive understanding of game design theories and principles, and rapid prototyping techniques related to Game Development.
GD2	Showcase an effective and professional use of appropriate game development tools and techniques in the implementation of Game Development solutions.

15 **Key Learning & Teaching Strategy and Methods**

This course adopts a learner-centred approach, with an emphasis on scaffolding, inquiry-based learning, and project-based learning. These methods support students in building industry-relevant skills and knowledge while encouraging them to take responsibility for their own learning. Structured guidance is provided throughout to help students progress confidently and effectively.

Industry practices are introduced through real-world case studies and simulated scenarios. These help students develop independent working habits and practical approaches by generating viable game ideas. Tasks and concepts increase in complexity over time, starting with foundational skills and progressing toward advanced challenges. This scaffolding approach helps reduce cognitive overload while ensuring students build both confidence and competence through clear milestones and achievable goals.

By encouraging inquiry and exploration, the course promotes critical thinking, independent learning, and problem-solving. Students will engage with real-world briefs, tackling challenges related to their specialism, which nurtures curiosity and deeper engagement. Projects are central to this learning strategy. These are grounded in real industry briefs and give students the chance to apply theory in practical contexts. The focus on interdisciplinary collaboration and portfolio development ensures that graduates are well prepared for employment in the games industry.

Teaching methods used throughout the course are varied to accommodate different learning styles. Students will participate in lectures, seminars, practical workshops, as well as small and large group discussions and presentations. One-to-one and group consultations will support the development of practical work and academic skills. These will include guidance on writing effective briefs and proposals, as well as individual project support.

Critical and analytical thinking will be explored through focused lectures and discussions, while academic and research skills are embedded across the curriculum. Students will be supported in developing work that meets academic standards, with guidance on research procedures, writing, and referencing.

Individual tutorials will play an essential role in providing practical support and helping students develop professional-quality game levels. These sessions, along with small group consultations, will help students understand how games are produced in different contexts and by small teams.

Through the development of hands-on projects, students will build a broad range of practical skills relevant to their chosen pathway in game development.

Assessment will take many forms, including formative and summative approaches such as open-ended questioning, brainstorming, reflective practice, production diaries, work logs, group and peer discussions, and both self- and peer-assessment. These diverse strategies support learning and progress tracking while developing key professional and academic skills.

Game Jams are used to simulate fast-paced, real-world development environments. These time-constrained challenges promote teamwork, creative thinking, and rapid problem-solving. Students will work on coding and system integration, team communication, and deliver playable results under pressure.

Structured Debugging Challenges will help students develop problem-solving skills by identifying and resolving errors, including those needed on workflow and design flaws.

Students will regularly participate in playtesting and feedback sessions. These allow for iterative improvement based on peer and tutor feedback. The process helps all students develop a better understanding of player experience, user-centred design, and communication skills.
The integration of Artificial Intelligence (AI) is tailored to industry needs.

AI's use in game development remains limited due to current shortcomings in areas like VFX and level generation. Discussions with studios such as TriPunk and RedKite Games suggest that while AI-generated concepts can inspire 3D modelling, they do not replace human refinement. As such, the course includes introductory exploration of AI concepting but retains a focus on human-led creative processes.

Although the course does not include a standalone module focused on research or cultural understanding, these critical elements are thoroughly embedded across all modules. This ensures students gain a broad understanding of ethical, legal, and professional issues relevant to the industry.

Research is a foundation in all modules, with students expected to explore workflows, tools, and professional practices relevant to their field. They will be encouraged to investigate current trends, emerging technologies, and cultural shifts, supporting their ability to adapt and innovate within the industry. This ensures that graduates are not only technically proficient but also ethically aware and culturally literate.

