

Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Computer Games Development
Qualification	BSc (Hons)
FHEQ Level	6
Intermediate Qualification(s)	None
Awarding Institution	University of Bedfordshire
Location of Delivery	AA – University Square Campus
Mode(s) of Study and Duration	Full-time over 3 years Part-time pathway typically over 6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	(none)
UCAS Course Code	TBC
External Benchmarking	QAA Subject Benchmark Statement Computing (2016) QAA FHEQ level descriptors (2014)
Entry Month(s)	October and February

Why study this course

This course meets the increase in demand for skilled professionals with technical expertise for the range of specialisms within the computer games development industry. Students will receive comprehensive practical and theoretical education in a wide range of platforms for Computer Games Development based on three distinct specialisms – games programming, games design and graphics for games.

Computer Games Development is part of the Creative Technologies subject cluster of courses including Computer Animation and Visual Effects and students will benefit from collaboration with Computer Animation students, and the combination of creative and technical skills acquired through the program.

Educational Aims

The Computer Games Development course will help students to develop the skills needed to program, design and visualise games for a range of current and emerging platforms through the choice of three specialisms; Programming, Design and Graphics.

In the first year students will largely work in mixed groups that will give the foundations to aspects of these three specialisms, and the concepts and processes that are used within the industry. Early on in the course you will analyse job roles, examine the expectations of employers and be guided in preparing a personal action plan to help you develop your skills and to confirm your choice of specialism. The course is designed around both group-based development projects that are modelled along industry lines, and individual portfolio development. By the end of the first year of study you will have confirmed your specialist option choice and the modules you take in the second year will be structured based on these specialisms:

The programming specialism focusses on learning a variety of Industry standard programming techniques and languages (such as C# and C++, as well as visual programming languages), enabling you to develop the ability to take designed gameplay and realise it into a playable form. The course will cover working with existing game engines as well as programming the underlying systems required to develop game engines tailored to the emerging needs of the projects. Students will learn how to manage a game development project both individually and part of an interdisciplinary team, including use of source control to program collaboratively. They will be able develop game code for a variety of platforms and to experiment with emerging technologies to enhance your skills and employability in working on the cutting edge of games programming.

The design specialism brings together theory and practice from computer science, psychology, affective computing studies, Human-Computer Interaction (HCI), User Experience (UX) design, ludology (“the study of games and play”) and visual design principles. This broad knowledge base will enable students to develop innovative and deeply engaging and enjoyable interactive experiences and build the vocabulary and understanding to critique and improve their own game designs and those of others. Students will learn to create test plans for evaluating the playability, immersion and quality of user experience their games provide via application of expert evaluation techniques, focus groups, data analytics and play testing and to apply the findings to revise designs further.

The graphics specialism brings together theory and practice from computer graphics, visual arts, and animation, and in such is close to and shares some units/modules with the Creative Technologies cluster course Computer Animation and Visual Effects. However, the emphasis is on assets that are related to the games development process and therefore have outputs in games-related projects. Emergent platforms such as Virtual Reality, Augmented Reality and Mixed Reality also have a need for strong graphical representations and a range of assets and types that are required for creation, such as 180 and 360 images and video, holographic images, real-time animations and motion graphics.

In the final year students will be given more freedom to choose the direction of study typically based on their specialist option. The final year project is a sustained piece of individual work that will help to develop both confidence and expertise. It will develop the research and problem solving skills and provide with the outcome of a specialised project or portfolio that can be useful when approaching employment. Level 6 students will also investigate and report on emerging topics and trends – disruptive technologies - within the field of creative technologies that will to help ensure that they leave with an insight into further research and development opportunities.

In summary students will learn through their course specialism to (1) program games for a variety of platforms; (2) to prototype and design for a range of platforms, or (3) to create digital content and visual assets for productions in a variety of platforms.

All students will build up portfolios of work and projects that will be demonstrated and critiqued through the course and lead to a final major project that demonstrates the student's skills in a specialised research and development area.

