PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

BSc (Anrh) Datblygu Gemau Cyfrifiadurol
BSc (Anrh) Datblygu Gemau Cyfrifiadurol (gyda Lleoliad Diwydiant)
BSc (Hons) Computer Game Development
BSc (Hons) Computer Game Development (with Industrial Placement)

BSc (Anrh) Dylunio Gemau Cyfrifiadurol a Menter
BSc (Anrh) Dylunio Gemau Cyfrifiadurol a Menter (gyda Lleoliad Diwydiant)
BSc (Hons) Computer Game Design and Enterprise
BSc (Hons) Computer Game Design and Enterprise (with Industrial Placement)

BA (Anrh) Celfyddyd Gemau
BA (Anrh) Celfyddyd Gemau (gyda Lleoliad Diwydiant)
BA (Hons) Game Art
BA (Hons) Game Art (with Industrial Placement)

MSc Datblygu Gemau Cyfrifiadurol
MSc Datblygu Gemau Gyfrifiadurol (gydag Ymarfer Uwch)
MSc Computer Game Development
MSc Computer Game Development (with Advanced Practice)

MA Celf Gêmau
MA Celf Gemau (gydag Ymarfer Uwch)
MA Game Art
MA Game Art (with Advanced Practice)

Tystysgrif Addysg Barhaus Prifysgol Wrecsam mewn Dylunio Gemau Gyfrifiadurol
Wrexham University Certificate of Continuing Education in Computer Game Design

Internal Programme Title(s) (if different to the title on the certificate)

N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2023-2027

Intake points

UG: one intake per year in Sept
PG: two intakes per year in Sept and Feb

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Plas Coch Campus
Faculty/Department
Faculty of Art, Science and Technology
Exit awards available
Undergraduate Exit Awards: BSc (Ord) Computer Game Development Diploma of Higher Education in Computer Game Development Certificate of Higher Education in Computer Game Development BSc (Ord) Computer Game Development (with Industrial Placement) Diploma of Higher Education in Computer Game Development (with Industrial Placement) BSc (Ord) Computer Game Design and Enterprise Diploma of Higher Education in Computer Game Design and Enterprise Certificate of Higher Education in Computer Game Design and Enterprise BSc (Ord) Computer Game Design and Enterprise (with Industrial Placement) Diploma of Higher Education in Computer Game Design and Enterprise (with Industrial Placement) BA (Ord) Game Art Diploma of Higher Education in Game Art Certificate of Higher Education in Game Art BA (Ord) Game Art (with Industrial Placement) Diploma of Higher Education in Game Art (with Industrial Placement) **Postgraduate Exit Awards:** Postgraduate Diploma in Computer Game Development Postgraduate Certificate in Computer Game Development Postgraduate Diploma in Computer Game Development (with Advanced Practice) Postgraduate Diploma in Game Art Postgraduate Certificate in Game Art Postgraduate Diploma in Game Art (with Advanced Practice)
Professional, Statutory or Regulatory Body (PSRB) accreditation
All programmes have been designed to align with the requirements of the British Computer Society (BCS) and accreditation/re-accreditation will be sought in the next accreditation visit in Dec 2023. **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
Students must have studied all years at the Wrexham University campus.
HECoS codes

BSc (Hons) Computer Game Development: 101020
BSc (Hons) Computer Game Development (with Industry Placement): 101020
BSc (Hons) Computer Game Design and Enterprise: 101268
BSc (Hons) Computer Game Design and Enterprise (with Industry Placement): 101268
BA (Hons) Game Art: 101019
BA (Hons) Game Art (with Industry Placement): 101019
MSc Computer Game Development: 101020
MSc Computer Game Development (with Advanced Practice): 101020
MA Game Art: 101019
MA Game Art (with Advanced Practice): 101019

UCAS code

BSc (Hons) Computer Game Development: G451
BSc (Hons) Computer Game Development (with Industry Placement): CGIP
BSc (Hons) Computer Game Design and Enterprise: GE17
BSc (Hons) Computer Game Design and Enterprise (with Industry Placement): CEIP
BA (Hons) Game Art:305D
BA (Hons) Game Art (with Industry Placement): GAIP

Relevant QAA subject benchmark statement/s

QAA Subject Benchmark Statement: Computing March 2022
https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/computing
QAA Subject Benchmark Statement: Art and Design 2019
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22
Master's Degree Characteristics Statement
https://www.qaa.ac.uk//en/the-quality-code/characteristics-statements/characteristics-statement-masters-degrees
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_18

Mode of study

Full & part time

Normal length of study for each mode of study

FULL TIME
3-year Bachelor's Degree
4-year Bachelor's with Foundation Year
4-year Bachelor's with Industrial Placement Year

1-year Master's Degree

6-week Game Access Summer School

PART TIME
5-year Bachelor's Degree (2 modules per semester)

2-year Master's Degree (2 modules per semester)

Language of study

English

Transitional arrangements for re-validated provision if applicable

Due to the minimal change between what is proposed and the current programme we will seek to arrange for all students to be moved to the newest programs at the earliest opportunity. Students will be consulted and consent shall be obtained before any such changes implemented.

The student population is already aware of the re-validation process and effort has been made by the programme team to include students in the process where possible. Students applying for masters study 23/24 will be informed of the programme changes.
The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others)*
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Regulations for Taught Masters Degrees Regulations for Wrexham University Certificate of Attendance, Wrexham University Certificate of Continuing Education, Wrexham University Professional Certificate Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	30th March 2023
Date of approval by Academic Board:	*10th May 2023*
Approved Validation Period:	*September 2023-2027*
Transitional arrangements approved (if revalidation)	*all students will be transferred to the newest programmes from September 2023. Students have been consulted and consent forms are in place.* *Any outstanding (referred) modules from the old programme will be supported over the summer period of 22/23. In the case of modules being trailed thereafter, students will be transferred to the equivalent replacement module from September 2023.*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
Bachelors degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

The standard entry requirement for masters are as following;

- MSc Computer Game Development (including Advanced Practice route): an honours degree of at least 2:2 classification in a Computer Science related subject area, or equivalent in any science-based degree with a strong computing element.

- MA Game Art (including Advanced Practice route): an honours degree of at least 2:2 classification in a Games, Arts & Design or Computer Science related subject area, or equivalent in any science-based degree with a strong creative digital element.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see academic-entry-requirements for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see English-language-requirements for details).*

Non-Standard entry criteria

Applicants with significant industry or professional experience will be treated on a case-by-case basis and invited for a discussion/interview with a member of the programme team.

Students who do not meet the Level 4 entry requirements will be directed towards two other types of programmes within the games suite:

- Students who have missed the entry requirements needed for the undergraduate programmes by a significant amount will be directed towards the programme of their choice with a Foundation year of study. This will include introductory studies for the games suite of programmes but will also include general higher education learning support and skills.

- Students who marginally miss the entry requirements for the undergraduate courses but show the appropriate personal learning skills and motivation for higher education will be directed towards the Game Access Programme. This is a shorter programme that can be attended in the summer prior to the start of the academic term and will focus on the key skills required for entry on the first year of the games suite.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Aims of the programme

BSc (Hons) Computer Game Development

As the Creative Industries sector is growing, the competition for jobs is increasing, and so is the number of students seeking a higher-level qualification that offers work experience and industry

simulation opportunities. These students are recognising the need to achieve higher level qualifications in order to secure relevant employment.

Students studying this programme will be exposed to an education and learning experience that aims to instil knowledge and develops critical and intellectual abilities applicable to problem solving and solution specifying in technologically and socially diverse environments.

The programme will provide students with hands-on experience of multidisciplinary project management within the context of both moderate and large-scale game development projects.

This, in combination with knowledge of technical design and optimisation skills students will be empowered to develop game applications and assets with a view to imbuing them with a more professional level of quality. This programme also aims to help grow and support the local and regional games and media industry through the creation of new businesses and support for entrepreneurial activity by way of the business accelerator initiative.

Integrated into this experience is the explicit opportunity to gain first-hand involvement with the workplace, by completing the Industrial Placement at level 5. Although these are two distinct, named award routes, the programme team foresee that students may choose to start on one, but switch to the other, prior to completion of their core modules at level 5; thereby affording them the optionality of this year in industry.

The overall aims of the programmes are to:

<u>BSc (Hons) Computer Game Development (with Industrial Placement)</u>

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin the discipline of game development;
- Produce independently learning, workplace ready practitioners with a strong set of communication and employment skills who are cognisant of their career trajectory and personal and professional development goals;
- Provide a rigorous and scientifically-based course of study, informed by research, which successfully balances practical vocational skills with theoretical understanding;
- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of game development;
- Develop capability in the exploration, critical analysis and evaluation of technical, business and professional issues and concepts, including an awareness of ethical and environmental factors;
- Provide students with an awareness of the roles and responsibilities of a professional working within the game development profession.
- Enable students to spend a significant period of time in the game development related workplace and to reflect upon their experiences and lessons learned therein.

<u>BSc (Hons) Computer Game Development</u>

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin the discipline of game development;
- Produce independently learning, workplace ready practitioners with a strong set of communication and employment skills who are cognisant of their career trajectory and personal and professional development goals;
- Provide a rigorous and scientifically-based course of study, informed by research, which successfully balances practical vocational skills with theoretical understanding;
- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of game development;

- Develop capability in the exploration, critical analysis and evaluation of technical, business and professional issues and concepts, including an awareness of ethical and environmental factors;
- Provide students with an awareness of the roles and responsibilities of a professional working within the game development profession.

BSc (Hons) Computer Game Design and Enterprise

The BSc (Hons) Computer Game Design & Enterprise is designed to be a hybrid course that balances project management, production and entrepreneurship, with that of industry practice and technical design and development skills along with industry simulation opportunities.

The programme will provide students with hands-on experience of multidisciplinary project management within the context of both moderate and large-scale game development projects.

