ARTS UNIVERSITY BOURNEMOUTH

BA (HONS)
BUSINESS OF GAMES

Programme Specification

This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Business of Games** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Business of Games
Award Title	BA (Hons) Business of Games
Teaching institution	AUB (Arts University Bournemouth)
Awarding Institution	Arts University Bournemouth
Offered in the School of	Arts and Communication
Professional accreditation	None
Length of course / mode of study	3 years full-time 4 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design / Business and Management
UCAS code	
Language of study	English
External Examiner for course:	To be confirmed
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	Feb 2025
Date of most recent review	2025
Date course specification written/revised	Feb 2025

Course Description

The **BA (Hons) Business of Games** equips students with the strategic, financial, and entrepreneurial skills needed to excel in the global gaming industry. Combining core business principles with industry-specific knowledge, students explore marketing, finance, publishing, and project management, tailored to both indie and AAA game sectors. The course emphasizes the importance of ethical considerations, global market trends, and emerging technologies. Collaborative opportunities with BA (Hons) Games Art and Design and BA (Hons) Games Narrative students provide interdisciplinary insights into gender, identity, and values in gaming. Students develop practical expertise through a range of projects, culminating in a comprehensive business plan for a gaming venture. With access to state-of-the-art resources and industry connections, graduates are prepared for roles such as marketing managers, business developers, financial analysts, or studio founders. This degree is ideal for those ready to shape the business side of the rapidly growing gaming sector.

On completion of the course, students will be able to:

Develop Comprehensive Business Plans
Master Diverse Revenue Models
Navigate Game Publishing and Distribution
Create Tailored Marketing Strategies
Analyse Industry Trends and Global Markets
Manage Financial Aspects of Game Development
Apply Project Management Methodologies
Evaluate Games Through Ethical Perspectives
Leverage Emerging Technologies in Business Models
Explore Diverse Career Pathways in Gaming and Beyond

Distinctive features of the course

Industry-Specific Focus: Integrates core business skills with gaming-specific knowledge like monetization, publishing, and emerging tech.

Collaborative Learning: Shared units with Games Art and Design and Games Narrative courses explore themes like identity and values.

Career-Ready Projects: Includes a capstone business plan, preparing graduates for diverse roles in gaming and beyond.

EDI and Gender Focus: The course stresses EDI principles and gender awareness in game design for diverse audience engagement.

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The **BA (Hons) Business of Games** course fits with the university's strategic vision in several ways:

Innovation: The course responds to emerging trends and technologies which will support the university's need to provide relevant and innovative courses within the creative education sector.

Collaboration: The course allows for interdisciplinary collaborations across different courses or schools within the university, including with **Games Art and Design** and **Games Narrative**. This allows a culture of collaboration to develop among students.

Internationalisation: The course is attractive to international students, who are motivated to study in this field, thereby contributing to the university's internationalisation and diversification goals.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.

- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection**.
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Course Aims

- The BA (Hons) Business of Games degree aims to equip students with essential business and strategic skills specific to the gaming industry: Students will learn how to navigate the complexities of the global gaming market, enabling them to address industry-specific challenges with confidence.

- Provide in-depth knowledge of marketing, finance, publishing, and industry trends: The course covers both foundational and advanced topics, ensuring students understand the mechanics of successful game launches and long-term revenue generation.

- Foster entrepreneurial thinking to develop innovative business plans and revenue models: Students will gain the skills to design creative solutions for funding, monetization, and growth in indie and AAA gaming sectors.

- Encourage interdisciplinary collaboration to bridge creative and commercial aspects of gaming: Shared projects with Games Art and Design and Games Narrative students allow for a comprehensive understanding of how creative and business roles intersect in game development.

- Prepare graduates for diverse career pathways, including studio management, marketing, and independent ventures: By blending theoretical knowledge with practical application, students are ready to succeed in both established companies and their own entrepreneurial pursuits.

Course Outcomes

This course enables students to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key skills and attributes, and professional and transferable skills.

The outcomes that students will have demonstrated upon completion of the BA (Hons) Business of Games, are as follows:

Strategic Business Planning: Graduates will be able to create detailed business plans and strategies tailored to the gaming industry.

Expertise in Marketing and Revenue Models: Students will develop expertise in crafting marketing campaigns and implementing diverse monetization strategies, including GaaS and microtransactions.