Course Structure

The Units which make up the course

BSC COMPUTER GAMES DEVELOPMENT

Unit Code	Level	Credits	Unit Name	Core or option
NEWCIS034-1	4	30	Fundamentals of Creative Technologies	core
NEWCIS035-1	4	30	Prototyping and Visual Programming	core
NEWCIS036-1	4	30	Games and Digital Asset Design	core
NEWCIS039-1	4	30	Principles of Games Programming	option
NEWCIS037-1	4	30	2D Graphics and Digital Art	option
NEWCIS045-2	5	30	Studio Development Project	core
NEWCIS042-2	5	30	3D Graphics and Animation Technologies	option
NEWCIS016-2	5	30	User Experience Design	option
CIS099-2	5	30	Mobile Application Development	option
NEWCIS005-2	5	30	Desktop Applications Development and Software Engineering	option
NEWCIS044-2	5	30	Applied Games Programming	option
NEWCIS046-2	5	30	Compositing for Visual Effects	option
NEWCIS041-2	5	30	Applied Games Design	option
<i>CIS051-2</i>	5	30	Web technologies and Platforms	option
NEWCIS043-2	5	30	Professional Industry Portfolio	core
NEWCIS052-3	6	30	Disruptive Technologies	core
NEWCIS053-3	6	60	Undergraduate Project for Creative Technologies	option
NEWCIS049-3	6	30	Advanced Games Programming	option
NEWCIS047-3	6	30	Advanced Games Design	core
NEWCIS048-3	6	30	Advanced Graphics for Games	core

Course-Specific Regulations

Entry requirements

University of Bedfordshire standard entry requirements apply.

Additional Course Costs

None

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Exhibit an advanced understanding of methods, concepts and technologies within the core practices of Computer Games Development such as Programming and Software Development, Game Design and Prototyping, 2D and 3D graphics and animations for games and related digital platforms.
- Contribute specialist expertise in their chosen option (programming, design, graphics) to a multi-specialist development team working from in the computer games development industry.
- Learn and use new ideas and techniques as they appear within an evolving industry.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

LO1: Demonstrate a thorough understanding of the main tools, techniques and concepts used in computer games development.

LO2: Critically apply and reflect upon game development techniques, in the context of industry relevant scenarios

LO3: Professionally conduct a major project, using problem-solving and evaluation skills relevant to games development that addresses all aspects of a development cycle including project design, implementation and documentation in a coherent and consistent way.

LO4: Demonstrate transferable skills and an ability to work under guidance and as a team member.

LO5: Demonstrate a knowledge of the different job roles within the industry and the skills requirements and other expectations of relevant employers

LO6: Demonstrate knowledge and analytical understanding of the computer games development life cycle from both a theoretical and practical perspective

PSRB details

None

1. Learning and Teaching

The course will use a mixture of different approaches to teaching including lectures, seminars, practical sessions and case studies. There will be a strong practical focus so the teaching will often take place in computer laboratories. Students will be expected to use materials provided on the Virtual Learning Environment and to do significant amounts of work either at home or during open access periods within the computer laboratories.

There will be a mixture of assessment types requiring both individual and group effort. Most of the assessments as pictured above are practical, some include a presentation, and most include a written element, whilst specific topics have longer written work, and some units have final written exams. In this course particularly this is more evenly balanced.

As fitting the specialisms of Computer Games Development, the course has a mixture of technology and creative content, which makes it unique and interesting. You will have a chance to develop creative skills by learning through development tools such Games Engines, Prototyping tools, 3D modelling and digital animation, and work on both the technical and creative aspects according to the chosen option. Much of the teaching is practical, as are the assignments (see above) – typically developing projects that engage or experiment with certain platforms.

In summary, the assessment methods deployed in this course embrace a number of different approaches ranging from oral to written and time-constraint tasks.

2. Assessment

Students are assessed in a variety of ways. The majority of units are assessed through coursework, group and individual projects, portfolios, essays, presentations or exams. Presentations are usually given and assessed in the context of a group seminar. You will also produce software artefacts in the area of your specialism. Constant feedback and advice from a supervisory or unit team will be provided to support you in your work.

At level 4 you are assessed on your understanding of the fundamental concepts of computing and digital technologies and their application. You are required to comprehend the basic range of intellectual concepts which form the foundations of the subject and application area, and will be assessed on your ability to articulate such concepts in a coherent manner, in a variety of project-based briefs. For example, you will learn about digital design and content creation for animation as well as introductory programming, and interactive development.

At level 5 you will be specialising in your chosen option subject, and are assessed on your ability to apply the basic concepts of the disciplines introduced in level 4 through further study and development on industry-standard computer games development tools. You should also be able to demonstrate the inter-relationships between technical development and design.

At level 6 you will be required to demonstrate independent thinking and initiative. This may be in the form of analysing and criticising current practice and theory in the fields of computer games development. In all cases, you will be expected to show an awareness of the major theories and practices of the discipline.

You will progress from well-defined briefs to more open-ended and challenging assessments, which culminate in your major project – the undergraduate project unit – where you will individually develop a project with supervision from an appointed mentor, usually a lecturer from the Subject cluster team.