This, in combination with knowledge of business start-up processes, innovation and commercialisation of products alongside current digital distribution and crowdfunding technologies, students will be empowered to develop game applications and assets with a view to encapsulating them within a business and marketing strategy. Such a model has the potential to grow and support the local and regional games and media industry through the creation of new businesses and support for entrepreneurial activity.

Integrated into this experience is the explicit opportunity to gain first-hand involvement with the workplace, by completing the Industrial Placement at level 5. Although these are two distinct, named award routes, the programme team foresee that students may choose to start on one, but switch to the other, prior to completion of their core modules at level 5; thereby affording them the optionality of this year in industry.

Specifically, the programme aims to provide students with the following:

BSc (Hons) Computer Game Design & Enterprise (with Industrial Placement)

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin game design and development.
- Develop capability in the exploration, critical analysis and evaluation of technical and business issues and concepts including an awareness of the ethical and legal issues pertaining to the games industry.
- Provide students with an awareness of the roles and responsibilities of a professional working within the game development, and wider computing professions.
- Provide the skills necessary to work in and manage diverse and multidisciplinary development teams and the tools and technology that support them.
- Provide a rigorous and scientifically based course of study, informed by research and industry practise, which successfully balances practical vocational skills with theoretical understanding.
- Equip students with independent learning skills, prepare students for employment and entrepreneurial activity or to prepare students for continued study at an advanced level, either in formal postgraduate study or as continued professional development.
- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of game design and development.
- Develop competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement.
- Enable students to spend a significant period of time in the game development related workplace and to reflect upon their experiences and lessons learned therein.

BSc (Hons) Computer Game Design & Enterprise

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin game design and development.
- Develop capability in the exploration, critical analysis and evaluation of technical and business issues and concepts including an awareness of the ethical and legal issues pertaining to the games industry.
- Provide students with an awareness of the roles and responsibilities of a professional working within the game development, and wider computing professions.
- Provide the skills necessary to work in and manage diverse and multidisciplinary development teams and the tools and technology that support them.
- Provide a rigorous and scientifically based course of study, informed by research and industry practise, which successfully balances practical vocational skills with theoretical understanding.
- Equip students with independent learning skills, prepare students for employment and entrepreneurial activity or to prepare students for continued study at an advanced level, either in formal postgraduate study or as continued professional development.
- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of game design and development.
- Develop competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement.

The module diet of the programme has been designed to provide a vehicle for these aims and intentions to be met and will equip students with a mixture of theoretical and practical abilities that will allow them to development a rich skillset within the field. In addition to the specialist content, students will develop transferable skills in working multidisciplinary teams with industry standard tools and technologies.

BA (Hons) Game Art

The BA (Hons) Game Art programme balances game character and environmental art and design with project management skills and best industry practice relating to technical art workflow and production skills along with industry simulation opportunities.

The programme will provide students with hands-on experience of multidisciplinary project management within the context of both moderate and large-scale game development projects.

This, in combination with knowledge of the latest digital art and design tools and technologies, students will be empowered to develop game assets, environments and narratives with a view to integrating them within live game projects. The programme, when added to the wider games suite has the potential to provide high quality visuals and design techniques to technical teams as we continue to grow and support the local and regional games and media industry through the creation of new businesses and support for entrepreneurial activity.

Integrated into this experience is the explicit opportunity to gain first-hand involvement with the workplace, by completing the Industrial Placement at level 5. Although these are two distinct, named award routes, the programme team foresee that students may choose to start on one, but switch to the other, prior to completion of their core modules at level 5; thereby affording them the optionality of this year in industry.

Specifically, the programme aims to provide students with the following:

BA (Hons) Game Art (with Industrial Placement)

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin game art, design and development.
- Develop capability in the exploration, critical analysis and evaluation of game art and design issues and concepts including an awareness of the ethical and legal issues pertaining to the games industry.
- Provide students with an awareness of the roles and responsibilities of a professional working within the game development, and wider digital creative and computing professions.
- Provide the skills necessary to work in and manage diverse and multidisciplinary development teams and the tools and technology that support them.
- Provide a rigorous and industry focused course of study, informed by research and industry practise, which successfully balances practical vocational skills with theoretical understanding.
- Equip students with independent learning skills, prepare students for employment and entrepreneurial activity or to prepare students for continued study at an advanced level, either in formal postgraduate study or as continued professional development.
- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of game art, design and development.
- Develop competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement.
- Enable students to spend a significant period of time in the game development related workplace and to reflect upon their experiences and lessons learned therein.

<u>BA (Hons) Game Art</u>

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin game art, design and development.
- Develop capability in the exploration, critical analysis and evaluation of game art and design issues and concepts including an awareness of the ethical and legal issues pertaining to the games industry.
- Provide students with an awareness of the roles and responsibilities of a professional working within the game development, and wider digital creative and computing professions.
- Provide the skills necessary to work in and manage diverse and multidisciplinary development teams and the tools and technology that support them.
- Provide a rigorous and industry focused course of study, informed by research and industry practise, which successfully balances practical vocational skills with theoretical understanding.
- Equip students with independent learning skills, prepare students for employment and entrepreneurial activity or to prepare students for continued study at an advanced level, either in formal postgraduate study or as continued professional development.
- Produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of game art, design and development.
- Develop competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement.

The module diet of the programme has been designed in conjunction with the school of art and design to provide a vehicle for these aims and intentions to be met and will equip students with a mixture of theoretical and practical abilities that will allow them to development a rich skillset within the field. In addition to the specialist content, students will develop transferable skills in working multidisciplinary teams with industry standard tools and technologies.

MSc Computer Game Development

The MSc Computer Game Development is intended to provide students with the opportunity to build upon, and expand, their existing knowledge and skills in the field of game design, development and associated tools and methodologies. The programme also demonstrates a unique blend of technical

development and professional optimisation of assets and mechanics with strong business start-up, management and entrepreneurial skills.

In doing so, students will be able to develop innovative, high-level game applications or assets and encapsulate them within a credible and sustainable business strategy. Such a model has the potential to grow and support the local and regional games and media industry through the creation of new businesses and sustainable business practice.

Specifically, the programme aims to provide students with the following:

- Specialist knowledge and understanding of game development, including 3D modelling and optimisation of topology, artificial intelligence, flow theory and affective computing (specifically game audio), and mobile content development and publication;
- Technical expertise in the design, implementation and evaluation of game development tools, technologies and methodologies;
- Specialist knowledge and understanding of business planning, start-up and sustainable management;
- The ability to critically appraise and disseminate research results;
- A sound basis for further research and / or professional development.

The module diet of the programme provides a vehicle for these aims and intentions to be met and will equip students with a mixture of theoretical and practical abilities that will allow them to enhance their current skillset within the field. In addition to the specialist content, students will develop transferable skills in working consistently at a professional level and in handling, and responding to, complex, large-scale, information that is focused upon current research and industry developments in computing.

MA Game Art

The MA Game Art is intended to provide students with the opportunity to build upon, and expand, their existing knowledge and skills in the field of game level, character and environmental design along with associated tools and methodologies. The programme also demonstrates a unique blend of research and experimentation practise with strong business start-up, management and entrepreneurial skills.

In doing so, students will be able to develop innovative, high-level game assets and designs and encapsulate them within a credible and sustainable business strategy. Such a model has the potential to grow and support the local and regional games and media industry through the creation of new businesses and sustainable business practice.

Specifically, the programme aims to provide students with the following:

- Specialist knowledge and understanding of game design and creative workflow, including 3D modelling, 3D scanning and automated technologies and techniques, character design, environment design and digital content development and publication;
- Develop specialist capability in the exploration, critical analysis and evaluation of game art and design issues and concepts including an awareness of the ethical and legal issues pertaining to the games industry through research practise.
- Specialist knowledge in the use and evaluation of digital art and design tools, technologies and methodologies;
- Specialist knowledge and understanding of business planning, start-up and sustainable management;
- The ability to critically appraise and disseminate research results;
- A sound basis for further research and / or professional development.

The module diet of the programme provides a vehicle for these aims and intentions to be met and will equip students with a mixture of theoretical and practical abilities that will allow them to enhance their current skillset within the field. In addition to the specialist content, students will develop transferable skills in working consistently at a professional level and in handling, and responding to, complex, large-scale projects and information sets that are focused upon current research and industry developments within the games, creative digital sector and wider computing industry.

Advance Practice Routes

Advanced Practice aims:
The Advanced Practice routes will provide students with the opportunity to enhance personal and professional development in preparation for their entry into the job market. In addition to practical and professional skills gained during their Advanced Practice semester, students will also be able to engage in the process of critical self-reflection and thereby build up more self-awareness, flexibility and resilience to better prepare themselves for the challenges of the job market, giving them an edge over graduates who have not undertaken a practical work component as part of their degree.

Wrexham University Certificate of Continuing Education in Computer Game Design
The Game Access Summer School is intended to provide students with the opportunity to explore and develop knowledge and skill in the field of game design and fundamentals along with associated tools and methodologies. This course is designed to offer an introduction to the context of a Higher Education learning to progress students to the stage to be applicable for further undergraduate studies.

Specifically, the programme aims to provide students with the following:

- Introductory studies to games and game design with a contextual look at the contemporary games industry.
- Development of the fundamentals of key software and strategies for creating 2D and 3D assets, levels and game applications
- Applied understanding of what the game creation process is like to work on, with an idea of the diversity required to make high-end products.
- Foundations of agile strategies as part of project management and game products.

Distinctive features of the programme

The WU Games Suite has been evolving since 2006 and enjoys the benefits of close industry engagement with regular visits and guest speakers as part of an integrated programme of presentations, discussion groups and social events.

Due to the introduction of Computer Game Design and Enterprise in the last validation cycle and the integration of Game Art (previously part of SCA), the games offering from WU has grown into a suite of programmes covers the broad central ground of the game production process. The individual courses work standalone, but more specifically drive each other as they are representative of diverse skillsets within the games industry. Due to this diversity, the Games Suite becomes an interesting opportunity to students looking to further their careers in Game and Level Design, Asset Production, Character, Environmental and Technical art as well as Gameplay Programmers and Producers.