Industry-Specific Financial Management: Graduates will be equipped to manage budgets, financial forecasting, and funding models for both indie and AAA game projects.

Ethical and Interdisciplinary Insights: Students will critically analyse issues of gender, identity, and values in games, applying ethical considerations to business and creative practices.

Career-Ready Skills and Knowledge: Graduates will possess the tools and confidence to succeed in roles such as marketing manager, business developer, project manager, or independent studio founder.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- AUB LTAF and Undergraduate Assessment Regulations

Learning, Teaching, and Assessment Strategies

The **BA (Hons) Business of Games** employs diverse and dynamic learning, teaching, and assessment strategies designed to prepare students for the fast-paced and evolving gaming industry. Teaching methods are a blend of traditional lectures, interactive workshops, and practical sessions, encouraging students to develop both theoretical knowledge and real-world skills. Collaborative learning is a feature to the course, with opportunities to work alongside peers from complementary disciplines such as Games Art and Design and Games Narrative. This interdisciplinary approach allows students to experience the interconnected nature of the gaming industry while gaining insight into the broader creative ecosystem.

Active and student-centred learning is emphasised throughout the course. Students engage in case studies, industry simulations, and problem-based learning exercises to explore real-world challenges faced by the gaming sector. For instance, units like "Games Marketing and Audience Engagement" and "Games Publishing and Distribution" require students to apply concepts directly to practical projects, such as developing marketing campaigns or crafting distribution strategies for hypothetical games. Regular industry guest lectures and workshops provide firsthand insights into market trends and professional practices, further enriching the learning experience.

Assessment strategies are tailored to the needs of a business-focused program while maintaining academic rigor. Students are assessed through a combination of written assignments, presentations, and practical projects. For example, the final project in the final year requires students to produce a comprehensive business plan, integrating knowledge from all units and presenting it as if pitching to potential investors. Formative assessments, such as peer feedback and progress reviews, ensure students receive ongoing guidance, enabling them to refine their work and meet professional standards. Group projects also foster teamwork, reflecting the collaborative nature of the gaming industry.

Digital tools and technologies play a significant role in both teaching and assessment, ensuring students remain at the cutting edge of the industry. Platforms for game design and publishing simulations, as well as project management tools, are integrated into the curriculum to give students hands-on experience with industry-standard software. Reflective journals and portfolios are also used to encourage self-assessment and critical thinking. By combining innovative teaching methods with practical and applied assessments, the course ensures that graduates are not only knowledgeable but also ready to thrive in professional roles across the gaming business landscape.

Student Engagement

Enhanced Learning through Collaboration: The course emphasises teamwork through group projects and collaborative activities, fostering cooperative learning and critical engagement. Students gain exposure to diverse viewpoints, enriching their understanding of business strategies and applications in the gaming industry.

Co-Design of Learning: Students actively shape their educational journey by engaging in activities like drafting industry-focused reports and developing entrepreneurial ideas aligned with their career aspirations. This participatory approach empowers students, ensuring their learning is both personalised and professionally relevant.

Building a Professional Portfolio: Progressive assessments and practical projects enable students to build a robust portfolio showcasing their business acumen and innovative solutions. This is particularly emphasised in the final year, where major projects align with individual career goals and entrepreneurial ambitions.

Real-World Applications and Networking: Engagement with industry briefs, guest speakers, and game studios provides practical, hands-on experience. These interactions not only enhance learning but also help students establish essential industry connections and gain insights into professional practices.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.
All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BA without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes have been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB’s core values; during your

course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

The **BA (Hons) Business of Games** equips students with the skills to thrive in the global gaming industry, combining business acumen with industry-specific insights. The course covers key areas such as marketing, finance, publishing, and project management, enabling students to understand the commercial and operational aspects of game development. Students explore ethical considerations, inclusivity, and societal impact within games, while gaining practical experience through entrepreneurial projects and real-world applications.

With a focus on innovative technologies like and evolving revenue models, the course prepares graduates to navigate challenges and opportunities in both indie and AAA gaming sectors. By the end of their studies, students will have developed a comprehensive business plan and a professional portfolio, positioning them for careers in game studios, publishing, or their own ventures.

Level 4

Introduction to the Games Industry: This unit provides an overview of the global games industry, including its history and development. The unit explores key roles such as developers, publishers, and distributors. Students examine industry operations, partnerships, and trends like mobile gaming, VR, and indie markets. By the end, they will contextualize current dynamics and predict future industry trends.

