Programme Specification

UNIVERSITY OF WESTMINSTER⌗

Course record information

Name and level of final award	• Bachelor of Science with Honours - Computer Games Development • Bachelor of Science with Honours - Computer Games Development with Industrial Experience • Bachelor of Science with Honours - Computer Games Development with International Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Bachelor of Science (BSc) - Computer Games Development • Diploma of Higher Education (Dip HE) - Computer Games Development • Certificate of Higher Education (CertHE) - Computer Games Development
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	QAA Subject Benchmark Statement - Computing March 2022
Professional statutory or regulatory body	British Computer Society (BCS); This course is CITP and partial CEng accredited by the BCS.
Westminster course title, mode of attendance and standard length	• BSc Computer Games Development FT, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2026/7 Level 4 entrants from 2026-7

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

Aims of the programme

The BSc Computer Games Development degree gives you a strong technical and creative foundation for building modern games. You develop a deep understanding of the technologies that underpin game development including programming, applied maths and physics, game engines, networking, artificial intelligence, and tools used across the production pipeline. Throughout the course, you learn how to design, prototype, and implement interactive systems using industry-standard engines and software development practices.

You strengthen your expertise by working on real-world game scenarios, taking part in practical workshops, and collaborating on projects that reflect how games are created in professional studios. You also expand your knowledge of mobile development, human–computer interaction, and emerging technologies relevant to the wider creative industries.

You engage with industry through guest lectures, game jams, competitions, and the opportunity to undertake a placement or international experience year. These experiences help you understand how the sector operates and prepare you for a range of technical and interdisciplinary roles.

The course aims to:

- Give you comprehensive knowledge of game development principles, technologies, and professional software practices.
- Equip you with the skills to design, implement, and optimise game systems using modern engines and programming environments.
- Provide you with full project experience across the game production lifecycle, from concept to delivery.
- Support you in becoming an independent, reflective, and creative problem-solver.
- Develop your understanding of professional, ethical, legal, and sustainability considerations in games.
- Prepare you for employment in the games industry and wider creative technology sectors, or for further study at postgraduate level.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Studying this programme prepares you for a wide range of technical and creative roles in games and interactive media. You develop strong programming skills, experience with industry-standard engines, and an understanding of how professional game studios plan, build and refine interactive systems. These skills support careers in gameplay programming, tools development, technical design, mobile development, real-time applications, and wider areas of software engineering. You receive support in finding placements and short work-based learning opportunities, including guidance on applications, CV development, and interview preparation.

You also have the option to take a year in industry, where you apply your knowledge directly in a professional environment, or an International Experience Year, which allows you to study or work abroad and develop global awareness, intercultural competence, and independence. The Careers Development Centre and the course team support you in finding and securing both types of placements, offering guidance on applications, CV preparation, and employer engagement.

Short-term work-based learning, project-based collaborations, and guest speakers help you understand current industry expectations and build confidence in applying your skills outside the classroom. These experiences, combined with the portfolio of work you create across the programme, help you progress into employment or further study. You will also be prepared for postgraduate pathways in games, computer science, creative computing, or related fields.

The creative, technical and interpersonal skills you gain from your course shall prepare you for one of the many roles within the games industry and related interactive media sectors. Examples of such roles are shown below:

- Gameplay programmers develop the core mechanics, systems and features that define how a game is played. They collaborate closely with designers and artists to implement responsive controls, engaging interactions and smooth player experiences.
- Game designers craft the rules, levels, narratives and user experiences that shape the vision of a game. They prototype ideas, balance gameplay systems and ensure the final product is fun, coherent and engaging for players.
- Technical artists bridge the gap between art and programming, ensuring visual assets run efficiently in real time. They develop shaders, optimise pipelines and support artists in integrating high-quality graphics into game engines.
- Level designers create compelling environments, missions and scenarios that guide the player's journey. They design layouts, pacing and progression while testing and refining levels to achieve the intended gameplay experience.
- Tools programmers build and maintain the internal software tools that improve workflow for designers, artists and developers. Their work enhances team productivity and ensures efficient content creation pipelines.
- Quality assurance (QA) testers systematically test games to identify bugs, performance issues and usability concerns. They work closely with development teams to ensure the final product meets industry standards for quality and playability.