The Game Studio 3 module follows a industry relevant assessment structure to build essential professional skills. The module includes three tasks: a planning document (Task 1), a pitch presentation (Task 2), and a final group project submission (Task 3). This structure mirrors the professional game development cycle and helps students refine their planning, communication, and technical execution abilities. Planning documents develop organisational and analytical skills; pitch presentations strengthen communication and stakeholder engagement; and the final project builds technical and creative expertise within a team. This consistent structure supports skill progression and prepares students for the demands of industry production, from idea development to final product delivery.

E-Learning
The programme will incorporate the use of Blackboard where module resources will be uploaded. Students will be able to access all materials off-site; this will enable students to better fit their learning around their lifestyles and manage other commitments.

	Using blackboard will allow staff to employ a range of tools to enhance the learning experience and will include online discussions, tutorial videos, links to module specific online video. All final assignments will be set on Blackboard if the submission has a practical element or through Turnitin (still via Blackboard). The Game Studio 3 module has been designed as a blended learning experience—combining face-to-face sessions with structured online sessions—to reflect the evolving nature of the games industry, where remote and hybrid working models are increasingly standard practice. By integrating both in-person collaboration and online workflows, students gain firsthand experience of the communication, project management, and self-discipline required in remote development environments. This approach prepares students to work effectively across different locations, mirroring how many professional game studios operate today. To support this model, the University's dedicated Discord server will be used as a central platform for communication, collaboration, and monitoring. Scheduled check-ins, task updates, and participation in online meetings and discussions will be tracked through Discord, allowing staff to monitor engagement and attendance in real time. This ensures that students remain connected, supported, and accountable, while developing the digital collaboration skills essential for modern game development. To ensure comprehensive student support beyond scheduled class time, a multifaceted approach utilising digital platforms is implemented. Blackboard serves as a primary hub for staff-student interaction, facilitating communication and providing access to supplementary learning materials. A dedicated learning community is fostered through Discord, enabling students to engage in peer-to-peer support, resource sharing, and collaborative learning. This approach directly aligns with the Computing 2022 subject benchmark, which emphasises the ability to 'demonstrate the ability to work in an effective manner, including as a member of a team, making use of tools and techniques to appropriately communicate, manage tasks and plan projects under guidance.' Tutors maintain active availability on Discord during working hours, offering real-time assistance, including screen-sharing capabilities for efficient project troubleshooting. To cultivate a strong sense of community and promote collaborative learning, dedicated Discord channels are established, facilitating cross-level peer support and knowledge exchange. This integrated digital support system aims to create a dynamic and accessible learning environment, empowering students to succeed both inside and outside the traditional classroom, while also fostering the essential collaborative and project management skills outlined in the subject benchmarks.
16	**Key Assessment Strategy and Methods** A broad range of skills and knowledge are needed in the Game Development industry and assessments are tailored to the task being undertaken. Assessed tasks include the development of computer games and game assets, the application of theory to practical problems, teamwork, project work and the communication of ideas and concepts through reports and presentations. The assessment of these tasks is guided by programme and module learning outcomes. Modules are assessed by a combination of practical work, written essays, presentations and vivas. The course promotes independent learning through the promotion of CPD when learning new software and when researching and applying new theories and concepts. Students are encouraged to adopt an analytical approach to their engagement with computer games,

transitioning from player to developer by applying a critical eye to key game texts and independently applying newfound approaches to their own game development concepts.

Assignments tasks will be managed across the academic year ensuring there is sufficient time between assessments to support the completion of the programme. This will be reviewed yearly in annual planning.

Even though there is no module directly aimed at employability skills, employability is built into the programme in core modules. Future employments are entrenched within the programme and practical modules are very much focused on the development of professional portfolio pieces that can support progression into employment.

To ensure comprehensive and equitable assessment, each module will employ two assessment components, except for the 60-credit, year-long Game Studio module, which will feature three. To provide early intervention and support, regular milestone checks will be implemented. These milestones, conducted through presentations or one-to-one meetings with tutors, will serve as an early detection mechanism to identify students who may be experiencing academic difficulties.