A key element of the course is its emphasis on the technical skills that underpin games design, development and the game production pipeline. This includes areas such as games programming,

agile project management, 3D modelling & optimisation, 3D sculpting, motion capture, virtual reality systems and serious game applications.

The proposed programme will make innovative use of agile project management methodologies in conjunction with cloud-based management tools to create environments of industry simulation. Use of these platforms will be mandatory for all students undertaking substantial projects and will require the statistical tracking of all direct study hours completed meaning that students will be trained to manage their time effectively and provide a detailed statistical analysis of their performance.

Global Game Jam & GGJNEXT 2023

The Global Game Jam (GGJ) is the world's largest game jam event (game creation) taking place around the world simultaneously at physical locations. It is effectively a time constrained hackathon focused on game development. The GGJ philosophy is the growth of an idea that in today's heavily connected world, people can come together, be creative, share experiences and express themselves in a multitude of ways using game technology. Wrexham University registered with the GGJ as an official event site in 2011 as part of extra-curricular activities within the game development course. In doing so, we became the first (and only) Welsh representative, and that would continue to be the case for a further 3 years. In 2023, the GGJ had over 700 sites around the world, spread across 108 different countries. There were 40,000 registered participants. At our own event site in 2022, a team of 71 participants were able to design and develop 20 individual games within the 48-hour period. We remain the oldest, and largest Welsh representatives in GGJ. Two of the existing games team hold significant positions within the organisation (Rich and Jack are the Global Organiser and Regional Organiser (UK & Ireland) for GGJ 2023 respectively) which promotes the Wrexham hub as the main HQ in the UK and Ireland and the main HQs across the world. In 2023 Wrexham University was the first site in the UK to run GGJNEXT: a sister event focused on inspiring younger developers between the ages of 12-17.

Level Up Conference 2023

Devised by the Wrexham University Games Suite programme leader, and running for the first time in October 2013, the conference is part of our continuing strategy to energise the games and creative industry in North Wales, along with helping students and young people to learn more about the career opportunities and technologies available to them. The event provides a series of inspirational and technical talks designed to give some insight as to the workings of small, medium and large game studios and the challenges and opportunities they embrace.

The tenth annual conference took place on Friday February 15th 2023 and was supported by Welsh Government (Creative Wales). Some notable speakers over the last three years are:

Karl Spurgin – TT Games
Thomas Hughes – TT Games
Joshua Burton - Payne – SEGA Hardlight
Robert Price – CubeCraft Games
Klaire Hodgson – Animated Technologies
Katherine Jewkes – GALWAD
Alan Mealor – Lucid Games Ltd
Lucy Dove – De Mambo Creator
Alex Humphreys – BBC Wales/S4C
Kate Edwards – Geogrify

The eleventh annual conference is proposed to take place in late November this year with a new set of guest speakers.

Games Talent Wales, Tranzfuser & EGX

A key part of the ongoing games suite is the theme of indie company start-up opportunities. This began with the Tranzfuser process set up in 2016 which gave opportunities to graduating games students to forward their career. Since the start of the process at least one team has been accepted and approved for funding every year and the team has been able to represent Wrexham University as a Tranzfuser hub. Games Talent Wales was founded (at Wrexham University) as a way to further promote start-up opportunities in Wales specifically within the games industry and to promote the Welsh language within gaming. Over the two years that this process has run (2019, 2022) 10 Wrexham University based companies have received funding through the Welsh Government including projects with Welsh language translations. Both Tranzfuser and Games Talent Wales culminates in attending the largest gaming expo in the UK as a member of the games industry. Companies gain experience in a professional showcase and seek further enterprise such as publishing deals ang talent scouting.

Industrial Placement Opportunities
Integrated into the game's suite is the explicit opportunity to gain first-hand involvement with the workplace, by completing the Industrial Placement at level 5. Although this is a distinct, named award route, the programme team foresee that students may choose to start on one, but switch to the other, prior to completion of their core modules at level 5; thereby affording them the optionality of a year in industry.

Games Access Short Courses
The games team has been expanding its short course/part-time credit offerings to our current students as additional skills that supplement the main core study of the students. These have been designed in such a way that they can be offered a level 4 short course that interests' students on varied levels of the courses (Level 3-7) and to apply to external applicants. A system is being worked towards that allows the team to deliver one or two short courses over the summer period that can interest as many students as possible through a carousel model of 3 years. Previously short courses such as Concept Art and Introduction to Programming have proved to be popular.

Mentorship Programme
The games suite has been running a formalised Mentorship system since 2019 in which Master's level students' mentor undergraduate students. This process is run through a formalised mentor training programme linked with a postgraduate level optional module where students are tasked with exploring and proving their competence in the role. These mentors are then distributed amongst teams of undergraduate students. This has proved successful over the past few years, especially in the pandemic, as it allowed students to have another point of contact for support in their ongoing studies whilst also providing insight on what an additional PG qualification may look like at WGU.

Partners for 23/24

Credit Accumulation and exit awards

Intended/Exit Awards

Award	Credit Requirements
BSc (Hons) Computer Game Development (with Industrial Placement)	480 credits (excluding the summer access modules), 120 of which are at Level 6 and 120 of which are from the level 5 Industrial Placement module)
BSc (Hons) Computer Game Development	360 Credits (excluding the summer access modules) 120 of which are at level 6
BSc (Ord) Computer Game Development (with Industrial Placement)	420 credits (excluding the summer access modules), 60 of which are at Level 6 and 120 of which are from the Level 5 Industrial Placement module.
BSc (Ord) Computer Game Development	300 credits (excluding the summer access modules), 60 of which are at Level 6
DipHE Computer Game Development with Industrial Placement	360 credits (excluding the summer access modules), 240 of which are at Level 5 or above and 120 of which are from the Level 5 Industrial Placement module.
DipHE Computer Game Development	240 credits (excluding the summer access modules), 120 of which are at Level 5 or above
CertHE Computer Game Development	120 credits at level 4 or above (excluding the summer access modules)

Award	Credit Requirements
BSc (Hons) Computer Game Design and Enterprise (with Industrial Placement)	480 credits (including 120 credits at level 5 from the Industrial Placement module)
BSc (Hons) Computer Game Design and Enterprise	360 credits (excluding the summer access modules), 120 of which are at Level 6
BSc (Ord) Computer Game Design and Enterprise (with Industrial Placement)	420 credits (excluding the summer access modules), 60 of which are at Level 6 and 120 of which are from the Level 5 Industrial Placement module.
BSc (Ord) Computer Game Design and Enterprise	300 credits (excluding the summer access modules), 60 of which are at Level 6
DipHE Computer Game Design and Enterprise (with Industrial Placement)	360 credits (excluding the summer access modules), 240 of which are at Level 5 or above and 120 of which are from the Level 5 Industrial Placement module.
DipHE Computer Game Design and Enterprise	240 credits (excluding the summer access modules), 120 of which are at Level 5 or above
CertHE Computer Game Design and Enterprise	120 credits at Level 4 or above (excluding the summer access modules)

Award	Credit Requirements
BA (Hons) Game Art (with Industrial Placement)	480 credits (including 120 credits at level 5 from the Industrial Placement module)
BA (Hons) Game Art	360 credits (excluding the summer access modules), 120 of which are at Level 6
BA (Ord) Game Art (with Industrial Placement)	420 credits (excluding the summer access modules), 60 of which are at Level 6 and 120 of which are from the Level 5 Industrial Placement module.
BA (Ord) Game Art	300 credits (excluding the summer access modules), 60 of which are at Level 6
DipHE Game Art (with Industrial Placement)	360 credits (excluding the summer access modules), 240 of which are at Level 5 or above and 120 of which are from the Level 5 Industrial Placement module.
DipHE Game Art	240 credits (excluding the summer access modules), 120 of which are at Level 5 or above
CertHE Game Art	120 credits at Level 4 or above (excluding the summer access modules)

Award	Credit Requirements
MSc Computer Game Development	180 credits at Level 7
MSc Computer Game Development with Advanced Practice	240 credits at Level 7, 60 credits of which are from the Advanced Practice module
PGDip Computer Game Development	120 credits at Level 7

PGDip Computer Game Development with Advanced Practice	180 credits at Level 7, 60 credits of which are from the Advanced Practice module
PGCert Computer Game Development	60 credits at Level 7

Award	**Credit Requirements**
MA Game Art	180 credits at Level 7
MA Game Art with Advanced Practice	240 credits at Level 7, 60 credits of which are from the Advanced Practice module
PGDip Game Art	120 credits at Level 7
PGDip Game Art with Advanced Practice	180 credits at Level 7, 60 credits of which are from the Advanced Practice module
PGCert Game Art	60 credits at Level 7

Award	**Credit Requirements**
Wrexham University Certificate of Continuing Education Computer Game Design	60 credits at Level 4

Programme Structure Diagram, including delivery schedule

BSc (Hons) Computer Game Development

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	COM458	Game Design and Interaction	20	Core	1
Level 4	COM473	Game Asset Production	20	Core	1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2
Level 4	COM456	Games Technology	20	Core	2
Level 4	COM440	Game Industry and Agile Production	20	Core	1 & 2
Level 4	COM474	Programming Fundamentals	20	Core	1 & 2
Level 5	COM563	Asset Production for Game Engines	20	Core	1
Level 5	COM559	Games Programming	20	Core	1
Level 5	COM564	Mobile Game Development	20	Core	1
Level 5	COM565	Serious Games Design	20	Core	2
Level 5	COM567	Indie Studio Management	20	Core	2
Level 5	COM553	Group Project	20	Core	2
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1
Level 6	COM654	Advanced Games Programming	20	Core	1
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2
Level 6	COM646	Project	40	Core	1 & 2

BSc (Hons) Computer Game Development (with Industrial Placement)

