

‘Play to your Strengths’: Best Practice in Wargaming Education at Brunel

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Wargaming and Resilience Planning



Introduction



MA Wargaming and Resilience
planning commenced September
2025.

No blueprint or previous examples to follow.



Highly successful first cohort, 80% employed in wargaming or wargaming
adjacent fields before its culmination, 100% employed in any capacity.



Achieved through a combination of innovative teaching grounded in
experience and established pedagogy and integration of traditional
knowledge.

Presentation Takeaways

Identifying and setting appropriate learning outcomes

- Balancing expertise and expectation/requirement

Developing innovative practice from experience

- Leveraging knowledge through experimentation

Areas for improvement – never stop learning

- Lessons from year 1

Identifying & Setting Learning Outcomes

MA Wargaming and Resilience Planning Learning Outcomes

A comprehensive and sophisticated understanding of the design of creative, innovative non-digital games that serve a specific purpose, and which could be applied across a variety of media (including digital).

The capacity to create, communicate and facilitate creative, original wargame designs within a defined, complex, context.

The ability to conduct and communicate the results of research using appropriate methodologies.

An ability to critically evaluate and appropriately apply conceptual approaches to the design, analysis, and evaluation of wargames.

A critical awareness of the cultural components of wargame design and analysis.

Combine independent thought and creativity with research techniques to engage with different types of wargames, their design and the types of analysis they produce.

Identifying & Setting Learning Outcomes


All recognised as being desirable LOs for wargames designers.

- Process of consultation with the CoP and the needs of master's level qualifications.

Focus on departmental strengths

- 14+ years experience of Games Design at Brunel
- Many Games Design graduates in prominent positions in the commercial sector.

Lean into the strengths of the available human resources



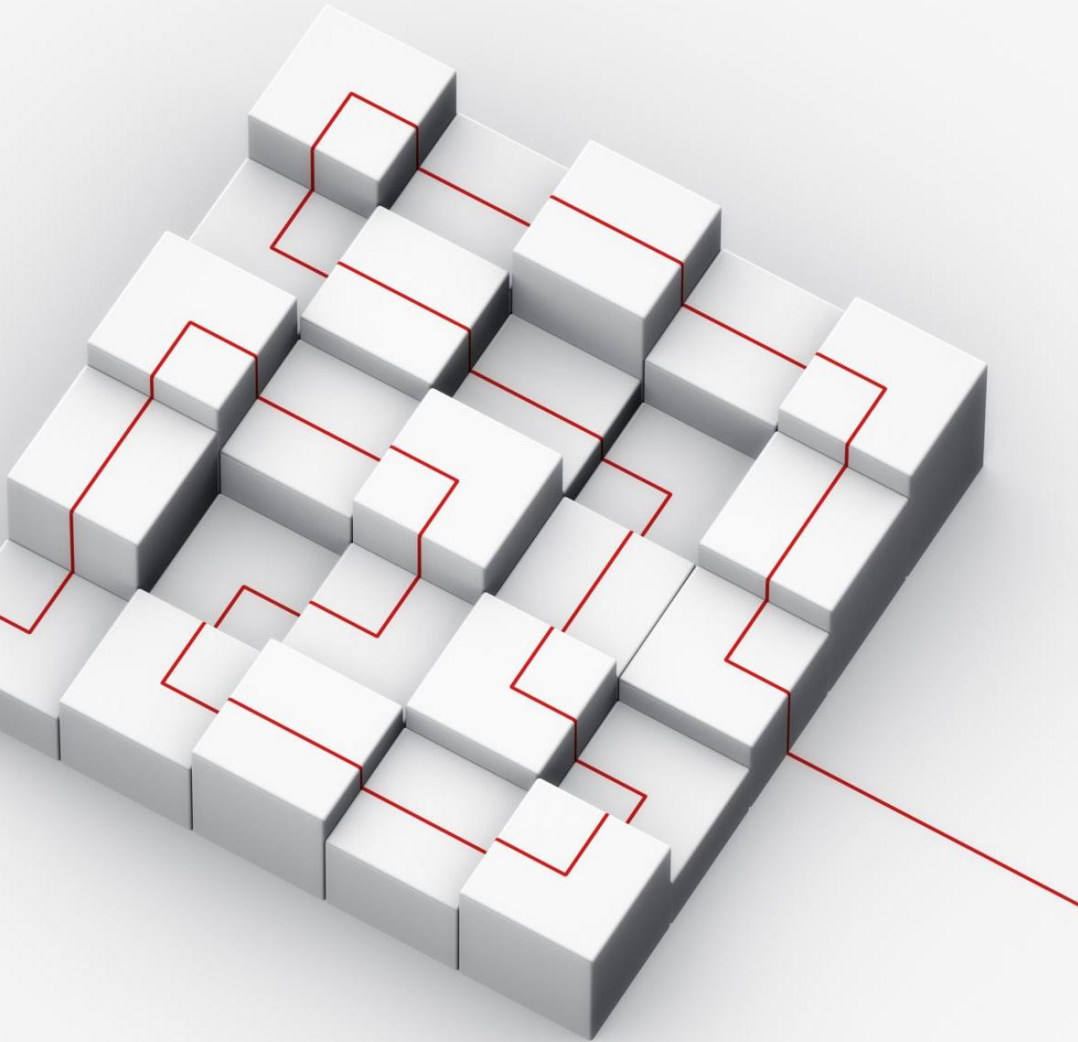
Developing Innovative Practice From Experience

- Relatively limited time constraints (2x10 weeks)
- A requirement to produce skilled designers and facilitators
 - Desirable that students develop their own design style and focus.
- Broad range of contexts and game types to cover.

Developing Innovative Practice From Experience

- Paired design classes – ‘Brief’ and then ‘Play’ with a week to produce a prototype.
- Broad briefs to allow students to focus on their interests.
- Progressive experiential learning is key
 - As is Snakes and Ladders





Developing Innovative Practice From Experience

- Linked modules – Wargame Design flows directly from Games Design
 - Ensures blending of professional requirements and design knowledge
- More ‘traditional’ components made use of authentic assessment
 - E.g. Game reviews, briefing documents.
- Built on new modes of thinking about resilience practice through research-led teaching.

Areas for Improvement



Consistent efforts required to maintain relevance in an ever-changing field

Shift from defence focus to resilience and non-military contexts.



Market USP clearly and consistently.



Don't be derailed by setbacks or speedbumps.

Conclusions

Learning outcomes should be realistic and achievable within the time available to you

- Always consider the requirements of your audience and prioritise.

Play to your strengths.

- Overreach can undo far more than it achieves.

Innovate from strong foundations and advance rather than reimagine.

- Learn from other areas and apply lessons where relevant.



Thank you for listening

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