What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)

- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.01 Analyse and solve small-scale problems in games development by applying algorithmic reasoning, mathematical principles, and applied computation techniques relevant to game mechanics and design. (KU PPP)
- L4.02 Apply core programming principles and scripting methods to design, implement, and debug interactive gameplay systems using industry-standard game engines. (KU PPP SS)
- L4.03 Describe & design core gameplay mechanics and player interactions, integrating art, logic, and physics components into cohesive game prototypes. (KU PPP SS)
- L4.04 Work effectively as a member of a multidisciplinary team, employing structured development processes to gather requirements and produce appropriate design documentation. (PPP KTS)
- L4.05 Present design and technical solutions clearly and professionally through both oral and written communication. (GA PPP KTS)
- L4.06 Recognise basic principles of professional ethics, Equity, Diversity and Inclusion (EDI), and responsible data use, and take these into account when producing documentation or discussing decisions in game development contexts. (KU KTS)
- L4.07 Explain and apply the principles of game engine architecture, networking, and enterprise practice (PPP SS)
- L4.08 Recognise how the United Nations Sustainable Development Goals (SDGs) relate to game development, and take these principles into account when exploring or discussing themes such as education, inclusion, and environmental awareness in interactive media. (GA PPP KTS)
- L4.09 Research the economic, social, and technical factors influencing the games industry and startup ecosystems. (PPP KTS CS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.01 Apply object-oriented programming principles, algorithmic strategies, and mathematical reasoning to design and implement medium-scale games and gameplay systems. (KU PPP SS)
- L5.02 Employ appropriate mathematical and physical models to simulate game systems, dynamics, and mechanics, critically evaluating their accuracy, performance, and play impact. (KU PPP SS)
- L5.03 Design, develop, and evaluate interconnected systems and mechanics for games, effectively modelling data, persistence, and scalability to support robust and extensible gameplay experiences. (KTS SS)
- L5.04 Identify and explain security risks and their implications for computer games (PPP)
- L5.05 Evaluate the architecture, performance, and security of game engines and systems, reflecting on industry standards, emerging technologies, and sustainable production practices. (KU PPP)
- L5.06 Work collaboratively within multidisciplinary teams to plan, produce, and present game prototypes or products, applying professional project management, communication, and reflective evaluation techniques. (GA PPP KTS)
- L5.07 Integrate accessible, inclusive, and socially responsible design principles into game production and user experience in context to principals of EDI and the UN SDGs (KU PPP)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- 1EY.1 Enable personal development by devising a programme of international study that complements the content of the home degree programme and/or develops other interests. (GA PPP KTS)
- 1EY.2 Appreciate the challenges and opportunities of studying/ working in an international context. (GA PPP KTS)
- 1EY.3 Demonstrate an understanding of, and respect for, the cultural norms and differences of the host country at a societal level as part of an inclusive, global outlook. (GA PPP KTS)
- 1PY.1 Experience commercial application of engineering knowhow and identify the factors affecting products and services in IT industry. (KU GA PPP KTS)
- 1PY.2 Demonstrate the acquisition of a range of professional, practical, and key-transferrable skills relevant to the fields of computing. (KU GA PPP KTS)
- 1PY.3 Take personal responsibility for directing your own learning and future career making the best use of the opportunities, experiences and people that were available to you during your placement year. (GA PPP KTS)
- 1PY.4 Draw upon the diverse approaches, perspectives, knowledge and experience of a diverse workforce, treating all individuals with respect and recognising their contribution to the host organisation. (KU GA PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.01 Independently plan, manage, and deliver a substantial computer games project from conception to completion, demonstrating advanced technical, creative, and professional skills using appropriate tools and methodologies. (GA PPP KTS)
- L6.02 Critically analyse, design, and implement a range of Artificial Intelligence (AI) techniques to enhance gameplay, decision-making, and player experience within complex game systems. (KU PPP)
- L6.03 Design and critically evaluate secure, scalable, and reliable game systems using principles of computer networking, multiplayer architectures, and cybersecurity (PPP)