Full-Time Delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	COM458	Game Design and Interaction	20	Core	1
Level 4	COM473	Game Asset Production	20	Core	1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2
Level 4	COM456	Games Technology	20	Core	2
Level 4	COM440	Game Industry and Agile Production	20	Core	1 & 2
Level 4	COM474	Programming Fundamentals	20	Core	1 & 2
Level 5	COM563	Asset Production for Game Engines	20	Core	1
Level 5	COM559	Games Programming	20	Core	1
Level 5	COM564	Mobile Game Development	20	Core	1
Level 5	COM565	Serious Games Design	20	Core	2
Level 5	COM567	Indie Studio Management	20	Core	2
Level 5	COM553	Group Project	20	Core	2
Level 5	COM549	Industrial Placement	120	Core	1 & 2
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1
Level 6	COM654	Advanced Games Programming	20	Core	1
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2
Level 6	COM646	Project	40	Core	1 & 2

BSc (Hons) Computer Game Development

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	COM458	Game Design and Interaction	20	Core	1	Y1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2	Y1
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2	Y1
Level 4	COM474	Programming Fundamentals	20	Core	1 & 2	Y1
Level 4	COM473	Game Asset Production	20	Core	1	Y2
Level 5	COM559	Games Programming	20	Core	1	Y2
Level 4	COM456	Games Technology	20	Core	2	Y2
Level 5	COM565	Serious Games Design	20	Core	2	Y2
Level 5	COM573	Asset Production for Game Engines	20	Core	1	Y3
Level 5	COM564	Mobile Game Development	20	Core	1	Y3
Level 5	COM567	Indie Studio Management	20	Core	2	Y3
Level 5	COM553	Group Project	20	Core	2	Y3
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1	Y4
Level 6	COM654	Advanced Games Programming	20	Core	1	Y4
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2	Y4
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2	Y5
Level 6	COM646	Project	40	Core	1 & 2	Y5

BSc (Hons) Computer Game Design and Enterprise

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	COM458	Game Design and Interaction	20	Core	1
Level 4	COM473	Game Asset Production	20	Core	1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2
Level 4	COM463	Games Studio Enterprise	20	Core	2
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2
Level 4	COM462	Design Workshop	20	Core	1 & 2
Level 5	COM563	Asset Production for Game Engines	20	Core	1
Level 5	COM566	Game Production	20	Core	1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 5	COM558	Real-Time Environmental Art for Game Engines	20	Core	1
Level 5	COM565	Serious Games Design	20	Core	2
Level 5	COM567	Indie Studio Management	20	Core	2
Level 5	COM553	Group Project	20	Core	2
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1
Level 6	COM653	Games Enterprise	20	Core	1
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2
Level 6	COM646	Project	40	Core	1 & 2

BSc (Hons) Computer Game Development (with Industry Placement)

Full-Time Delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	COM458	Game Design and Interaction	20	Core	1
Level 4	COM473	Game Asset Production	20	Core	1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2
Level 4	COM463	Games Studio Enterprise	20	Core	2
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2
Level 4	COM462	Design Workshop	20	Core	1 & 2
Level 5	COM563	Asset Production for Game Engines	20	Core	1
Level 5	COM566	Game Production	20	Core	1
Level 5	COM558	Real-Time Environmental Art for Game Engines	20	Core	1
Level 5	COM565	Serious Games Design	20	Core	2
Level 5	COM567	Indie Studio Management	20	Core	2
Level 5	COM553	Group Project	20	Core	2
Level 5	COM549	Industry Placement	120	Core	1 & 2
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1
Level 6	COM653	Games Enterprise	20	Core	1
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2
Level 6	COM646	Project	40	Core	1 & 2

BSc (Hons) Computer Game Development
Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	COM458	Game Design and Interaction	20	Core	1	Y1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	COM453	Game Environments and Narrative Design	20	Core	2	Y1
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2	Y1
Level 4	COM462	Design Workshop	20	Core	1 & 2	Y1
Level 4	COM473	Game Asset Production	20	Core	1	Y2
Level 5	COM558	Real-Time Environmental Art for Game Engines	20	Core	1	Y2
Level 4	COM463	Games Studio Enterprise	20	Core	2	Y2
Level 5	COM565	Serious Games Design	20	Core	2	Y2
Level 5	COM563	Asset Production for Game Engines	20	Core	1	Y3
Level 5	COM566	Game Production	20	Core	1	Y3
Level 5	COM567	Indie Studio Management	20	Core	2	Y3
Level 5	COM553	Group Project	20	Core	2	Y3
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1	Y4
Level 6	COM653	Games Enterprise	20	Core	1	Y4
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2	Y4
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2	Y5
Level 6	COM646	Project	40	Core	1 & 2	Y5

BSc (Hons) Game Art

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	COM458	Game Design and Interaction	20	Core	1
Level 4	COM473	Game Asset Production	20	Core	1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2
Level 4	COM461	Character Design and Digital Sculpting	20	Core	2
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2
Level 4	COM462	Design Workshop	20	Core	1 & 2
Level 5	COM563	Asset Production for Game Engines	20	Core	1
Level 5	COM568	Character Production for Game Engines	20	Core	1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 5	COM558	Real-Time Environmental Art for Game Engines	20	Core	1
Level 5	COM565	Serious Games Design	20	Core	2
Level 5	COM567	Indie Studio Management	20	Core	2
Level 5	COM553	Group Project	20	Core	2
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1
Level 6	COM652	AAA Asset Production	20	Core	1
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2
Level 6	COM646	Project	40	Core	1 & 2

BSc (Hons) Game Art (with Industry Placement)

Full-Time Delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	COM458	Game Design and Interaction	20	Core	1
Level 4	COM473	Game Asset Production	20	Core	1
Level 4	COM453	Game Environments and Narrative Design	20	Core	2
Level 4	COM461	Character Design and Digital Sculpting	20	Core	2
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2
Level 4	COM462	Design Workshop	20	Core	1 & 2
Level 5	COM563	Asset Production for Game Engines	20	Core	1
Level 5	COM568	Character Production for Game Engines	20	Core	1
Level 5	COM558	Real-Time Environmental Art for Game Engines	20	Core	1
Level 5	COM565	Serious Games Design	20	Core	2
Level 5	COM567	Indie Studio Management	20	Core	2
Level 5	COM553	Group Project	20	Core	2
Level 5	COM549	Industry Placement	120	Core	1 & 2
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1
Level 6	COM652	AAA Asset Production	20	Core	1
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2
Level 6	COM646	Project	40	Core	1 & 2

BSc (Hons) Game Art Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	COM458	Game Design and Interaction	20	Core	1	Y1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	COM453	Game Environments and Narrative Design	20	Core	2	Y1
Level 4	COM450	Game Industry and Agile Production	20	Core	1 & 2	Y1
Level 4	COM462	Design Workshop	20	Core	1 & 2	Y1
Level 4	COM473	Game Asset Production	20	Core	1	Y2
Level 5	COM558	Real-Time Environmental Art for Game Engines	20	Core	1	Y2
Level 4	COM461	Character Design and Digital Sculpting	20	Core	2	Y2
Level 5	COM465	Serious Games Design	20	Core	2	Y2
Level 5	COM563	Asset Production for Game Engines	20	Core	1	Y3
Level 5	COM568	Character Production for Game Engines	20	Core	1	Y3
Level 5	COM567	Indie Studio Management	20	Core	2	Y3
Level 5	COM553	Group Project	20	Core	2	Y3
Level 6	COM655	Advanced Asset Production and Technical Art	20	Core	1	Y4
Level 6	COM652	AAA Asset Production	20	Core	1	Y4
Level 6	COM656	Advanced Game Design and User Engagement	20	Core	2	Y4
Level 6	COM657	Game Industry Specialist	20	Core	1 & 2	Y5
Level 6	COM646	Project	40	Core	1 & 2	Y5

Postgraduate Taught provision

Advanced Practice: The Advanced Practice module is taken on the successful completion of taught credits and before undertaking the dissertation/project module. Students will have the option to take Advanced Practice: Work-Based Learning or Advanced Practice: Entrepreneurial Pathway. If a student opting to do ADP701 is unable to secure a work placement, they will be transferred to ADP702, where they will undertake a group entrepreneurial project.

MSc Computer Game Development

Full-time delivery – September Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM754	Research Methods for Digital Technologies	20	Core	1
Level 7	COM750	3D Games Technology	20	Core	1
Level 7	COM755	Artificial Intelligence for Games	20	Core	1
Level 7	COM729	Game Analysis and Player Interaction	20	Core	2
Level 7	COM751	Advanced Game Systems & Mechanics	20	Core	2
Level 7	COM753	Game Industry and Professional Enterprise	20	Core	2
Level 7	COM752	Dissertation Project	60	Core	3

Full-time delivery – February Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM729	Game Analysis and Player Interaction	20	Core	Sem 2, Year 1
Level 7	COM751	Advanced Game Systems & Mechanics	20	Core	Sem 2, Year 1
Level 7	COM753	Game Industry and Professional Enterprise	20	Core	Sem 2, Year 1
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem 1, Year 2
Level 7	COM750	3D Games Technology	20	Core	Sem 1, Year 2
Level 7	COM755	Artificial Intelligence for Games	20	Core	Sem 1, Year 2
Level 7	COM752	Dissertation Project	60	Core	Sem 2, Year 2

MSc Computer Game Development (with Advanced Practice)

Full-time delivery – September Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem1, Year1
Level 7	COM750	3D Games Technology	20	Core	Sem1, Year1
Level 7	COM755	Artificial Intelligence for Games	20	Core	Sem1, Year1
Level 7	COM729	Game Analysis and Player Interaction	20	Core	Sem2, Year1
Level 7	COM751	Advanced Game Systems & Mechanics	20	Core	Sem2, Year1
Level 7	COM753	Game Industry and Professional Enterprise	20	Core	Sem2, Year1
Level 7	APD701	Advanced Practice: Work-based Learning	60	Option	Sem1, Year2
Level 7	ADP702	Advanced Practice: Entrepreneurship	60	Option	Sem1, Year2
Level 7	COM752	Dissertation Project	60	Core	Sem2, Year2