The Initial Assessment is in the unit Fundamentals of Creative Technologies, following which several units allow students to use work and feedback from the first assessment to perform best in the second.

All units benefit from weekly practical sessions or supervisor meetings that provide a constant learner-teacher interaction process which also serves to reflect on learning styles.

Assessment Map

F = Feedback given

BSc Computer Games Development

Unit Code	C/ O	Semester 1																4/ 19	5/ 20	6/ 21	7/ 22	8/ 23	9/ 24	
		4	5	6	7	8	9	10	11	12	13	14	15	18										
NEWCIS034-1	C			WR-I			F							CW-EPO	F									
NEWCIS035-1	C					PJ-Ot								PJ-ART	F									
NEWCIS036-1	C																							
NEWCIS037-1	O																							
NEWCIS039-1	O																							
NEWCIS045-2	C		PR-OR			F								PJ-ART	F									
NEWCIS016-2	O					WR-I			F						PR-OR	F								
NEWCIS042-2	O			PJ-ART			F							PJ-ART	F									
NEWCIS005-2	O				PJ-ART			F							EX	F								
CIS099-2	O			CW-CS			F								EX	F								
NEWCIS044-2	O																							
NEWCIS046-2	O																						PJ-ART	

Developing your employability

Employability is understood widely as encompassing knowledge, skills and a professional attitude which your tutors expect you to display in all your units. All University of Bedfordshire courses aim to help you to be prepared for the world of work. The Careers Service is there to support you throughout the three years of your study. Our curriculum gives you skills that are valuable for a career within Creative Technologies but it is also relevant for a much wider range of applications. Also working with industry bodies and partners this will give the students access to a wider range of events and talks.

There will be a focus on portfolio development, a common requirement for entry into employment in the creative technologies industry, through units in the first year, specifically in the 2nd year unit 'Professional Industry Portfolio', and latterly in the final year units.

The second year unit 'Studio Development Project' in particular requires you to work in a team so as to apply an industry relevant management methodology that embraces all of these knowledge areas in an integrated way while going through the stages of planning, execution and project control; you will work as part of a team, take responsibility and make autonomous decisions that impact on the project team performance.

In addition, and somewhat complementary the final year honours project fosters independent and autonomous study: you learn to take up the responsibility of conducting your project, typically derived from your own ideas, in collaboration with a dedicated member of the teaching staff as project supervisor.

3. After Graduation

Graduates of the program may look to employment within the games development industry, as well as entertainment and media technology, e-sports, or extended reality (XR) applications (VR,AR,MR). The skills acquired from the course will also allow the students to embark on careers in other areas, such as computer graphics programming, 3D modelling, or mobile application development.

Employment options related to each respective specialism may include:

- Games programmer or game engine software engineer
- Games designer or user experience designer for games and applications
- 2D or 3D graphics specialist or technical artist for the games industry.

Further academic options may include a taught MSc in Creative Technologies, or the beginnings of a research career by further study for an MSc by Research, MPhil or PhD.

4. Additional Information

Several units allow students to use work and feedback from the first assessment to perform best in the second.

All units benefit from weekly practical sessions or supervisor meetings that provide a constant learner-teacher interaction process which also serves to reflect on learning styles.

The honours project includes a 'contextual report' which is formative in nature and provides an opportunity of structured feedback on the approach taken by the students for their honours project.

5. Student Support during the course

At institutional level, the university has in place a range of easily accessible support structures for new and existing students.

The Student Information Desk (SiD, <http://beds.ac.uk/sid>) offers confidential advice on all aspects of academic study. It provides information about other areas of university-wide student support such as extenuating circumstances, housing, health, counselling, study support, special needs and disability advice, and careers service. The Study Hub provides workshops and one to one support for academic skills.

The university chaplaincy runs regular meetings, social events and trips. The Student Union provides additional support and activities.

Course specific support is also in place. First year students receive a comprehensive induction in the week prior to the commencement of the academic year. In addition to this, course co-ordinators will meet with their student groups to explain the course structure and other issues relating to the student experience. These introductions will give you outlines of your course and units, a description of the ways you will be encouraged to develop your knowledge and skills, and signpost resources and materials to assist the process of your learning and success. An important part of this induction is the training to use BREO (Bedfordshire Resources for Education Online). BREO is your personalized virtual learning environment that contains lecture notes, links for online assignment submissions, staff contact details, links to central student services and much more. We expect that you use BREO regularly, and that you use your university email where we send you updates about all aspects of your course which need your attention.

All students will be allocated a personal tutor when they join the course. This academic will be responsible of monitoring your academic progress throughout your first year and beyond, and will help you with any academic or personal issues that might come up. The personal tutor is your consistent point of contact for support and guidance, but will on occasion refer you to other university staff for specific issues.