- L6.04 Apply appropriate research methods and critical thinking to investigate and evaluate innovative solutions or insights in computer games development. (KTS)

- L6.05 Present and justify research outcomes and innovative proposals using professional communication methods. (KTS)

- L6.06 Demonstrate professional integrity, ethical awareness, and commitment to Equity, Diversity, and Inclusion (EDI), recognising how games can contribute to sustainable development and the UN Sustainable Development Goals (SDGs) through inclusive, responsible, and socially impactful design. (KU PPP KTS)

How will you learn?

Learning methods

The BSc Computer Games Development course uses a variety of teaching and assessment methods to help you achieve your full potential and prepare you for professional practice in the games industry. The course is organised into a structured set of modules at each level, with learning activities designed to develop the programming, design, technical and problem-solving skills required to build modern digital games. Each module provides weekly learning opportunities aligned with the programme aims and learning outcomes.

A key principle of the course is learning through practice. You develop understanding by creating game prototypes, scripting behaviours, working with game engines, and experimenting with design ideas. This applies both to practical programming and technical development tasks, and to analytical skills such as evaluating mechanics, balancing systems and solving real game-related challenges.

Much of your learning takes place through interactive practical sessions, including engine-based workshops, programming labs and studio-style activities where you build and iterate on game features. These sessions include regular feedback to help you understand your progress. Practical tasks often form part of formative assessment, where you receive written, verbal or qualitative feedback to guide improvement. These activities build your confidence and prepare you for the summative assessments in each module. Throughout the course, lecturers provide individual and group feedback to support your development.

You also develop broader professional and transferable skills through group projects, code reviews, playtesting sessions, presentations and collaborative problem-solving exercises. These activities help you build teamwork, communication, production planning and time-management skills valued in the games industry. You will be encouraged to present, explain and defend your work, helping you reflect critically on your decisions and communicate your ideas clearly and professionally.

How is Equality, Diversity, and Inclusivity (EDI) addressed in your course

Equality, Diversity and Inclusivity are embedded throughout the BSc Computer Games Development programme. You learn in an environment that is supportive, respectful and accessible, with teaching methods and learning resources designed to meet a wide range of needs and backgrounds. You are encouraged to work in ways that reflect your interests, strengths and career ambitions, and you will have opportunities to shape your learning through your project choices and optional modules.

You study in a community built on mutual trust and respect, where collaboration and open discussion are central to the learning experience. Teaching materials are designed to be as inclusive as possible, and staff work with you to identify and remove barriers to learning. A range of assessment types is used across the course to give you different ways to demonstrate your abilities.

You benefit from an inclusive physical and digital learning environment, access to specialist support where required, and exposure to a diverse set of perspectives through guest speakers, group work and extracurricular activities such as game jams. The course team is committed to ensuring that you can participate fully, develop confidence, and succeed in a diverse and changing industry.

Sustainability

This programme aligns with the University's commitment to the UN Sustainable Development Goals and the *Being Westminster* values by embedding sustainability thinking across all levels of study. You will be encouraged to consider the environmental and economic impacts of technology and practice as part of your learning, with each level of the course integrating domain-relevant sustainability principles. This ensures that, as you progress, you develop both the technical expertise and the responsible mindset expected of modern computing and engineering professionals.

Teaching methods

We employ a range of teaching methods to support your learning, reflecting the multidisciplinary nature of game development. Our aim is to prepare you for professional practice by exposing you to industry-relevant tools, engines, workflows and development environments throughout the course.