Full-time delivery – February Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM729	Game Analysis and Player Interaction	20	Core	Sem2, Year 1
Level 7	COM751	Advanced Game Systems & Mechanics	20	Core	Sem2, Year1
Level 7	COM753	Game Industry and Professional Enterprise	20	Core	Sem2, Year1
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem1, Year2
Level 7	COM750	3D Games Technology	20	Core	Sem1, Year2
Level 7	COM755	Artificial Intelligence for Games	20	Core	Sem1, Year2
Level 7	ADP701	Advanced Practice: Work-based Learning	60	Option	Sem2, Year2
Level 7	ADP702	Advanced Practice: Entrepreneurship	60	Option	Sem2, Year2
Level 7	COM752	Dissertation Project	60	Core	Sem3, Year2

MSc Computer Game Development Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	COM754	Research Methods for Digital Technologies	20	Core	1	Y1
Level 7	COM750	3D Games Technology	20	Core	1	Y1
Level 7	COM729	Game Analysis and Player Interaction	20	Core	2	Y1
Level 7	COM751	Advanced Game Systems & Mechanics	20	Core	2	Y1
Level 7	COM755	Artificial Intelligence for Games	20	Core	1	Y2
Level 7	COM753	Game Industry and Professional Enterprise	20	Core	2	Y2
Level 7	COM752	Dissertation Project	60	Level 7	2 & 3	Y2

MA Game Art

Full-time delivery – September Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM754	Research Methods for Digital Technologies	20	Core	1
Level 7	COM750	3D Games Technology	20	Core	1
Level 7	COM747	Character and Creature Production	20	Core	1
Level 7	COM729	Game Analysis and Player Interaction	20	Core	2
Level 7	COM748	Dynamic Environments and Surface Art	20	Core	2
Level 7	COM573	Game Industry and Professional Enterprise	20	Core	2
Level 7	COM752	Dissertation Project	60	Core	3

Full-time delivery – February Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM729	Game Analysis and Player Interaction	20	Core	Sem 2, Year 1
Level 7	COM748	Dynamic Environments and Surface Art	20	Core	Sem 2, Year 1
Level 7	COM573	Game Industry and Professional Enterprise	20	Core	Sem 2, Year 1
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem 1, Year 2
Level 7	COM750	3D Games Technology	20	Core	Sem 1, Year 2
Level 7	COM747	Character and Creature Production	20	Core	Sem 1, Year 2
Level 7	COM752	Dissertation Project	60	Core	Sem 2, Year 2

MA Game Art (with Advanced Practice)

Full-time delivery – September Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem1, Year1
Level 7	COM750	3D Games Technology	20	Core	Sem1, Year1
Level 7	COM747	Character and Creature Production	20	Core	Sem1, Year1
Level 7	COM729	Game Analysis and Player Interaction	20	Core	Sem2, Year1
Level 7	COM748	Dynamic Environments and Surface Art	20	Core	Sem2, Year1
Level 7	COM573	Game Industry and Professional Enterprise	20	Core	Sem2, Year1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	ADP701	Advanced Practice: Work-based Learning	60	Option	Sem1, Year2
Level 7	ADP702	Advanced Practice: Entrepreneurship	60	Option	Sem1, Year2
Level 7	COM752	Dissertation Project	60	Core	Sem2, Year2

Full-time delivery – February Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	COM729	Game Analysis and Player Interaction	20	Core	Sem2, Year 1
Level 7	COM748	Dynamic Environments and Surface Art	20	Core	Sem2, Year1
Level 7	COM573	Game Industry and Professional Enterprise	20	Core	Sem2, Year1
Level 7	COM754	Research Methods for Digital Technologies	20	Core	Sem1, Year2
Level 7	COM750	3D Games Technology	20	Core	Sem1, Year2
Level 7	COM747	Character and Creature Production	20	Core	Sem1, Year2
Level 7	ADP701	Advanced Practice: Work-based Learning	60	Option	Sem2, Year2
Level 7	ADP702	Advanced Practice: Entrepreneurship	60	Option	Sem2, Year2
Level 7	COM752	Dissertation Project	60	Core	Sem3, Year2

MA Game Art Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	COM754	Research Methods for Digital Technologies	20	Core	1	Y1
Level 7	COM750	3D Games Technology	20	Core	1	Y1
Level 7	COM729	Game Analysis and Player Interaction	20	Core	2	Y1
Level 7	COM748	Dynamic Environments and Surface Art	20	Core	2	Y1
Level 7	COM747	Character and Creature Production	20	Core	1	Y2
Level 7	COM573	Game Industry and Professional Enterprise	20	Core	2	Y2
Level 7	COM752	Dissertation Project	60	Level 7	2 & 3	Y2

1 Intended learning outcomes of the programme

The following Programmes learning outcomes have been mapped at a high level against QAA Computing Benchmark Statements and BCS Accreditation Guidelines using the key below.

As the proposed programmes are part of a wider suite that support different specialisms of the same core ideals; a distinction has been made between outcomes that map to all programmes and those of which map to specific programmes. This has been done by way of colours that map to the left hand column.

Key	QAA Undergraduate Subject Benchmark Statements
SBS1	Subject knowledge, understanding and skills
SBS2	Intellectual skills
SBS3	Computational problem-solving
SBS4	Practical skills across the computing lifecycle
SBS5	Interpersonal and team working skills (see also Entrepreneurship and enterprise education)
SBS6	Professional practice (see also Equality, diversity and inclusion, Sustainability and Entrepreneurship and enterprise education)

Key	BCS Accreditation Guidelines
BCS1	Computing-related cognitive abilities
BCS2	Computing-related practical abilities
BCS3	Transferable Skills
BCS4	Project

BSc (Hons) Computer Game Development

Knowledge and Understanding

	Core Aims	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	**The level in which students engage with the core concepts, principles, and theories common to a range of games specialist roles.** **SBS1SBS4** **BCS1**	Apply essential facts, concepts, principles, and theories relating to game design, development, art, and production as part of the wider computing specialism through practical work, design exercises and case studies.	Analyse the significance of key concepts, principles, theories, and practices that underpin to game design, development, art, and production as an academic discipline by exploring the boundaries of game and creative design through practical work, design exercises and case studies.	Evaluate broad areas of the knowledge bases of the discipline of games and an appreciation of the principles, theories and practices that underpin game design, development, art and production as an academic discipline.	Evaluate and conceptualise the discipline of games as part of the wider computing specialism. Assess advanced concepts, principles and theories relating to game design, development, art, and production and demonstrate them through graduate-level project work.
A2	**The level of competence shown through a wider range of development tools and software that directly relate to game creation process.** **SBS1** **SBS4** **BCS2, BCS4**	Identify the appropriateness of a range of development tools for the creation of game applications and assets and apply them to game-based scenarios.	Compare and contrast a range of development tools and relate them to workflows, practices, and outputs in the creation of game applications and assets.	Select and deploy established techniques and tools to develop game applications and assets for game-based problems and briefs with the justification of applied strategies.	Demonstrate independence, confidence and flexibility in evaluating and applying a range of development tools for the creation of game applications and assets for selected game-based problems.
A3	**The level of awareness of game specialism within a team-based game creation skillset.** **SBS1** **SBS5** **BCS1, BCS3**	Demonstrate awareness of differing disciplines within the context of game creation and identify a subject area for further research and study.	Differentiate differing roles with the context of game creation and demonstrate practical work, research, and study as part of a subject specialism.	Appraise differing roles with the context of game creation against technical and design skills, and relate them to the wider, team-based skillset industry practice.	Fully conceptualise differing roles with the context of game creation against technical and design skills, and relate them to the wider, team-based skillset industry practice.

A4	**The level in which students engage with the wider context of the games and wider digital industries and they are related to ongoing practice.** **SBS1** **SBS6** **BCS1, BSC3**	Identify and explore key concepts and practise related to game creation within the wider context of the games and digital industries. Relate practice to wider social ethical, economical and sustainability issues.	Analyse key practice areas of game design, development, art, and production against the wider context of the games and digital industries. Interpret wider social, ethical, economical and sustainability issues as part of analysing ongoing practice.	Fully assess the wider social, ethical, economical and sustainability issues as part of practical work and relate game products within the context of the wider games and digital industries.	Fully evaluate the wider social, ethical, economical and sustainability issues as part of graduate-project work and relate game products within the context of the wider games and digital industries.

Intellectual Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
B1	**The level in which students identify problems or requirements and engage with solutions.** **SBS2** **SBS3** **BCS1, BSC3**	Explore problems to identify requirements and experiment with solutions to game-based problems or design briefs.	Identify game-based problems and analyse requirements to compare and propose solutions using relevant tools and strategies.	Develop self-reliance and confidence in the analysis of problems, identify requirements and propose and evaluate alternative solutions for game-based problems using relevant tools and strategies.	Integrate learned theory and techniques with practical experience to analyse problems, identify requirements and propose and critically evaluate alternative solutions for game-based problems using relevant tools and strategies.
B2	**The level of competence of numeracy, literacy and algebra in the context of the game creation process and the wider games and digital industries.** **SBS1** **SBS2** **BCS1, BCS2**	Relate basic numeracy, literacy, and algebraic competencies to the context of games using relevant software, tools, and strategies by way of technical problems and design solutions.	Apply numeracy, literacy, and algebraic competencies as part of the game design, development, art, and production process and apply it through contextualised practical work.	Appraise numeracy, literacy, and algebraic competencies as part of the game design, development, art, and production process and apply it through contextualised practical work.	Appraise numeracy, literacy, and algebraic competencies a key part of the game design, development, art, and production process and demonstrate graduate level competencies through contextualised practical and project work.
B3	**The level in which students engage with critical thinking to collect and disseminate information though**	Apply the fundamentals of critical thought and research skills to a range of contextualised tasks using clear communication methods.	Analyse information from a range of sources to make an argued case and enhance ongoing practice.	Evaluate information by collecting of a range of facts/ideas/elements in an argued case and produce new ideas in closely defined	Rigorously apply research methods to relate and collect facts/ ideas/ elements in an argued case and disseminate information with clear

		Level 4	Level 5	Level 6	Level 6 (Hons)
	communication and academic work. **SBS2** **SBS6** **BSC1**			situations to enhance ongoing practice.	communication to ensure professional practice.
B4	**The level of self-awareness the student demonstrates in a digital context and their awareness of wider legal, professional, moral, social and ethical issues.** **SBS2** **SBS6** **BCS1, BCS3**	Develop an ability to explore and recognise any risks or safety aspects that may be involved in their work and to the relevance of selected professional, legal, moral, social and ethical issues; communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	Use a range of established techniques using experiential learning exercises, to explore and recognise the relevance of selected professional, legal, moral, social and ethical issues in their work and to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	Demonstrate technology industry acumen, and recognising the relevance of legal, professional, moral, social and ethical issues in the workplace and the wider environment. Able to inform and adapt their work to satisfy these issues	Effective self-management in terms of time; ability to conduct research independently or as a team, into legal, professional, moral, social and ethical issues.