Within the Game Studio modules, the three assessment points, distributed across each trimester, will also function as a means of assessing student progression and identifying potential risk factors. This strategic distribution of assessments (one per ten-week trimester), coupled with the two assessments in the concurrent core module, is designed to mitigate the risk of cognitive overload at the end of the academic year. This allows students to dedicate focused effort to the final 50% practical submission in the Game Studio module – the completed game project. This balanced assessment strategy ensures both continuous monitoring of student progress and a manageable workload, fostering optimal learning outcomes.

Learning outcomes will be assessed twice giving ample opportunity for students to meet the specified learning outcomes of each task and will also ensure that students are not over assessed.

Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of a group or individual critique, and informal peer assessment through peer group discussions. Formative assessment is a part of the individual tutorial system, featured in every module, and feedback is given verbally or in written format depending on the module. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

Summative assessment will be given in written format using standard programme feedback forms. The feedback will discuss the final grade decision and how it was reached and also offer feedforward style feedback that will identify areas for improvement and suggest approaches that can be adopted in future assessments. This will help students to identify areas for improvement, and of current strengths which are to be developed.

Building upon the practical teaching and learning methodologies outlined in Section 15, which include Guided Asset Creation, Game Jams, Debugging Challenges, and Playtest & Feedback Sessions, the assessment strategy for this course is designed to be equally innovative and reflective of workplace practices. Beyond traditional formative and summative assessments, we incorporate methods that directly simulate industry demands. These include industry-standard workflow simulations, collaborative project critiques, portfolio presentations to industry

	professionals, and agile development sprints. These assessments are not only designed to measure student learning outcomes but also to provide practical experience in the processes and practices they will encounter in professional game development. By integrating these workplace-oriented assessments, we aim to ensure that students graduate with tangible, industry-ready skills, complementing the practical skill development fostered through the course's teaching methodologies.
17	**Industry Specific Skills Development** Assessments will incorporate scenarios that require students to critically evaluate AI-generated code, identify potential errors, and implement necessary modifications. This approach will not only reinforce learning but also develop students' analytical and problem-solving skills, which are crucial for working with AI tools. To further ensure academic integrity and assess students' understanding of their workflows, a portion of their assessments will take the form of vivas or presentations. During these sessions, students will be required to explain their development process and demonstrate a thorough understanding of the code or assets created. This will allow tutors to directly assess students' critical thinking and problem-solving abilities, ensuring they are not simply relying on AI-generated solutions. Additionally, AI-driven adaptive learning platforms may be utilized to tailor the learning experience to individual student needs, providing customized content and assessment based on their progress and performance. Clear guidelines will be provided to students regarding the appropriate use of AI tools, and assessments will be designed to measure their understanding of core concepts and their ability to apply them independently. By addressing both the integrity concerns and the learning enhancement opportunities, the assessment strategy aims to equip students with the necessary skills and knowledge to navigate the evolving landscape of AI in the games industry. To ensure a progressive development of professional communication skills, the assessment strategy employs Vivas and presentations as key components, particularly for evaluating students' understanding of their development workflows and approaches. While the duration of these assessments may not increase exponentially across levels, the expectation for critical analysis and concise articulation will significantly rise. Students will be expected to provide in-depth justifications, demonstrate a nuanced understanding of their choices, and engage in critical evaluation of their work. This mirrors industry expectations, where professionals are valued for their ability to communicate complex ideas efficiently and effectively, rather than for the sheer volume of their verbal output. Therefore, the minutes allocated will be structured to encourage focused, insightful discourse, allowing students to demonstrate their growing expertise and adaptability in conveying technical concepts with precision and clarity. **Industry Specific Skills Development** There are no requirements for a formalised work placement, but the programme has a focus on preparing students for work in the games industry. This is done mainly through the simulation of industry working practices in the Game Studio 3 module. This is also the reasoning behind it being a higher credited module. Students are encouraged to work collaboratively in small development teams that are reflective of the makeup of real-world indie development teams. Game Jams are also a focus on the course and students will take part in several game jams. Game Jams are a common feature in many games companies to encourage staff to quickly

