



Programme Specification

Games Technology [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Games Technology [Frenchay]

Highest award: BSc (Hons) Games Technology

Interim award: BSc Games Technology

Interim award: DipHE Games Technology

Interim award: CertHE Games Technology

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: Yes

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CATE School of Computing and Creative Technologies, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

TIGA

Modes of delivery: Full-time, Sandwich

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: G61100

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme focuses on developing employable graduates with high quality technical skills in games technologies, alongside a confidence in industry practice and key current topics in games production. We provide students with an in depth understanding of fundamental gaming technologies, which are also transferable to related industries and to any changes within the industry. The curriculum develops students' problem-solving skills, research skills and their ability to interpret their findings. Critical thinking, communication and collaboration skills are developed throughout the curriculum, along with a comprehensive understanding of professional practice.

Features of the programme: This programme has been designed programmatically. At Level 4 (L4), students are introduced to principles of technology, game development and coding that will underpin learning throughout their degree. Skills and learning from L4 are developed at L5 where more complex material is introduced. L6 is where students develop their specialisms and professionalism within the framework of three project modules. Project modules have been designed to allow students the flexibility to design their own route through an industry-facing development module, an independent project and an advanced technology specialism.

The fundamental technology module at L4 enables collaboration between Games Technology students and students from other programmes whilst developing skills and learning about technologies that are common to these areas. There are opportunities for students to continue with their early collaboration throughout the duration of their time on the programme.

Class-based Activities:

Many modules involve significant practical work. The programme introduces Level 4 modules in designated studio/lab spaces encouraging cohort ownership and identity and engagement. A substantial proportion of the student's contact time is spent in

either computer labs or other practical sessions, working on both individual and group projects.

Independent Study:

The programme requires students to carry out independent study, such as research for projects and coursework assignments, and a full range of facilities are available to help students with these. The philosophy is accordingly to offer students both guided support and opportunities for independent study. Students are expected to attend all sessions on their timetable, and this is especially important because of the high content of practical work in the programme.

Typically, the programme team will provide a plan indicating the activities to be carried out and the forms of learning to be undertaken, with a view to encouraging students to plan ahead and to take responsibility for managing their time and resources.

Computing Facilities:

The School offers a specialised computing facility alongside the general University provisions. The specialist laboratories are augmented with software resources and hardware equipment necessary for the delivery of the programme.

Placement Year:

A placement year is optional, nonetheless, students are strongly encouraged to take up this opportunity. The University and the School provide support in preparation for the placement in a number of ways. For example, the School arranges a series of talks from former placement students and industrialists, aimed at illustrating the benefits of the placement year. Support in applying for placements is also provided through CV workshops, advertising of placement vacancies and more general information on careers and employability. Students who elect not to do a year-long placement are encouraged to gain work experience in other ways, for example through volunteering, summer internships, and entrepreneurial schemes.

If a student opts to take a placement year, they must also take the relevant Level 6 module, while they are undertaking the placement.

Educational Aims: Provide comprehensive skills in the design and implementation of computer games, including an understanding of the algorithmic, mathematical and technological principles required.

Exploration of the creative potential presented within the development of electronic games, and the cultural, ethical and legal contexts associated with the medium.

Enable practical skills in computer games development, including programming, problem solving, analytical and evaluative skills, in a variety of technical environments.

Develop the students' ability to research and make efficient, innovative and robust contributions to the field of computer games development and/or related digital media.

Encourage personal and interpersonal skills such as teamworking, communication and collaboration.

Develop the students' project management skills, self-management skills and understanding of professional practice in preparation for their future careers.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Evaluate and utilise appropriate software design concepts, programming languages, methods, notations and algorithms for modern computer games development.

- PO2. Employ and develop technical solutions within the computer games production pipeline, showing understanding of professional standard tools and the principles of game design, interactivity and user involvement.
- PO3. Employ critical and creative thinking skills to formulate and solve problems encountered in the games development process.
- PO4. Demonstrate a working knowledge of the fundamental mathematics underpinning the development of computer games, by understanding and using appropriate techniques to simulate physical or in-game events.
- PO5. Demonstrate awareness of professional, ethical, and legal issues affecting the development and deployment of software, showing the ability to analyse and balance conflicting objectives when needed.
- PO6. Critically and comparatively analyse and evaluate games and their designs, applying knowledge of historical and cultural perspectives in computer game development.
- PO7. Develop project management and self-management skills, such as time management, meeting deadlines and working with others, to progress to independent learning.
- PO8. Ability to communicate orally and/or in writing to specialist and non-specialist audiences, showing comprehension and application of relevant sources appropriate to the discipline and learning activities.

Assessment strategy: This programme uses a range of different assessment methods, designed to support students with a range of learning styles. Typical assessment types used are projects, portfolios, practical work, presentations, reports and vivas. There are opportunities to undertake a range of assessment types in Levels 4 and 5, so that students have the chance to practice and improve on the skills needed for each assessment type before their final year.