Subject Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
C1	**The level of competency demonstrated by the core skills of asset production and the associated tools, technologies, and strategies.** **SBS1** **SBS4** **BCS2**	Demonstrate a basic understanding of asset production, including interfacing, graphical rendering, and their impact on the overall design and performance of computer games.	Demonstrate good practice in the production, management and utilisation of 3D modelling, asset, environmental and material creation. Assess 3D asset work against contemporary game engine constraints and practices.	Demonstrate a high level of competency in the production, management and utilisation of 3D modelling, asset, environmental and material creation. Evaluate 3D asset work against contemporary game engine constraints and practices.	Develop efficient game assets, environments, and materials as part of a larger, graduate level project and conform to contemporary and emerging game engine constraints and practices.
C2	**The level of computational problem solving as part of technical, mathematical, and logical game-based contexts.**	Identify the role of computational problem solving as part of exploring mathematical and logic-based problems in the context of developing game applications.	Appraise computational problem-solving techniques and methods using industry standard tools to demonstrate appropriate solutions to practical work and mathematical and logic-based problems.	Analyse practical work to assess the computational viability of game logic and application design to find efficient solutions to practical problems.	Evaluate practical work to assess the computational viability of game logic and application design as part of a larger, graduate level project to find efficient solutions for practical problems.

		Level 4	Level 5	Level 6	Level 6 (Hons)
	SBS2 **SBS4** **BCS2**				
C3	**The level of practical skills demonstrated through the lifecycle of the game development process** **SBS3** **SBS4** **BCS2**	Apply traditional and contemporary computing concepts and theories to develop game systems and applications.	Design and develop game systems and applications using computing and game-based concepts and theories.	Design, develop and test game systems and applications using computing and game-based concepts and theories to assess viability and efficiency of solutions	Design, develop, test, and deploy graduate-level game projects using computing and game-based concepts and theories to assess viability and efficiency of solutions.
C4	**The level of competency demonstrated by the core skill of development software to write programs for game projects.** **SBS3** **SBS4** **BCS2**	Apply industry standard technologies to develop game assets, logic and systems to create game-based computer programs.	Appraise the use of industry standard software and techniques to create viable game programs, software and applications.	Demonstrate a high-level of programming competency by writing and implementing advanced game-based computer programs using industry standard tools and technology.	Demonstrate a graduate-level of programming competency by writing and implementing advanced game-based computer programs as part of a larger, game-based programming project.

Practical, Professional and Employability Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
D1	**The level of awareness of the importance of communication, social interaction, and diversity within the learning environment and as a core employability skill.** **SBS5** **SBS6**	Identify the importance of social interaction, communication and diversity as part of employability skillsets and apply them within the learning environment.	Demonstrate and reflect on social interaction, communication and diversity within the learning environment to relate that to core employment and the context of the games industry.	Demonstrate a high-level of social interaction, communication and diversity within the learning environment a further communication-based tasks to a variety of audiences	Have a full conceptualisation of social interaction, communication and diversity within the learning environment and relate that to further employable, game industry-related practice

		Level 4	Level 5	Level 6	Level 6 (Hons)
	BCS1, BCS3				
D2	**The competence demonstrated through team management and agile production methodologies in a game-based setting.** **SBS5** **SBS6** **BCS2, BCS3**	Apply the use of agile methodologies as part of team-based organisation and group work on a small-scale game project.	Analyse the use of agile methodologies as part of team-based organisation and group work on a game project to enhance team communication and management.	Evaluate the use of agile methodologies as part of team-based organisation and multi-disciplinary group work on a game project to ensure high-level team communication and management.	Have a full conceptualisation of the use of agile methodologies in the wider games and digital industries to manage professional teams and projects including being able to demonstrate basic negotiation and leadership skills.
D3	**The level of awareness of opinions of others and the demonstration of flexibility in considering alternate viewpoints.** **SBS5** **SBS6** **BCS1, BCS3**	Show an understanding of the opinions of other people and have flexibility in considering alternatives and opinions.	Demonstrate the ability to take the perspective of others and identify the similarities and differences between two approaches to the solution of a given problem.	Demonstrate the ability to take the perspective of others; compare the strengths and weaknesses of alternative interpretations determining the credibility of a source of information	Demonstrate the ability to take the perspective of others; articulate the strengths and weaknesses of the suggestions of arguments posed and recognize the underlying agendas and motivations of individuals and groups involved in a given situation
D4	**The level of competence demonstrated through organisational skill, personal learning and time-management skills and how they relate to the learning environment.** **SBS2** **SBS6** **BCS2, BCS4**	Demonstrate basic organisation skills, goal setting and time-management to manage own learning.	Demonstrate effective personal organisation skills, goal setting and time-management to manage own learning with a focus on subject specialisms.	Demonstrate a high-level of personal learning by using organisational and time-management skills to set appropriate goals for improving project work.	Demonstrate a graduate-level of personal learning by using organisational and time-management skills to set appropriate goals to continue to hone-skills outside the learning environment or in further employment.

BSc (Hons) Computer Game Design and Enterprise

Knowledge and Understanding

	Core Aims	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	**The level in which students engage with the core concepts, principles, and theories common to a range of games specialist roles. SBS1** **SBS4** **BCS1**	Apply essential facts, concepts, principles, and theories relating to game design, development, art, and production as part of the wider computing specialism through practical work, design exercises and case studies.	Analyse the significance of key concepts, principles, theories, and practices that underpin to game design, development, art, and production as an academic discipline by exploring the boundaries of game and creative design through practical work, design exercises and case studies.	Evaluate broad areas of the knowledge bases of the discipline of games and an appreciation of the principles, theories and practices that underpin game design, development, art and production as an academic discipline.	Evaluate and conceptualise the discipline of games as part of the wider computing specialism. Assess advanced concepts, principles and theories relating to game design, development, art, and production and demonstrate them through graduate-level project work.
A2	**The level of competence shown through a wider range of development tools and software that directly relate to game creation process.** **SBS1** **SBS4** **BCS2, BCS4**	Identify the appropriateness of a range of development tools for the creation of game applications and assets and apply them to game-based scenarios.	Compare and contrast a range of development tools and relate them to workflows, practices, and outputs in the creation of game applications and assets.	Select and deploy established techniques and tools to develop game applications and assets for game-based problems and briefs with the justification of applied strategies.	Demonstrate independence, confidence and flexibility in evaluating and applying a range of development tools for the creation of game applications and assets for selected game-based problems.
A3	**The level of awareness of game specialism within a team-based game creation skillset.** **SBS1** **SBS5** **BCS1, BCS3**	Demonstrate awareness of differing disciplines within the context of game creation and identify a subject area for further research and study.	Differentiate differing roles with the context of game creation and demonstrate practical work, research, and study as part of a subject specialism.	Appraise differing roles with the context of game creation against technical and design skills, and relate them to the wider, team-based skillset industry practice.	Fully conceptualise differing roles with the context of game creation against technical and design skills, and relate them to the wider, team-based skillset industry practice.

A4	**The level in which students engage with the wider context of the games and wider digital industries and they are related to ongoing practice.** **SBS1** **SBS6** **BCS1, BSC3**	Identify and explore key concepts and practise related to game creation within the wider context of the games and digital industries. Relate practice to wider social ethical, economical and sustainability issues.	Analyse key practice areas of game design, development, art, and production against the wider context of the games and digital industries. Interpret wider social, ethical, economical and sustainability issues as part of analysing ongoing practice.	Fully assess the wider social, ethical, economical and sustainability issues as part of practical work and relate game products within the context of the wider games and digital industries.	Fully evaluate the wider social, ethical, economical and sustainability issues as part of graduate-project work and relate game products within the context of the wider games and digital industries.

Intellectual Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
B1	**The level in which students identify problems or requirements and engage with solutions.** **SBS2** **SBS3** **BCS1, BSC3**	Explore problems to identify requirements and experiment with solutions to game-based problems or design briefs.	Identify game-based problems and analyse requirements to compare and propose solutions using relevant tools and strategies.	Develop self-reliance and confidence in the analysis of problems, identify requirements and propose and evaluate alternative solutions for game-based problems using relevant tools and strategies.	Integrate learned theory and techniques with practical experience to analyse problems, identify requirements and propose and critically evaluate alternative solutions for game-based problems using relevant tools and strategies.
B2	**The level of competence of numeracy, literacy and algebra in the context of the game creation process and the wider games and digital industries.** **SBS1** **SBS2** **BCS1, BCS2**	Relate basic numeracy, literacy, and algebraic competencies to the context of games using relevant software, tools, and strategies by way of technical problems and design solutions.	Apply numeracy, literacy, and algebraic competencies as part of the game design, development, art, and production process and apply it through contextualised practical work.	Appraise numeracy, literacy, and algebraic competencies as part of the game design, development, art, and production process and apply it through contextualised practical work.	Appraise numeracy, literacy, and algebraic competencies a key part of the game design, development, art, and production process and demonstrate graduate level competencies through contextualised practical and project work.
B3	**The level in which students engage with critical thinking to collect and disseminate information though communication and academic work.**	Apply the fundamentals of critical thought and research skills to a range of contextualised tasks using clear communication methods.	Analyse information from a range of sources to make an argued case and enhance ongoing practice .	Evaluate information by collecting of a range of facts/ideas/elements in an argued case and produce new ideas in closely-defined situations to enhance ongoing practice.	Rigorously apply research methods to relate and collect facts/ ideas/ elements in an argued case and disseminate information with clear communication to ensure professional practice.