	develop and prototype new game ideas and concepts. There are several external Game Jams students will take part in, the global Game Jam for example of a weekend long global competition where students will work towards developing a rapidly developed prototype based on a given theme. The programme endeavours to develop students with an enthusiasm for enquiry into their discipline and the motivation to sustain it. Currently this happens in many guises, the game Jam is key to student buy in, as is the development of a studio atmosphere. Students are encouraged to use out of class time to socially interact through playing games within the campus to maintain enthusiasm for the subject. Culture Club Society, and the promotion of interdisciplinary practice help to support the student's integration into the wider creative context and to broaden skills and interests. Employability is embedded into the programme, and this will be underpinned with the development of an online portfolio and through a scheme of visiting lecturers and industry practitioners who will provide insight and portfolio advice, guidance and critique where appropriate. Students undertake a major collaborative project, mirroring the lifecycle of a professional game development project. This includes planning, prototyping, production, and quality assurance stages. Students finalise an industry-standard portfolio, incorporating polished examples of their work that reflect their chosen specialism. The portfolio is designed to showcase technical skills, creativity, and problem-solving abilities to potential employers. Students will be entered into student showcases where industry professionals provide in-depth critique and portfolio advice, helping students refine their work to meet industry expectations. Students are given increasing levels of independence overall, but a heavy emphasis will be on progressing from guided projects to managing complex development cycles in multidisciplinary teams, since this is an important transferable skill heavily looked for in the games industry. By the end of the programme, students are equipped with not only technical skills but also the ability to work under industry conditions, meeting deadlines, collaborating effectively, and presenting their work professionally. Plans are in place for staff to collaborate with industry professionals on specific project elements. Non-Disclosure Agreements (NDAs), a common practice due to the proprietary nature of many games industry projects, have historically presented challenges for tutor involvement. However, recent discussions with TriPunk and XR Games, currently the closest relevant companies to the institution, indicate potential collaborative work in the next academic year (2025-2026). This engagement will be crucial in ensuring tutors possess the most up-to-date industry workflow knowledge and are providing students with accurate and relevant information. While the course team aims to secure further opportunities in the future, this represents a significant advancement compared to previous years, and we will continue to pursue additional collaborative ventures.
18	**Transferable Skills Development** Students refine a broad range of transferable skills—often referred to as "soft skills"—to a professional standard. These include communication, teamwork, time management, problem-solving, creative thinking, and resilience. Such skills are essential not only within the games

	industry but also across a wide range of professional environments. Throughout the programme, students progressively develop and apply these capabilities, and by Level 6, they are expected to demonstrate them confidently and independently. While earlier stages of the programme focus on building these skills through structured group work, feedback processes, and iterative project development, Level 6 offers opportunities for students to take full ownership of their work and apply their skills within more complex, industry-aligned contexts. Students are expected to act as either project leads or key contributors, managing responsibilities, collaborating effectively, and showing initiative in the delivery of high-quality outcomes. Team-based projects during this final year are designed to simulate professional studio environments. Students are required to negotiate roles, coordinate workflows, manage project timelines, and adapt to evolving project requirements. These experiences promote strong organisational and leadership skills, as well as the ability to collaborate productively under real-world conditions. Effective communication remains a central focus. Students are expected to present their work to academic staff and industry professionals through formal critiques, presentations, and networking events. These activities help develop the ability to explain complex technical and creative concepts clearly, respond constructively to feedback, and engage in professional discourse. To support their transition into employment or further study, students curate a refined portfolio that showcases their creative, technical, and collaborative abilities. They also receive guidance on CV writing, interview preparation, and professional self-presentation. The emphasis on real-world application ensures that graduates leave the programme with not only strong academic and practical foundations, but also the professional competencies required to succeed in the games industry and related fields. The programme ensures that transferable skills develop alongside students' technical and creative expertise. By the time students graduate, they will have mastered key employability skills, including teamwork, adaptability, creative problem-solving, time management, and professional communication.
19	**Sustainability** This programme embeds sustainability as a core principle throughout its game development curriculum, directly aligning with the Computing 2022 subject benchmark that requires graduates to 'identify appropriate practices and perform work within a professional, legal and ethical framework – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake.' From the very beginning, students are instilled with the importance of responsible resource management. Students will delve into the intricacies of optimised coding practices, learning to write efficient algorithms and minimise processing load. Assignments will challenge them to analyse existing code, identify inefficiencies, and implement solutions that reduce energy consumption. In game design, we go beyond mere entertainment, encouraging students to leverage the immersive power of games to create meaningful experiences that promote environmental awareness. Design challenges will require students to consider the environmental impact of their design choices, from minimising digital waste to designing for longevity and accessibility. Within the technical modules, students will gain a comprehensive understanding of the environmental implications of their creative processes. They will learn to optimise rendering

