

Programme specification

1. Overview / factual information

Programme/award title(s)	BA (Hons) Games Design
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	WG24
HECoS Code (if applicable)	101267
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Art and Design (2019)
Other external and internal reference points used to inform programme outcomes (including QAA	FHEQ Level 6 outcome classification descriptions. Industry Advisory Group.

Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to- Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

- Create graduates with the personal, academic, and technical skills required to fulfil roles in the games industry.
- Equip graduates with a clear understanding of the roles and specialisms in the games industry to sustain a path of personal and career development.
- Foster intellectual development alongside production of practical work.
- Develop essential skills which are transferrable into other sectors in the workplace or in continuing education.
- Encourage critical thinking and problem-solving skills, crucial for overcoming challenges in the design process.
- Develop a strong portfolio of work showcasing the graduates' skills, crucial for entering the games industry.
- Encourage students to explore and integrate diverse cultural influences through their creative work, contributing to a more inclusive creative community.

2.4 List of all exit awards
Certificate of Higher Education Diploma of Higher Education BA Games Design BA (Hons) Games Design

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
3D Modelling Fundamentals	40		40	No	1 & 2
Introduction to Games Design	20		20	Yes	1
Historical Contextual Studies	20		20	Yes	1
Digital Games Design	20		20	Yes	2
Narrative Design	20		20	Yes	2

Programme Structure - Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable ?	Semester runs in
			No	

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes - LEVEL 4</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Describe fundamental games design theories, principles and terminology.	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be:

Learning Outcomes - LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A2. Demonstrate knowledge of 3D modelling workflows and game engine use.

- Essays
- Presentations, individual and group
- Reflective journals
- Project plans
- Portfolios
- Showreel
- 3D game assets
- Game prototypes (tabletop and digital)

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Research information from a range of appropriate sources and use it to address defined problems through structured and coherent arguments. B2. Discuss and compare ideas and concepts in order to draw informed conclusions.	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. However these are more specifically evidenced in: • Portfolios • Reflective journals • Essays • Presentations

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Apply fundamental games design principles in the production of simple playable prototypes. C2. Employ an iterative creative process by responding to feedback and reflection in the development of coursework	Practical and professional skills will be primarily assessed through practical outputs, specifically: • Reflective journals • Project plans • Portfolios • Showreels • 3D game assets • Professional games design documentation • Game prototype (tabletop and digital) Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	of summative assessments.
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3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Communicate ideas and information effectively by appropriate visual, oral and written formats. D2. Produce academic work that demonstrates appropriate structure, clarity and use of academic referencing conventions.	The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: • Essays • Personal development plans • Reflective journals • Presentations, individual and group

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Portfolios
- Showreels

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

[Certificate of Higher Education in Games Design]

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Advanced 3D Modelling	40		40	No	1 & 2
Applied Games Design	40		40	No	1 & 2
Research Project	20		20	Yes	1 & 2
Games Specialism	20		20	Yes	1 & 2

Programme Structure - Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
			No	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes - LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A3. Apply games design theories and principles to inform the development of games design work, taking account of specialist roles within the game development pipeline. A4. Demonstrate advanced game engine use incorporating 3D modelled assets.	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Presentations • Reflective journals • Project plans • Portfolios • Showreels • 3D game assets • Digital game prototypes

Learning Outcomes - LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

B3. Analyse and appraise information from multiple sources to formulate reasoned solutions to games design problems.

Learning and teaching strategy/ assessment methods

Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B4. Reflect on and refine ideas, concepts and strategies as part of the creative process.

varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills.

The principal methods of assessment for this skill area will be:

- Projects
- Reflective journals
- Portfolios
- Essays
- Presentations

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C3. Apply established development pipelines through iterative design, testing and refinement in the production of games design artefacts, including 3D assets. C4. Produce games design documentation that supports the planning and development of playable prototypes.	Practical and professional skills will be primarily assessed through practical outputs, specifically: • Reflective journals • Project plans • Portfolios • Showreels • 3D game assets • Professional games design documentation • Digital game prototypes Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

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3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D3. Demonstrate effective organisation, negotiation and decision-making within academic and simulated professional contexts. D4. Deliver clear, persuasive presentations that communicate complex ideas effectively	The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: • Essays • Personal development plans • Reflective journals

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Presentations
- Portfolios
- Showreels
- Online portfolios

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

[Diploma of Higher Education in Games Design]

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in	Available as single registerable module?

Programme Structure - LEVEL 6						
Major Project	40		40	No	1 & 2	
Professional Development	20		20	Yes	1	
Game Prototype	40		40	No	1 & 2	
Games Future Research	20		20	Yes	2	

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes - LEVEL 6</u>	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A5. Critically evaluate and synthesise games design theories to justify design decisions within self-directed projects. A6. Demonstrate critical understanding of professional games development practices, including specialist knowledge within a defined area of games design.	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Presentations • Reflective journals • Project plans • Portfolios • Showreels • 3D games assets • Digital games prototype

Learning Outcomes - LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map evidenced at the end of the document)

- Professional games design documentation

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B5. Critically evaluate complex technical, creative and industry-related information to generate and justify strategies that inform self-directed project work. B6. Critically reflect on their own work and that of others to inform development, improvement and the identification and application of emerging opportunities within the industry.	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. The principal methods of assessment for this skill area will be: • Projects • Reflective journals • Portfolios • Professional games design documentation • Essays • Presentations

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

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3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C5. Apply professional games design practices and contemporary development pipelines to produce sophisticated games design artefacts. C6: Create and present demonstrable gameplay, supported by games design documentation, demonstrating technical competence and creative ability and professional practice.	Practical and professional skills will be primarily assessed through practical outputs, specifically: • Reflective journals • Project plans • Portfolios • Showreel • 3D game assets