		Level 4	Level 5	Level 6	Level 6 (Hons)
	SBS2 **SBS6** **BSC1**				
B4	**The level of self-awareness the student demonstrates in a digital context and their awareness of wider legal, professional, moral, social and ethical issues.** **SBS2** **SBS6** **BCS1, BCS3**	Develop an ability to explore and recognise any risks or safety aspects that may be involved in their work and to the relevance of selected professional, legal, moral, social and ethical issues; communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	Use a range of established techniques using experiential learning exercises, to explore and recognise the relevance of selected professional, legal, moral, social and ethical issues in their work and to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	Demonstrate technology industry acumen, and recognising the relevance of legal, professional, moral, social and ethical issues in the workplace and the wider environment. Able to inform and adapt their work to satisfy these issues	Effective self-management in terms of time; ability to conduct research independently or as a team, into legal, professional, moral, social and ethical issues.

Subject Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
C1	**The level of competency demonstrated by the core skills of asset production and the associated tools, technologies, and strategies.** **SBS1** **SBS4** **BCS2**	Demonstrate a basic understanding of asset production, including interfacing, graphical rendering, and their impact on the overall design and performance of computer games.	Demonstrate good practice in the production, management and utilisation of 3D modelling, asset, environmental and material creation. Assess 3D asset work against contemporary game engine constraints and practices.	Demonstrate a high level of competency in the production, management and utilisation of 3D modelling, asset, environmental and material creation. Evaluate 3D asset work against contemporary game engine constraints and practices.	Develop efficient game assets, environments, and materials as part of a larger, graduate level project and conform to contemporary and emerging game engine constraints and practices.
C2	**The level of computational problem solving as part of technical design and viability in real-time game engines.** **SBS3** **SBS4** **BCS1, BCS2**	Identify the role of computational problem solving as part of exploring design solutions to game asset and environment problems and briefs. Demonstrate solutions as part of practical work, design exercise and case studies.	Appraise computational problem-solving techniques and methods using industry standard tools to demonstrate appropriate solutions to practical work and design exercises.	Analyse practical work to assess the computational viability of game assets and environments to find efficient solutions for design problems.	Evaluate practical work to assess the computational viability of game assets and environments as part of a larger, graduate level project to find efficient solutions for design practice.

		Level 4	Level 5	Level 6	Level 6 (Hons)
C3	**The level of practical skills demonstrated through team management and the game production lifecycle as part of live projects.** **SBS4** **SBS5** **BCS3, BCS4**	Apply game production concepts to support a team-based approach to small-scale game projects and scenarios.	Analyse game production data over the lifecycle of project to support a team-based approach to game design and development and propose alternative strategies and workflows.	Critically analyse game production data over the lifecycle of project to support a team-based approach to game design and development and propose alternative strategies and workflows.	Evaluate game production data over the lifecycle of project to implement efficient team-based approach to game design and development and manage and test alternative strategies and workflows.
C4	**The level of awareness of student achievement and enterprise in the context of the wider games and digital industries.** **SBS5** **SBS6** **BSC3, BCS4**	Identify methods game studio enterprise and relate them to student achievement, game products and project work.	Appraise opportunities of game enterprise in the wider games and digital industries and relate them to viable and feasible student created game products.	Analyse opportunities of game enterprise in the wider games and digital industries and use them to inform viable and feasible game production for independent developed game projects.	Evaluate and engage in opportunities of game enterprise in the wider games and digital industries and use them to inform viable and feasible game production for independent developed game projects.

Practical, Professional and Employability Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
D1	**The level of awareness of the importance of communication, social interaction, and diversity within the learning environment and as a core employability skill.** **SBS5SBS6** **BCS1, BCS3**	Identify the importance of social interaction, communication and diversity as part of employability skillsets and apply them within the learning environment.	Demonstrate and reflect on social interaction, communication and diversity within the learning environment to relate that to core employment and the context of the games industry.	Demonstrate a high-level of social interaction, communication and diversity within the learning environment a further communication-based tasks to a variety of audiences	Have a full conceptualisation of social interaction, communication and diversity within the learning environment and relate that to further employable, game industry-related practice
D2	**The competence demonstrated through team management and agile production methodologies in a game-based setting.** **SBS5** **SBS6** **BCS2, BCS3**	Apply the use of agile methodologies as part of team-based organisation and group work on a small-scale game project.	Analyse the use of agile methodologies as part of team-based organisation and group work on a game project to enhance team communication and management.	Evaluate the use of agile methodologies as part of team-based organisation and multi-disciplinary group work on a game project to ensure high-level team communication and management.	Have a full conceptualisation of the use of agile methodologies in the wider games and digital industries to manage professional teams and projects including being able to demonstrate basic negotiation and leadership skills.
D3	**The level of awareness of opinions of others and the demonstration of flexibility in considering alternate viewpoints.** **SBS5** **SBS6** **BCS1, BCS3**	Show an understanding of the opinions of other people and have flexibility in considering alternatives and opinions.	Demonstrate the ability to take the perspective of others and identify the similarities and differences between two approaches to the solution of a given problem.	Demonstrate the ability to take the perspective of others; compare the strengths and weaknesses of alternative interpretations determining the credibility of a source of information	Demonstrate the ability to take the perspective of others; articulate the strengths and weaknesses of the suggestions of arguments posed and recognize the underlying agendas and motivations of individuals and groups involved in a given situation
D4	**The level of competence demonstrated through organisational skill, personal learning and time-management skills and how they relate to the learning environment.**	Demonstrate basic organisation skills, goal setting and time-management to manage own learning.	Demonstrate effective personal organisation skills, goal setting and time-management to manage own learning with a focus on subject specialisms.	Demonstrate a high-level of personal learning by using organisational and time-management skills to set appropriate goals for improving project work.	Demonstrate a graduate-level of personal learning by using organisational and time-management skills to set appropriate goals to continue to hone-skills outside the learning environment or in further employment.

		Level 4	Level 5	Level 6	Level 6 (Hons)
	SBS2 **SBS6** **BCS2, BCS4**				

BA (Hons) Game Art

Knowledge and Understanding

	Core Aims	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	**The level in which students engage with the core concepts, principles, and theories common to a range of games specialist roles.** **SBS1** **SBS4** **BCS1**	Apply essential facts, concepts, principles, and theories relating to game design, development, art, and production as part of the wider computing specialism through practical work, design exercises and case studies.	Analyse the significance of key concepts, principles, theories, and practices that underpin to game design, development, art, and production as an academic discipline by exploring the boundaries of game and creative design through practical work, design exercises and case studies.	Evaluate broad areas of the knowledge bases of the discipline of games and an appreciation of the principles, theories and practices that underpin game design, development, art and production as an academic discipline.	Evaluate and conceptualise the discipline of games as part of the wider computing specialism. Assess advanced concepts, principles and theories relating to game design, development, art, and production and demonstrate them through graduate-level project work.
A2	**The level of competence shown through a wider range of development tools and software that directly relate to game creation process.** **SBS1** **SBS4** **BCS2, BCS4**	Identify the appropriateness of a range of development tools for the creation of game applications and assets and apply them to game-based scenarios.	Compare and contrast a range of development tools and relate them to workflows, practices, and outputs in the creation of game applications and assets.	Select and deploy established techniques and tools to develop game applications and assets for game-based problems and briefs with the justification of applied strategies.	Demonstrate independence, confidence and flexibility in evaluating and applying a range of development tools for the creation of game applications and assets for selected game-based problems.
A3	**The level of awareness of game specialism within a team-based game creation skillset.** **SBS1**	Demonstrate awareness of differing disciplines within the context of game creation and identify a subject area for further research and study.	Differentiate differing roles with the context of game creation and demonstrate practical work, research, and study as part of a subject specialism.	Appraise differing roles with the context of game creation against technical and design skills, and relate them to the wider, team-based skillset industry practice.	Fully conceptualise differing roles with the context of game creation against technical and design skills, and relate them to the wider, team-based skillset industry practice.

	SBS5 **BCS1, BCS3**				
A4	**The level in which students engage with the wider context of the games and wider digital industries and they are related to ongoing practice.** **SBS1** **SBS6** **BCS1, BSC3**	Identify and explore key concepts and practise related to game creation within the wider context of the games and digital industries. Relate practice to wider social ethical, economical and sustainability issues.	Analyse key practice areas of game design, development, art, and production against the wider context of the games and digital industries. Interpret wider social, ethical, economical and sustainability issues as part of analysing ongoing practice.	Fully assess the wider social, ethical, economical and sustainability issues as part of practical work and relate game products within the context of the wider games and digital industries.	Fully evaluate the wider social, ethical, economical and sustainability issues as part of graduate-project work and relate game products within the context of the wider games and digital industries.

Intellectual Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
B1	**The level in which students identify problems or requirements and engage with solutions.** **SBS2** **SBS3** **BCS1, BSC3**	Explore problems to identify requirements and experiment with solutions to game-based problems or design briefs.	Identify game-based problems and analyse requirements to compare and propose solutions using relevant tools and strategies.	Develop self-reliance and confidence in the analysis of problems, identify requirements and propose and evaluate alternative solutions for game-based problems using relevant tools and strategies.	Integrate learned theory and techniques with practical experience to analyse problems, identify requirements and propose and critically evaluate alternative solutions for game-based problems using relevant tools and strategies.
B2	**The level of competence of numeracy, literacy and algebra in the context of the game creation process and the wider games and digital industries.** **SBS1** **SBS2** **BCS1, BCS2**	Relate basic numeracy, literacy, and algebraic competencies to the context of games using relevant software, tools, and strategies by way of technical problems and design solutions.	Apply numeracy, literacy, and algebraic competencies as part of the game design, development, art, and production process and apply it through contextualised practical work.	Appraise numeracy, literacy, and algebraic competencies as part of the game design, development, art, and production process and apply it through contextualised practical work.	Appraise numeracy, literacy, and algebraic competencies a key part of the game design, development, art, and production process and demonstrate graduate level competencies through contextualised practical and project work.