	pipelines, reduce polygon counts, and employ other techniques that minimise energy consumption without compromising visual fidelity. In the collaborative Game Studio modules, sustainability becomes a shared responsibility. Teams will be tasked with integrating sustainable practices into their project planning and development, from selecting eco-friendly tools and resources to implementing energy-efficient gameplay mechanics. To further enrich their understanding and inspire action, we will invite industry experts who are at the forefront of sustainability in game development to share their insights and experiences. These guest lectures and workshops will provide students with real-world examples of how sustainability can be integrated into professional practice. Finally, students' understanding and application of sustainability principles will be assessed through a variety of methods, including project evaluations, presentations, and research papers. They will be encouraged to explore and showcase their knowledge of industry sustainability initiatives, demonstrating their commitment to a responsible and forward-thinking approach to game development. This comprehensive integration ensures that graduates are not only technically proficient but also ethically conscious and equipped to contribute to a more sustainable future for the games industry.

20	Programme Modules				
	Year 3				
	Code	**Title**	**Credits**	**Core/Option**	**Compensatable / Non-Compensatable**
		Game Studio 3 (Game Development)	60	Core	Non-Compensatable
		Rapid Game Prototyping	20	Core	Compensatable
		Indie Game Development	20	Core	Compensatable
		Game Portfolio	20	Core	Compensatable

21 **Programme Structure**

All students participate in shared core modules and Game Studio activities, fostering a cohesive learning environment and promoting regular interaction across disciplines. This shared classroom experience is maintained throughout the week, apart from 2.5 hours dedicated to specialist group sessions, where students begin to delve deeper into their chosen areas.

Year 3	
[Specialist Module (60 Credits)] *One of the following:* Game Studio 3 – Game Development	Tri 1 - Rapid Game Prototyping (20 Credits)
	Tri 2 - Indie Game Development (20 Credits)
	Tri 3 - Game Portfolio (20 Credits)

The course structure is designed with flexibility to enhance the student experience in the classroom, ensuring engaging learning environment. This approach provides students with a clearly defined pathway, delivering focused and tailored educational experiences aligned with industry expectations. The programme includes a substantial 60-credit module, serving as the core of the curriculum. This module tasks students with collaborating as a team, group, or studio to develop and design a game. This approach mirrors industry-standard practices, emphasising the collaborative nature of the game development sector. Given its significance, this core module is the largest accredited component of the programme and is featured in every academic year.

Students will enter final year designed to consolidate specialist skills and prepare for employment or further study in the games industry. This year builds on foundational knowledge and collaborative experience developed in earlier stages of the course, with a strong focus on professional practice, interdisciplinary teamwork, and portfolio development. The curriculum is structured to ensure that all students, regardless of their prior academic pathway, are supported in aligning with the expectations and pace of the final year.