You learn through lectures, practical engine-based classes, workshops, laboratory sessions, project work, individual supervision and guided online activities. Lectures introduce key concepts in gameplay programming, design, engine architecture, production methods and technical artistry, helping you understand how different areas of games development connect. These sessions include interactive elements to encourage active engagement and applied problem-solving.

Practical classes and laboratories give you hands-on experience with scripting, prototyping mechanics, manipulating game assets, building scenes, using version control, and testing game systems in engines such as Unity or Unreal. You are encouraged to collaborate as you apply ideas from lectures to real interactive scenarios. Workshops, which may be supported by input from industry practitioners, will help you progress towards project milestones and develop the skills and behaviours expected in the games industry.

Some modules use online quizzes, playtesting tasks and interactive exercises to support remote learning. These activities provide immediate feedback, helping you assess your understanding while enabling tutors to identify areas where additional support may be needed.

Authentic assessment is embedded across the course, enabling you to practise the technical and production skills required in professional game development. You will work on investigative tasks, apply technical problems, and complete project-based assignments that involve creating playable prototypes, gameplay systems, technical demonstrations, or small games that reflect authentic development contexts.

Your final-year project enables you to integrate the knowledge and skills acquired throughout the programme. You will design and deliver a substantial piece of work, such as a game prototype, gameplay system, tool, or technical investigation, supported by an academic supervisor who guides you through the process.

To ensure accessibility and flexibility, each module provides online support, including access to learning materials, reading lists, discussion spaces and virtual study rooms. You also receive academic support from module leaders, your personal tutor and the course team at key decision points, such as selecting optional modules or choosing your final-year project.

Independent study is an essential part of the course. We help you develop the habits and skills necessary for continual professional development (CPD) through group-based activities, taught frameworks, extracurricular opportunities, and assessment formats that encourage planning, reflection, and self-directed learning.

Assessment methods

Assessment and feedback are central to your learning. They help you monitor your progress, reflect on your development, identify areas for improvement and make informed decisions about your independent study. Assessment on the BSc Computer Games Development course follows the principles of Purpose, Progression and Personalisation.

Purpose

Assessments are authentic and reflect real game development practice. You complete tasks such as building playable prototypes, implementing gameplay features, creating game assets or tools, and documenting design decisions using industry-standard engines and workflows. Each assessment method is aligned with the module's learning outcomes, and the assessment load is balanced across the semester to support effective time management.

Progression

Assessment types are introduced in a structured way to help you develop your skills over time. You work on a mixture of smaller technical tasks and larger project-based assignments that build towards more advanced work in later levels. Alternative assessment formats such as presenting a prototype or working with a team slice are supported through formative activities that let you practise and refine skills before completing summative work.

Personalisation

You are encouraged to shape assessments through your creative and technical decisions, whether implementing gameplay systems, designing interactions or presenting your design rationale. You receive timely, constructive feedback that helps you develop both your technical and professional capabilities.

Across the programme, assessment is designed to be:

- demonstrative, allowing you to show practical understanding through working games or systems;
- rigorous, requiring correct implementation, technical quality and clear rationale;
- challenging, supporting deep learning in programming, design and production;
- industry relevant, mirroring the expectations of game studios and interactive media companies.

Assessment methods include individual programming tasks, asset creation, design documentation, technical reports, short in-class tests, presentations and group-based development projects. Many modules include collaborative activities that reflect real studio environments, where you must plan, prototype and deliver work as part of a team.

Each module includes formative assessment, which helps you understand your current progress and identify areas for improvement. Formative activities may include practical labs, prototype reviews, playtesting sessions, code walkthroughs, quizzes or design critiques. Summative assessments contribute to your final grade and are always assessed using clear criteria directly linked to the module learning outcomes.

Overall, the course provides inclusive, engaging and authentic assessment and feedback strategies that support your development as a confident and professional game developer.