Students will work on both individual and group projects. Students work on a range of different assessment briefs, such as client-led briefs, technical documents or requirements documents with varying levels of scope and creativity. This variety in assessment helps to develop students' communication, collaboration, research and professional practice skills.

In addition to the assessments, there is opportunity for formative feedback

throughout the programme, both from peers and tutors. These opportunities for feedback are embedded into modules to allow students to check where they are on their learning and their assessments as they progress.

Student support: Academic Support:

Academic advice and support is the responsibility of the staff delivering the module in question. Staff can be contacted outside of normal timetabled hours, either by appointment or during published "surgery" hours, in order to offer advice and guidance on matters relating to the material being taught and on its assessment.

On-line Academic Support:

Extensive on-line support for this programme is provided through the University portal. This provides access to the University's e-library, which allows students to read academic journals and study-skills material. Of particular interest to students of this programme is access to the ACM, IEEE and British Standards Online databases. The portal also gives entry to UWE's Virtual Learning Environment which is used by academics to make available general information about the module delivery, handbooks, lecture notes and other materials. In addition, the portal publishes individual student timetables, marks and other aspects of the operation of the programme and University life.

Pastoral Support:

Pastoral care is provided through the University wide professional services, a team of staff who provide comprehensive, full-time student support service on a drop-in basis or by appointment. Advisers are trained to provide advice on matters commonly of concern, including regulatory and other matters; staff will, when necessary, advise the student to seek guidance to from other professional services including the University's student services department or from members of academic staff.

Part B: Programme Structure**Year 1**

Full time and sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UFCFF5-30-1	Game Development Evolution 2026-27	30
UFCFWA-30-1	Games in C++ 2026-27	30
UFCFJL-30-1	Games Tech: 101 2026-27	30
UFCFY4-30-1	Principles of 3D Environments 2026-27	30

Year 2

Full time and sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UFCF9M-30-2	Game Engine Programming 2027-28	30
UFCF7M-30-2	Gameplay Programming 2027-28	30
UFCFXG-30-2	More Games in C++ 2027-28	30
UFCFC6-30-2	Play and Games 2027-28	30

Year 3

Full time students must take 120 credits from the modules in Year 3.

Sandwich students must take 15 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full Time)

Full time students must take 120 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UFCFW3-30-3	Advanced Technologies 2028-29	30
UFCE3F-45-3	Commercial Games Development 2028-29	45
UFCFHQ-45-3	Comprehensive Creative Technologies Project 2028-29	45

Year 3 Compulsory Modules (Sandwich)

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UFCFE6-15-3	Professional Experience 2028-29	15

Year 4

Sandwich students must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules (Sandwich)

Sandwich students must take 105 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UFCFW3-30-3	Advanced Technologies 2029-30	30
UFCFM4-30-3	Commercial Games Development 2029-30	30
UFCFHQ-45-3	Comprehensive Creative Technologies Project 2029-30	45

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme develops employable graduates with high quality technical skills in games technologies, alongside a confidence in industry practice and key current

topics in games production. We provide students with an in depth understanding of fundamental gaming technologies, transferable to related industries and any changes within the industry. Graduates are experienced in problem analysis, research and creative thinking in the field of games technology. Our graduates will be skilled problem solvers, who are adaptable, analytical and have good communication skills.

Part D: External Reference Points and Benchmarks

In designing this programme, the School has drawn upon the following external reference points:

The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland

The QAA Benchmark Statement for Computing

The SkillSet Undergraduate Course Accreditation Guidelines for Computer Games - Technical Path

UWE's Learning and Teaching Strategy

The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland: describes the attributes and skills expected of Honours graduates. The learning outcomes of this programme are fully consistent with the qualification descriptor in the Framework, and hence graduates will be able to demonstrate that they meet the expectations of the Framework.

The QAA Subject Benchmark Statement for Computing (2000, amended 2007 and 2022):

The QAA Subject Benchmark Statement for Computing is applicable to this proposal. The proposal falls clearly within the scope of the Computing benchmark, in that it is precisely concerned with “the understanding, design and exploitation of computation and computer technology” (Benchmark Statement, section 1.5, 2022). The Games

Technology curriculum falls within the cognate area identified in the document and includes topics listed at Appendix 3 of the 2022 document. In terms of the Statement's high-level characterisation of Computing, the programme has at its heart practice and software with its application oriented approach focused on the development of games.

Great attention has been paid in the design of this programme to create a teaching and learning programme which will foster a good and effective mix of the cognitive, practical and generic (transferable) skills, using section 3 of the Benchmark Statement to research content, structure and delivery.

UWE's Learning and Teaching Strategy has informed the School's policy for the delivery of its programmes.

Part E: Regulations

Approved to University Regulations and Procedures.