At the core of Level 6 is the Game Studio 3 module, a 60-credit, year-long project that reflects real-world industry workflows. Students work in interdisciplinary teams to plan, develop, and deliver a complete, professional-standard game. The module is structured to include both specialist instruction and collaborative studio time. Each week includes a 2.5-hour session focused on specialism-specific content and a 2-hour group session dedicated to applying these skills within the team project. This balance allows students to deepen their expertise while contributing meaningfully to a shared development cycle.

In parallel, all level 6 students complete the Game Portfolio module, which supports the creation of a professional portfolio. This module focuses on presenting project work in a polished, industry-ready format, including guidance on self-promotion, CV writing, interview preparation, and personal branding. The portfolio enables students to showcase both individual and collaborative work, highlighting their technical and creative strengths to future employers or postgraduate programmes.

The programme follows a trimester structure (three 10-week terms), allowing students to focus on a smaller number of modules at a time. This format promotes deeper engagement and helps manage workload more effectively. Students undertake three assessments across the year within the Game Studio 3 module—aligned with key stages of the development cycle—

	alongside assessments from other modules. This evenly distributed assessment model is designed to reduce pressure and support a consistent pace of study. Students attend 10 hours of scheduled learning per week, comprising 4.5 hours for the Game Studio module, 4.5 hours for the accompanying module each trimester, and an additional 1-hour tutorial session. These tutorials provide academic and pastoral support, including supervision, progress monitoring, and technical or professional advice. This structure ensures that students joining in Year 3 receive personalised support to integrate into the course community and meet final-year expectations. All modules reflect the most current industry standards and practices, shaped by feedback from professional studios and partners. Students have access to free educational licences for industry-standard software, ensuring they are not limited by cost when developing portfolio work and engaging with professional workflows. By the end of Level 6, students are expected to demonstrate a high level of independence, professionalism, and collaboration. They will graduate with a refined portfolio and substantial experience in working as part of a game development team, supported by specialist knowledge and transferable skills such as communication, project management, and problem-solving. The structure of Year 3 ensures that students entering at this stage are well-equipped to make a successful transition into the games industry or further study.
22	**Apprenticeships** N/A
23	**Support for Students and Their Learning** The induction process is designed to provide students with all the essential information to ensure a smooth transition into university life. It includes a comprehensive presentation covering campus resources, academic and pastoral support, grading systems, and an overview of how modules interconnect—particularly emphasizing the Game Studio module as the hub for integrating practical skills from other modules. Students are introduced to the Virtual Learning Environment (VLE), library resources, and other key tools to support their studies. Additionally, incoming students are invited to join a dedicated Discord channel prior to the start of the term. This platform fosters engagement with tutors and peers, helping them develop a sense of belonging and familiarity before stepping onto campus. Students benefit from a structured tutorial system with weekly group tutorials tailored to their level of study. At Level 6, supervisor sessions are introduced to support group projects. Tutorials include one-to-one sessions with individual group members, scheduled on a rotational basis, ensuring personalized attention. A Student Support Tutor provides bookable appointments and dedicated timetable sessions, offering academic, career, and pastoral guidance. This tutor collaborates with pastoral and module tutors to signpost students to appropriate resources when needed. Feedback from current students highlights the effectiveness of these one-to-one sessions, particularly in addressing mental health concerns, personal challenges, and academic struggles. The programme offers a rich array of resources to support student learning and academic development. Worksheets, online video tutorials, and external resources are uploaded to the VLE for all modules, enabling students to revisit and reinforce their learning at their

convenience. An open-door policy allows students to work in classrooms outside scheduled hours, where tutors can provide additional support if available. Tutors are also accessible via Discord during working hours, enabling real-time assistance, including screen-sharing for project troubleshooting. Peer support is encouraged through dedicated Discord channels where students across all levels can collaborate and assist one another.