Example of Summative assessments used in the course	
Practical Coursework / Practical based portfolio	You will be expected to complete lab tasks following lab guidelines, demonstrate competency in the safe, secure and ethical use of tools and either answer specific questions about the labs (Coursework) or analyse your results based on a given scenario (Portfolio). This type of assessment is used to assess the technical skills you acquired during the term and your ability to apply your knowledge gained in the correct context following the correct procedures and standards.
Group Presentation with/without Group Coursework	You will be working in a group, typically of 3 to 4 members, investigating a specific problem, implementing a product or researching a specific topic. You will be expected to give a presentation to demonstrate your group work. This is usually followed by a brief discussion and questions and answers with your peers and instructor. Generally, you will need to discuss in detail what the group has achieved, and how, and also how the work and the team member responsibilities were distributed. You will also in some cases be expected to write a technical design report. This type of authentic assessment is used to assess your ability to work in teams in a context that closely matches typical teamwork activities found in industry. This demonstrate that you are able to be productive and complete your given tasks in a timely manner. This assessment generally has both a group and an individual mark component.
ICT (exam conditions)	You will be expected to sit an in-class test under timed conditions. Typically, these in-class tests can be a closed-book or open-book where you will have access to certain materials. This assessment is used to assess understanding of fundamental concepts, ability to apply theory to a range of problems and to substantiate ownership of work. Tests help ensure you can demonstrate that you have developed a deep understanding of the subject which enables you to cope with complex problems that require deep insight in order to provide secure and optimal solutions. This time-constrained assessment is authentic in that it verifies that you will have sufficient depth and coverage of knowledge in order to successfully solve typical time-critical engineering problems. It also helps you prepare for other professional exams and training.
Lab test	You will be expected to complete a specific lab task in the lab. This will be in most cases a timed activity where you are given instructions and a set of tasks to complete. This type of assessment is used to assess and evaluate your technical skills and/or ownership of work submitted.
Coursework Case study	You will be required to work on a scenario that illustrates a specific problem. You will have to study this problem and assess it and take decisions or make recommendations. This will require research and analysis and potentially implementation in order for you to produce an assessment and recommendation. This type of assessment is used to assess your understanding of topics related to your module and how you can apply your knowledge to a given scenario. This type of assessment usually requires you to evaluate your given solution or method and justify your answers.
Research essay	You will be expected to conduct in-depth research on a specific topic. This involves examining various resources, concepts and ideas about the topic you are researching. This type of assessment is used to assess your ability to critically evaluate research material and concisely summarise, formulating your own recommendations and suggestions depending on the context.

Oral Assessment and/or Individual Presentation	You will be expected to present in a form of either a presentation or discussion on a given topic. This could also be a part of your dissertation where you will be expected to sit a viva voce assessment to defend your work. This type of assessment is used to assess the authenticity of your work and give you an opportunity to explain the reasoning of the choices, methods and principles used in your work. This assesses a wide range of practical, analytical, and interpretative skills that demonstrate your understanding of the topic and your refection.
Artefact	Assessment artefacts typically include playable prototypes, scripted features, engine components, and supporting documentation such as technical notes or short video walkthroughs. These outputs demonstrate your ability to apply programming and design skills to create functional game systems.
Report	You will be expected to produce a document that outlines activities you have undertaken. This can be for lab work that you have completed, a work experience and work placement that you undertook, your reflective comments about a specific topic or a description of the design processes used for a given artefact. This type of assessment is used to evaluate how you can convey technical matters about activities you have conducted in an academic, concise, and justified manner.
Dissertation	This will probably be the biggest document you will have to produce for your entire studies. You will be expected to produce an extended piece of written work, that contains substantial evidence of research, investigations, and possibly implementation, all related to a specific problem you have chosen. Dissertations are the result of your independent work, carried out under the guidance of a supervisor. This type of assessment is used to verify that you have developed a sound understanding of the course material and are able to utilise the skills and knowledge gained in order to produce an independent and substantial project that successfully meets the given requirements.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	1PY.1, 1PY.3, L4.01, L4.02, L4.03, L4.04, L5.01, L5.02, L5.03, L5.05, L6.01, L6.02, L6.04
Literate and effective communicator	1EY.1, L4.04, L4.05, L4.07, L5.06, L6.05
Entrepreneurial	1PY.1, 1PY.2, 1PY.3, L4.04, L4.05, L4.07, L4.08, L4.09, L5.06
Global in outlook and engaged in communities	1EY.1, 1EY.2, 1EY.3, 1PY.4, L4.06, L4.08, L4.09, L5.04, L5.05, L5.07, L6.03, L6.04
Socially, ethically and environmentally aware	1EY.2, 1EY.3, 1PY.4, L4.05, L4.06, L4.08, L5.04, L5.05, L5.06, L5.07, L6.03, L6.06