Further support is provided by lecturers who have office hours and by the course administration team.

Students may be required, at the discretion of the course coordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the course coordinator's discretion, to participate in academic English support workshops or classes laid on by the University.

Our PAL (Peer Assisted Learning) scheme will provide additional support to new students from students at levels 5 and 6.

6. Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	This course makes intensive use of computing equipment (desktop or laptop computers) and so if you have difficulty accessing these you should discuss this with the Disability Advice Team in conjunction with the course team at the outset to ensure that appropriate support is in place.

Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics?	N	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?	N/A	No interviews, performances, or portfolios
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?	Y	
Does the course handbook make appropriate reference to the support of disabled students?	Y	

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Administrative Information – Faculty completion	
Faculty	Creative Arts, Technologies and Science
Portfolio	Undergraduate Computing and Engineering
Department/School	Computer Science and Technology
Course Coordinator	Jim Wood
Semester pattern of operation	Oct (Semester 1), Feb (Semester 2)
PSRB renewal date (where recognised)	09/2023
Version number	2/19
Approved by (c.f. Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	25/06/2019
Implementation start-date of this version (plus any identified end-date)	TBC
Study model type if not on-campus	On-campus

	Name	Date
Form completed by	Jim Wood	18/07/2019
Signature of Chair of Faculty TQSC to confirm the accuracy of information presented		

Course Updates – ensure that the revised CIF is given a new version number each time a change is made		
Date	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	<i>101020</i>
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	<i>As stated in the course information section of the associated CIF</i>
Qualification	<i>As stated in the course information section of the associated CIF</i>
Route Code (SITS)	
Faculty	<i>As stated in the administrative section of the associated CIF</i>
Department/School	<i>As stated in the administrative section of the associated CIF</i>
Version Number	<i>This should be the same as that stated in the administrative section of the associated CIF</i>

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Computer Games Development (Programming options chosen)

Unit code	NE WC ISO 34-1	NE WC ISO 35-1	NE WC ISO 36-1	NE WC ISO 37-1	NE WC ISO 39-1	NE WC ISO 43-2	NE WCI S04 5-2	NE WC ISO 44-2	NE WC ISO 41-2	NE WC ISO 42-2	NE WC ISO 46-2	NE WC ISO 16-2	NE WC ISO 05-2	CI S 0 9 9-2	NE WC ISO 52-3	NE WC ISO 47-3	NE WC ISO 48-3	NE WC ISO 49-3	NE WCI S05 3-3
Level	4	4	4	4	4	5	5	5	5	5	5	5	5	5	6	6	6	6	6
Credits	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	60
Core option	C	C	O	O	O	C	C	O	O	O	O	O	O	O	C	O	O	O	C
Course Learning Outcome (number)	Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome																		
1	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2		1,2	1,2	1,2
2	1,2	1,2	1,2	1,2	1,2		1,2	1,2	1,2	1,2					1,2		1,2	1,2	1,2
3												1,2			1,2		1,2	1,2	1,2
4							1,2	1,2	1,2	1,2		1,2			1,2		1,2	1,2	1,2
5						1,2	1,2	1,2	1,2	1,2		1,2			1,2		1,2	1,2	1,2
6	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2	1,2		1,2		1,2	1,2	1,2	1,2	1,2	1,2	1,2

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	<i>Not applicable</i>
Mode(s) of Study and Duration	
Type of Intermediate Qualification(s)	
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Not applicable</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		
A specific set of units must be taken to achieve the credits required (specify units below)		

List of units (if applicable):-

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					Not applicable			
The Units which make up this course are:					Contributing towards <i>Insert LO1 and/or LO2 and/or LO3 and/or LO4 course learning outcomes</i>			
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BSC (Hons) Computer Games Development
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FHEQ Descriptor for a higher education qualification	<i>QAA FHEQ level descriptors; October 2014</i>	Course Learning Outcome(s)												
			1	2	3	4	5	6						
A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.			*	*	*				*					
An ability to deploy accurately established techniques of analysis and enquiry within a discipline				*		*	*							
Conceptual understanding that enables the student: <ul style="list-style-type: none"> to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 				*	*	*	*							
An appreciation of the uncertainty, ambiguity and limits of knowledge							*							
The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).			*							*				
Typically, holders of the qualification will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects			*		*									
Typically, holders of the qualification will be able to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem							*							
Typically, holders of the qualification will be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.								*						