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Professional games documentation
- Digital game prototype

Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D5. Apply project management skills to the planning, execution and delivery of self-directed work, including the setting of goals and milestones. D6. Demonstrate critical self-awareness by evaluating personal strengths and skills gaps and formulating strategies for ongoing professional development and employability.	The individual nature of stage 3 work results in extensive tutorial input with a strong focus on continuing personal and professional development supporting the consolidation and refinement of vocational skills developed throughout the programme. The assessment methods which are particularly significant are: • Essays • Curriculum Vitae • Personal development plans • Reflective journals • Presentations • Portfolios • Showreels • Online portfolios

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

BA (Hons) Games Design

To be awarded an Honours Degree, the student must complete 120 credits at Levels 4, 5 and 6.

BA Games Design

To be awarded an Ordinary Degree, the student must complete 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6 achieved through completing a combination of the following modules:

- Games Future Research (20 credits)
- Professional Development (20 credits)
- Game Prototype (40 credits)
- Major Project (40 credits)

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Student Services Support

Futureworks has dedicated Student Services team operating from the Student Advice Centre on floor 3. The Student Advice Centre (SAC) is open 10am-12.30pm & 1.30pm-4.30pm Monday-Friday. Students can visit SAC any time during opening hours to speak to a member of staff or make contact via email. The nature of support offered is dependent on the individual seeking it but in general includes:

1-1 pastoral advice and guidance to students who may be experiencing anything affecting their time at university, for example:

- mental health
- financial support
- disability support
- feeling homesick
- a confidential space to discuss worries or concerns.

Also, advice with regards to

- health
- bullying
- discrimination
- harassment
- Referral and signposting for additional support e.g., counselling (via an external provider)

Personal Tutor Support

Students are allocated a Personal Tutor who plays a central role in student support. Working in conjunction with Module Leaders and Heads

of Schools, Personal Tutors provide the support, advice and guidance that will enable students to gain the most from their studies at Futureworks.

The Personal Tutor roles include:

- Academic monitoring and advice
- personal development tutorials
- General pastoral care (referring more complex / sensitive issues to the Student Welfare Officer)

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Standard Entry: Applicants are required to have at least a Level 4 or grade 'C' in GCSEs Maths and English Language or equivalent and 104 or above UCAS points (for example B, C, C or above at A2 Level, DMM or above at BTEC Extended Diploma Level, M or above at UAL Level 3 Extended Diploma Level) and a proven interest in the subject area.

International Entry: Equivalent international qualifications will be considered towards meeting the entry requirements for standard entry. Additionally, international applicants will need to have an English Language qualification at International Level B2 or higher, such as an IELTS of 6.0 or better (with 5.5 in each skill: reading, writing, speaking and listening). Students with equivalent qualifications will also be accepted.

Equivalences include:

- Trinity College London: a pass in test ISEI and a pass in test ISEII
- Language Cert: Academic SELT (from 18 December 2023): 60 or International ESOL SELT: 33/50
- Pearson PTE Academic for UKVI: 59
- PDI Services (UK) Ltd: Pass in Skills for English UKVI

Non-standard Entry: Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered. These applicants will be required to attend an interview as part of the application process. Interviews will be in person or online, depending on the location and availability of the applicant.

Accreditation for Prior Learning: UK and International applicants with qualifications or professional experience equivalent to the knowledge and skills developed during years one or two of this programme may be granted Accreditation for Prior Learning (APL), enabling them to join the programme at the start of year two or three.

If an applicant thinks they may be eligible for APL they should contact our Admissions team on admissions@futureworks.ac.uk. Please note that APL will not exempt applicants from the selection process, or, for international students, the IELTS 6.0 (or equivalent) requirement.

7. Language of study

English

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

As the senior academic authority of Futureworks the Academic Board has responsibility for the monitoring of academic quality and standards, as delegated by the Board of Directors.

Annual review is conducted at module, programme, school and institutional level by relevant staff using both internal and external data, as outlined in the Academic Quality Handbook. Interim review of programmes is conducted 3 times per year as data becomes available. Reviews incorporate Module Evaluation and Student Experience Survey feedback from students, External Examiner reports, feedback from industry professionals via the Industry Advisory Group and Link Tutor feedback. Interim and annual reviews include Action Plans which are monitored by relevant committees. Futureworks uses benchmarking in relation to the OfS dashboard and NSS data to ensure that Futureworks programmes are delivering comparable outcomes and student experiences and this is included in the Academic Board Annual Report.

11. Changes made to the programme since last (re)validation

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																								Available as single registerable module?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Level	Study module/unit	Programme outcomes																								Available as single registerable module?								
		A1	A2	A3	A4					B1	B2	B3	B4					C1	C2	C3	C4						D1	D2	D3	D4				
5	Advanced 3D Modelling				✓								✓							✓														N
	Applied Games Design			✓	✓								✓	✓						✓	✓									✓				N

Level	Study module/unit	Programme outcomes																								Available as single registerable module?													
		A1	A2	A3	A4	A5	A6					B1	B2	B3	B4	B5	B6					C1	C2	C3	C4		C5	C6					D1	D2	D3	D4	D5	D6	
6	Major Project					✓	✓									✓	✓									✓	✓									✓	✓		N
	Game Prototype					✓	✓																					✓								✓	✓		N
	Professional Development					✓											✓	✓								✓										✓	✓		N
	Games Future Research					✓											✓	✓									✓									✓	✓		N

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 - The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- 3 - Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: [Subject Benchmark Statements](#)
- 4 - In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 - Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.