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.

- **Option** modules give you a choice of modules and are normally related to your subject area.

- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
4ELEN010W	Applied Mathematics	Core	20	10
4CCGD011W	Game Engine Principles and Practice	Core	20	10
4CCGD006W	Game Enterprise	Core	20	10
4CCGD005W	Introduction to Game Design	Core	20	10
4CCGD012W	Introduction to Programming for Games	Core	20	10
4NTCM004W	Programming Methodology	Core	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5CCGD012W	Advanced C# Scripting and Game Architecture	Core	20	10
5CCGD009W	Games Studio	Core	20	10
5CCGD010W	Maths and Physics for Games	Core	20	10
5CCGD021W	Prototyping Game Systems and Mechanics	Core	20	10
5CCGD015W	Mobile Game Development	Option	20	10
5DATA002W	Practical Machine Learning	Option	20	10
5CCGD013W	XR Multimodal Interaction	Option	20	10
		Elective	20	10

Additional Year

Students who undertake the 4 year course must pass module 5COSC028W to achieve the award "with Industrial Experience" or pass module 5COSC027W to achieve the award "with International Experience"

Module Code	Module Title	Status	UK credit	ECTS
5COSC028W	Computer Science and Engineering Industrial Placement	Core	120	60
5COSC027W	Computer Science and Engineering International Year	Core	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6CCGD011W	Computer Games Development Final Project	Core	40	20
6CCGD007W	Game AI	Core	20	10
6CCGD008W	Games Networking and Security	Core	20	10
6MMCS008W	Advanced Interactive Media Development	Option	20	10
6COSC035W	AI Integration in Creative Technologies	Option	20	10
6CCGD013W	Digital Lighting, Shaders and VFX	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Reference points for the course

The British Computer Society (BCS) professional accreditation ensures independent validation that the course meets high standards set by the profession. It also benchmarks the course against those of other institutions both nationally and internationally and supports the continued improvement of the course, highlighting areas of best practice across institutions. Being a student on an accredited course provides a pathway to professional registrations such as Chartered IT Professional (CITP), Chartered or Incorporated Engineer (CEng/IEng) and Registered IT Technician (RITTech).

BSc (Honours) Computer Games Development fulfils the educational requirements of BCS for the CITP and partial CEng accreditation.

Internally
University Teaching and Learning policy statements,
University Quality Assurance Handbook and Modular Frameworks, staff research.

Externally
QAA Subject Benchmark statements,
Professional, Statutory, Regulatory Body requirements/guidance,
University and SEEC (credit consortium) level descriptors.

Professional body accreditation
British Computer Society (BCS) Criteria.

Course management

The BSc (Honours) Computer Games Development course is under the School of Computer Science and Engineering (CS&E) and the management structure supporting the course is as follows:

- The Course Leader is responsible for day to day running and overall management of the course and development of the curriculum.
- The Head of School holds academic responsibility for the course and other courses within the School Professor.
- The Pro Vice-Chancellor and Head of the College of Design, Creative and Digital Industries, holds overall responsibility for the course, and for the other courses run by the College.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;

- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.

- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).