Career readiness is embedded throughout the programme, particularly in the Game Studio 3 and Game Portfolio module. These modules provide opportunities for CV feedback, guidance on professional presentation, and skills necessary for employment. Career preparation is progressively incorporated as students specialise in their chosen pathways, ensuring they leave with industry-relevant expertise.

While there is no formal requirement for work placements, the programme strongly emphasizes industry preparation through the simulation of professional working practices in the Game Studio modules. These modules, spanning all three years, require students to collaborate in small, interdisciplinary teams that mirror the structure of indie game development studios. This experiential learning approach fosters teamwork, adaptability, and problem-solving skills, aligning with real-world industry standards.

The programme emphasizes holistic support to ensure students thrive academically and personally throughout their journey. From induction to graduation, a clear process of guidance and resources is in place to foster resilience, adaptability, and self-management. By integrating industry practices, career preparation, and comprehensive support, the course equips students to succeed in both their academic endeavours and future careers.

At University Centre Leeds there is a dedicated team that provide a range of support to students. This support includes welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA and one to one support for specific learning needs. There is a subject specific Academic Librarian who also delivers a range of study skills sessions for student groups and works within the HE library where there is an extensive range of learning resources. The department also has a dedicated Progress and Academic Coach who provides pastoral support for students one to one or with specific study skills requirements and who can monitor students considered to be at risk of not achieving by monitoring and supporting targets set by personal tutors.

In the Game Studio 3 module, while students work collaboratively in teams, individual assessment remains a critical component. Specifically, for Task 3, students are required to submit a comprehensive list of the assets they have personally created, directly showcasing their individual contribution to the project. Furthermore, a peer-to-peer marking system is implemented to provide a well-rounded evaluation. Students assess their teammates on attributes such as participation, quality of work, teamwork, and time management. These peer evaluations are then used to adjust the marks awarded for Task 3, ensuring that individual effort and contribution are accurately reflected, even within the team-based environment. Recognising the importance of teamwork, the Game Studio 3 module provide foundational training in team management and conflict resolution early in the programme, empowering students to work effectively in collaborative environments, so students have the maximum potential to achieve high scores for the peer feedback.

The use of free educational licenses for industry-standard 3D modelling and design software—such as Maya, Blender, or 3DS MAX—plays a pivotal role. Similarly, game engines like Unreal Engine, which are freely available for educational purposes, provide students with professional-grade platforms for creating high-quality projects. By utilising these free resources, the

	programme reduces financial barriers and ensures it remains accessible for all students wanting to enrol onto the course.
24	**Distinctive Features** The programme offers a distinctive learning experience designed to closely mirror the practices and demands of the games industry, ensuring students are prepared for the challenges they will face in their professional careers. At the core of this approach is the immersive, studio-based learning environment where students can develop specialised game development skills through hands-on practice. This model allows them to engage in realistic, collaborative projects that simulate industry workflows, emphasizing teamwork, problem-solving, and creativity. A key feature of the programme is its flexibility, empowering students to explore a broad range of skills and career pathways. By offering various specialised workshops, the course enables students to tailor their education to match their interests and professional aspirations This individualised approach is particularly valuable in an industry that thrives on innovation and adaptability. The programme also fosters strong ties with industry employers (TriPunk, XR Games, Tanglewood Studios and Red Kite Games), inviting them to participate in collaborative briefs and provide feedback throughout the course. This ensures that students receive real-time insights into industry expectations, enhancing their ability to meet the needs of potential employers. The curriculum prioritizes immersive industry practices, shifting away from traditional academic models to focus on real-world development phases and workflows. This ensures that students' learning is directly aligned with the evolving demands of the games industry, preparing them to enter the workforce with the skills and experience employers value most. All assessments are anchored within industry practices, giving students authentic evaluations of their capabilities and readiness for professional roles. This practical, real-world approach ensures that students graduate not just with theoretical knowledge, but with the confidence and competence to succeed in the industry. The programme is designed to foster innovation, encouraging students to explore, experiment, and push the boundaries of game development without the constraints often found in more traditional academic settings. This freedom to innovate, combined with industry-aligned learning and a strong focus on collaboration, makes the programme unique and highly attractive to both students and employers alike.