Games Marketing and Audience Engagement: Students learn core marketing principles, including targeting gaming communities, crafting brand identities, and designing campaigns

for casual and hardcore gamers. Topics include community engagement, influencer partnerships, and integrating audience feedback. By the unit's end, students will be able to create marketing plans tailored to various game genres.

Games Finance and Revenue Models 1 (Introduction): This unit introduces financial principles for game development, covering budgeting, revenue models, and funding strategies for indie and AAA games. Students analyse financial viability and create basic models to understand the financial life cycle of games.

Level 5

Gender, Values, and Identity (Business of Games): This shared unit examines how gender, identity, and values are represented in games and their impact on development and player experience. Students explore societal norms, inclusivity, and ethical responsibilities, analysing case studies from a range of markets. By the end, they can critically evaluate games from an ethical perspective and apply these insights to their work.

Games Finance and Revenue Models 2 (Intermediate): Building on Year 1 concepts, this unit develops further advanced financial strategies like venture capital, crowdfunding, and GaaS. Students analyse funding models, evolving revenue streams, and in-game economies, gaining skills to construct detailed forecasts and assess sustainability.

Launchpad (Business of Games): This year-long unit prepares students for careers by developing portfolios, CVs, and professional skills. It introduces entrepreneurial concepts, including pitching, funding, and studio management, alongside Agile and Scrum methodologies. By the end, students are equipped for diverse roles and career pathways in the gaming industry.

Level 6

Games Finance and Revenue Models 3 (Advanced): This final finance unit focuses on global market challenges, financial scalability, and innovative revenue models such as decentralised economies. Students will analyse financial risks, manage large-scale projects, and explore studio growth through mergers, acquisitions, and franchises. By the end, they will create advanced financial plans and strategies for high-level industry roles.

Games Publishing and Distribution: Students learn the processes of publishing and distributing games across traditional and digital platforms and mobile app stores. The unit covers self-publishing, partnerships, legal challenges, and localization, equipping students to navigate publishing agreements and develop distribution strategies for games of any scale.

Games Studio Business Plan: In their final project, students develop a comprehensive business plan for a gaming venture, incorporating market research, financial forecasting, branding, and distribution strategies. This final project emphasizes strategic planning and innovation, preparing graduates to pitch their plans or launch their careers in the gaming industry.

Specialist resources:

- Hi-spec professional level hardware/software.
- Excellently resourced library
- Specialist arts institute campus

Course Units

Unit code	Unit title	Credit weighting
Level 4		
BOG401	Introduction to the Games Industry	40 credits
BOG402	Games Marketing and Audience Engagement	40 credits
BOG403	Games Finance and Revenue Models 1	40 credits
Level 5		
BOG501	Gender, Values, and Identity (Business of Games)	40 credits
BOG502	Launchpad (Business of Games)	40 credits
BOG503	Games Finance and Revenue Models 2	40 credits
Level 6		
BOG601	Games Finance and Revenue Models 3	40 credits
BOG602	Games Studio Business Plan	60 credits
BOG603	Games Publishing and Distribution	20 credits

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

	Level 4																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
Induction week	BOG401 Introduction to the Games Industry (40 credits) (weeks 1-10)										BOG402 Games Marketing and Audience Engagement (40 credits) (weeks 11-20)										BOG403 Games Finance and Revenue Models 1 (40 credits) (weeks 21-30)									

	Level 5																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	BOG501 Gender/Identity/Values (40 credits) (weeks 1-12)										BOG503 Games Finance and Revenue Models 2 (40 credits) (weeks 13-24)																			
	BOG502 Launchpad (40 credits) (weeks 1-28)																													

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<tr><td></td><td colspan="30">Level 6</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="12">Spring Term</td><td colspan="8">Summer Term</td></tr>
<tr><td rowspan="2"></td><td colspan="10" rowspan="2">BOG601 Games Finance and Revenue Models 3
(40 credits)
(weeks 1-10)</td><td colspan="20">BOG602 Games Studio Business Plan
(60 credits)
(weeks 11-28)</td><td></td><td></td></tr>
<tr><td colspan="20">BOG603 Games Publishing and Distribution
(20 credits)
(weeks 11-28)</td><td></td><td></td></tr>
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