And holders will have the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.						*	*			
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Subject Benchmark Statement(s)	<i>Subject Benchmark Statement Computing, February 2016</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
i) demonstrate a requisite understanding of the main body of knowledge for their programme of study		LO1, LO2, (plus LO6)
ii) understand and apply essential concepts, principles and practices of the subject in the context of well-defined scenarios, showing judgement in the selection and application of tools and techniques		LO3, LO4
iii) produce work involving problem identification, the analysis, design and development of a system with accompanying documentation, recognising the important relationships between these stages and showing problem solving and evaluation skills drawing on supporting evidence		LO3, LO5
iv) produce small well-constructed programmes to solve well-specified problems		LO2, LO3
v) Demonstrate generic skills, an ability to work under guidance and as a team member.		LO6
vi) Identify appropriate practices within a professional, legal and ethical framework and understand the need for continuing professional development.		LO3, LO4, (plus LO6)

Annex D: Diet Template

BSC Computer Games Development Full-Time October Start

Units for Year 1

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS034-1	Fundamentals of Creative Technologies	AA	Core	SEM1	30
NEWCIS035-1	Prototyping and Visual Programming	AA	Core	SEM1	30
NEWCIS036-1	Games and Digital Asset Design	AA	Core	SEM2	30
NEWCIS037-1	2D Graphics and Digital Art	AA	Option	SEM2	30
NEWCIS039-1	Principles of Games Programming	AA	Option	SEM2	30

Units for Year 2

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS045-2	Studio Development Project	AA	Core	SEM1	30
NEWCIS042-2	3D Graphics and Animation Technologies	AA	Option	SEM1	30
NEWCIS016-2	User Experience Design	AA	Option	SEM1	30
NEWCIS005-2	Desktop Applications Development and Software Engineering	AA	Option	SEM1	30
CIS099-2	Mobile Application Development	AA	Option	SEM1	30
NEWCIS044-2	Applied Games Programming	AA	Option	SEM2	30
NEWCIS041-2	Applied Games Design	AA	Option	SEM2	30
NEWCIS051-2	Web Technologies and Platforms	AA	Option	SEM2	30
NEWCIS046-2	Compositing for Visual Effects	AA	Option	SEM2	30
NEWCIS043-2	Professional Industry Portfolio	AA	Core	SEM2	30

Units for Year 3 (without Professional Practice Year)

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS052-3	Disruptive Technologies	AA	Core	SEM1	30
NEWCIS049-3	Advanced. Games Programming	AA	Option	SEM2	30
NEWCIS047-3	Advanced Games Design	AA	Option	SEM2	30
NEWCIS048-3	Advanced Graphics for Games	AA	Option	SEM2	30
NEWCIS053-3	Undergraduate Project for Creative Technologies	AA	Core	TY	60

BSC Computer Games Development (Full-Time) February Start Units for Year 1

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS036-1	Games and Digital Asset Design	AA	Core	SEM2	30
NEWCIS039-1	Principles of Games Programming	AA	Option	SEM2	30
NEWCIS037-1	2D Graphics and Digital Art	AA	Option	SEM2	30
NEWCIS034-1	Fundamentals of Creative Technologies	AA	Core	SEM1	30
NEWCIS035-1	Prototyping and Visual Programming	AA	Core	SEM1	30

Units for Year 2

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS044-2	Applied Games Programming	AA	Option	SEM2	30
NEWCIS046-2	Compositing for Visual Effects	AA	Option	SEM2	30
NEWCIS043-2	Professional Industry Portfolio	AA	Core	SEM2	30
NEWCIS041-2	Applied Games Design	AA	Option	SEM2	30
NEWCIS051-2	Web technologies and Platforms	AA	Option	SEM2	30
NEWCIS045-2	Studio Development Project	AA	Core	SEM1	30
NEWCIS042-2	3D Graphics and Animation Technologies	AA	Option	SEM1	30
NEWCIS005-2	Desktop Applications Development and Software Engineering	AA	Option	SEM1	30
NEWCIS016-2	User Experience Design	AA	Option	SEM1	30
CIS099-2	Mobile Application Development	AA	Option	SEM1	30

Units for Year 3 (without Professional Practice Year)

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEWCIS049-3	Advanced Games Programming	AA	option	SEM2	30
NEWCIS047-3	Advanced Games Design	AA	option	SEM2	30
NEWCIS048-3	Advanced Graphics for Games	AA	option	SEM2	30
NEWCIS052-3	Disruptive Technologies	AA	Core	SEM1	30
NEWCIS053-3	Undergraduate Project for Creative Technologies	AA	Core	FY	60

Part-Time

Students are doing 60 credits each year.