Appendix 1

Map of Outcomes to Modules

												2 Specialist Outcomes	
Module Titles	**K1**	**K2**	**C1**	**C2**	**C3**	**P1**	**P2**	**P3**	**T1**	**T2**	**T3**	**GD1**	**GD2**
Rapid Game Prototyping		X	X	X	X								
Indie Game Development		X	X				X			X			
Game Portfolio				X	X		X			X			
Game Studio 3 – Game Development	X					X		X	X		X	X	X

Year 3

Map of Outcomes to Modules

Methods											
Module Titles	Lectures	Interactive Lectures	Case Studies	Skills Workshop	Guided Asset Creation	Teamwork	Guest speakers	E Learning	Game Jams	Debugging Challenges	Playtest & Feedback
Rapid Game Prototyping	**X**			**X**	**X**			**X**			**X**
Indie Game Development	**X**	**X**		**X**	**X**	**X**		**X**		**X**	**X**
Game Portfolio	**X**	**X**			**X**		**X**				**X**
Game Studio 3 (Game Development)	**X**			**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**

Appendix 3

Map of Assessment Methods

Methods					
Module Titles	Written	Practical	E-Portfolio	Presentation	Viva
Rapid Game Prototyping	30% (1500 words – Wk 4)			70% (min 15 minutes – Wk 10)	
Indie Game Development		70% (min 6 assets – Wk 20)		30% (min 8 minutes – Wk 14)	
Game Portfolio		70% (min 6 assets – Wk 28)	30% (min 5 webpages – Wk 30)		
Game Studio 3 (Game Development)	20% (3000 words – Week 9)	50% (min 14 assets – Week 29)		30% (min 20 minutes – Week 19)	

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Map Subject Benchmarks to Programme and Module Learning Outcomes

Excellent Level	**Module & Learning Outcomes**
Demonstrate an exceptional understanding of the main body of knowledge for their subject and be able to exercise insightful and critical judgement in the use of that knowledge. Be creative and innovative in the application of the principles covered in the curriculum, and be able to go beyond what has been taught in classes	Game Studio 3 – Game Development (K1, GD1) Rapid game Prototyping (C1) Indie Game Development (C1)
Critically analyse and apply a wide range of concepts, principles and practices of the subject in the context of open scenarios, showing refined judgement and adaptability in the selection and use of tools and techniques	Rapid game Prototyping (C2) Game Portfolio (C2,P2) Indie Game Development (P2) Game Studio 3 – Game Development (P1, GD2)
Be able to demonstrate sophisticated judgement, critical thinking, research design, and well-developed problem-solving skills with a high degree of autonomy, and to create highly effective computational artefacts across complex and unpredictable circumstances	Rapid game Prototyping (C2) Game Portfolio (C2) Indie Game Development (T2) Game Portfolio (T2) Game Studio 3 – Game Development (P3)
Demonstrate the ability to undertake problem identification and analysis to appropriately design, develop, test, integrate or deploy a highly complex computing system and any associated artefacts; deeply understand the relationship between stages and be able to demonstrate related sophisticated problem-solving and evidence-informed evaluative skills	Rapid game Prototyping (C2, C3) Game Portfolio (C2, C3)
Demonstrate the ability to work in a highly proactive and accomplished manner, including as a leading member of a team, making excellent use of tools and techniques to proficiently communicate, manage tasks and plan projects with minimum guidance.	Indie Game Development (T2) Game Portfolio (T2) Game Studio 3 – Game Development (T1, T3)
Identify best-of-kind practices and effect highly principled solutions within a professional, legal and ethical framework to consistently address a wide	Rapid Game Prototyping (K2) Indie Game Development (K2)

breadth of relevant considerations – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake	

Subject Benchmark Statement: Computing