		Level 4	Level 5	Level 6	Level 6 (Hons)
B3	**The level in which students engage with critical thinking to collect and disseminate information though communication and academic work.** **SBS2** **SBS6** **BSC1**	Apply the fundamentals of critical thought and research skills to a range of contextualised tasks using clear communication methods.	Analyse information from a range of sources to make an argued case and enhance ongoing practice .	Evaluate information by collecting of a range of facts/ideas/elements in an argued case and produce new ideas in closely defined situations to enhance ongoing practice.	Rigorously apply research methods to relate and collect facts/ ideas/ elements in an argued case and disseminate information with clear communication to ensure professional practice.
B4	**The level of self-awareness the student demonstrates in a digital context and their awareness of wider legal, professional, moral, social and ethical issues.** **SBS2** **SBS6** **BCS1, BCS3**	Develop an ability to explore and recognise any risks or safety aspects that may be involved in their work and to the relevance of selected professional, legal, moral, social and ethical issues; communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	Use a range of established techniques using experiential learning exercises, to explore and recognise the relevance of selected professional, legal, moral, social and ethical issues in their work and to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	Demonstrate technology industry acumen, and recognising the relevance of legal, professional, moral, social and ethical issues in the workplace and the wider environment. Able to inform and adapt their work to satisfy these issues	Effective self-management in terms of time; ability to conduct research independently or as a team, into legal, professional, moral, social and ethical issues.

Subject Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
C1	**The level of competency demonstrated by the core skills of asset production and the associated tools, technologies, and strategies.** **SBS1** **SBS4** **BCS2**	Demonstrate a basic understanding of asset production, including interfacing, graphical rendering, and their impact on the overall design and performance of computer games.	Demonstrate good practice in the production, management and utilisation of 3D modelling, asset, environmental and material creation. Assess 3D asset work against contemporary game engine constraints and practices.	Demonstrate a high level of competency in the production, management and utilisation of 3D modelling, asset, environmental and material creation. Evaluate 3D asset work against contemporary game engine constraints and practices.	Develop efficient game assets, environments, and materials as part of a larger, graduate level project and conform to contemporary and emerging game engine constraints and practices.
C2	**The level of computational**	Identify the role of computational problem solving as part of exploring	Appraise computational problem-solving techniques and	Analyse practical work to assess the computational	Evaluate practical work to assess the computational viability of

		Level 4	Level 5	Level 6	Level 6 (Hons)
	problem solving as part of technical design and viability in real-time game engines. **SBS3** **SBS4** **BCS2**	design solutions to game asset and environment problems and briefs. Demonstrate solutions as part of practical work, design exercise and case studies.	methods using industry standard tools to demonstrate appropriate solutions to practical work and design exercises.	viability of game assets and environments to find efficient solutions for design problems.	game assets and environments as part of a larger, graduate level project to find efficient solutions for design practice.
C3	**The level of practical skills demonstrated through the lifecycle of game assets, characters and environment production pipelines.** **SBS3** **SBS4** **BCS2, BCS4**	Apply traditional and contemporary design concepts and theories to develop game assets, characters, and environments.	Design and develop game assets, characters and environments using creative, artistic, and game-based concepts and theories.	Design, develop and test game assets, characters and environments using creative, artistic, and game-based concepts and theories to assess viability and efficiency of solutions.	Design, develop, test, and implement graduate-level game assets, characters and environments into game projects using creative, artistic, and game-based concepts and theories to assess viability and efficiency of solutions.
C4	**The level of competency demonstrated through a range of technologies and software in relation to assets, characters and environments.** **SBS4, BCS2, BCS4**	Apply industry standard technologies to develop game assets, characters, and environments to create game-ready products.	Appraise the use of game engines and industry standard software and techniques to implement viable game assets, characters, and environments.	Demonstrate a high-level of game engine competency by designing and implementing game-efficient assets, characters and environments using contemporary, industry standard tools and technology.	Demonstrate a graduate-level of game engine competency by designing and implementing game-efficient assets, characters, and environments as part of a larger, game project.

Practical, Professional and Employability Skills

		Level 4	Level 5	Level 6	Level 6 (Hons)
D1	**The level of awareness of the importance of communication, social interaction, and diversity within the learning environment and as a core employability skill.**	Identify the importance of social interaction, communication and diversity as part of employability skillsets and apply them within the learning environment.	Demonstrate and reflect on social interaction, communication and diversity within the learning environment to relate that to core employment	Demonstrate a high-level of social interaction, communication and diversity within the learning environment a further communication-based tasks to a variety of audiences	Have a full conceptualisation of social interaction, communication and diversity within the learning environment and relate that to further

		Level 4	Level 5	Level 6	Level 6 (Hons)
	SBS5SBS6 **BCS1, BCS3**		and the context of the games industry.		employable, game industry-related practice
D2	**The competence demonstrated through team management and agile production methodologies in a game-based setting.** **SBS5** **SBS6** **BCS2, BCS3**	Apply the use of agile methodologies as part of team-based organisation and group work on a small-scale game project.	Analyse the use of agile methodologies as part of team-based organisation and group work on a game project to enhance team communication and management.	Evaluate the use of agile methodologies as part of team-based organisation and multi-disciplinary group work on a game project to ensure high-level team communication and management.	Have a full conceptualisation of the use of agile methodologies in the wider games and digital industries to manage professional teams and projects including being able to demonstrate basic negotiation and leadership skills.
D3	**The level of awareness of opinions of others and the demonstration of flexibility in considering alternate viewpoints.** **SBS5** **SBS6** **BCS1, BCS3**	Show an understanding of the opinions of other people and have flexibility in considering alternatives and opinions.	Demonstrate the ability to take the perspective of others and identify the similarities and differences between two approaches to the solution of a given problem.	Demonstrate the ability to take the perspective of others; compare the strengths and weaknesses of alternative interpretations determining the credibility of a source of information	Demonstrate the ability to take the perspective of others; articulate the strengths and weaknesses of the suggestions of arguments posed and recognize the underlying agendas and motivations of individuals and groups involved in a given situation
D4	**The level of competence demonstrated through organisational skill, personal learning and time-management skills and how they relate to the learning environment.** **SBS2** **SBS6** **BCS2, BCS4**	Demonstrate basic organisation skills, goal setting and time-management to manage own learning.	Demonstrate effective personal organisation skills, goal setting and time-management to manage own learning with a focus on subject specialisms.	Demonstrate a high-level of personal learning by using organisational and time-management skills to set appropriate goals for improving project work.	Demonstrate a graduate-level of personal learning by using organisational and time-management skills to set appropriate goals to continue to hone-skills outside the learning environment or in further employment.

MSc Computer Game Development

Knowledge and Understanding

	Core Aims	Level 7
A1	**The level in which students engage with the core concepts, principles, and theories common to a range of games specialist roles.** **SBS1** **SBS4** **BCS1**	Display a mastery of the multifaceted theories underpinning computer game design, development, and game art and how these are applied in devising game products and assets, and the relation between game development the broader domain of the computing and digital industries
A2	**The level of competence shown through a wider range of development tools and software that directly relate to game creation process.** **SBS1** **SBS4** **BCS2, BCS4**	Assemble a portfolio of game assets/products by way of professional competence with a range of development tools and software and be able to evidence of efficient workflows that correspond to contemporary and emerging game industry trends.
A3	**The level of awareness of game specialism within a team-based game creation skillset.** **SBS1** **SBS5** **BCS1, BCS3**	Conceptualise and critically evaluate game specialist practice against game industry trends, professions, and enterprising opportunities.
A4	**The level in which students engage with the wider context of the games and wider digital industries and they are related to ongoing practice.** **SBS1** **SBS6** **BCS1, BCS3**	Critically evaluate current and emerging game industry trends to identify areas of innovation and enterprise that informs and enhances ongoing game specialist practice.

Intellectual Skills

		Level 7

B1	**The level in which students identify problems or requirements and engage with solutions.** **SBS2** **SBS3** **BCS1, BCS3**	Make professional judgements in the selection of technologies or processes for complex and dynamic game-based scenarios, briefs, and problems to produce efficient solutions.
B2	**The level of competence of numeracy, literacy, and algebra in the context of the game creation process and the wider games and digital industries.** **SBS1** **SBS2** **BCS1, BCS2**	Demonstrate professional levels of numeracy, literacy, and algebraic competencies by way of producing advanced technical game products, adept written reports, and skilful oral communication.
B3	**The level in which students engage with critical thinking to collect and disseminate information though communication and academic work.** **SBS2** **SBS6** **BCS1**	Critically evaluate specialist knowledge from a range of appropriate sources and clearly disseminate information through a range of advanced independent studies and academic research work.
B4	**The level of self-awareness the student demonstrates in a digital context and their awareness of wider legal, professional, moral, social and ethical issues.** **SBS2** **SBS6** **BCS1, BCS3**	Critically evaluate own digital practice and contemporary and emerging trends in the games industry to identify social, legal, ethical, moral, and professional issues and where relevant propose solutions.

Subject Skills

		Level 7
C1	**The level of competency demonstrated by the core skills of asset production and the associated tools, technologies, and strategies.** **SBS1** **SBS4** **BCS2**	Demonstrate a mastery of all core asset production skills using the contemporary and emerging tools, technologies and strategies.

C2	**The level of computational problem solving as part of technical, mathematical, and logical game-based contexts.** **SBS2** **SBS4** **BCS2**	Critically evaluate professional work to assess the computational viability of game logic and application design as part of a larger student-led projects and academic research.
C3	**The level of practical skills demonstrated through the lifecycle of the game development process.** **SBS3** **SBS4** **BCS2, BCS4**	Design, develop, test, and deploy professional data-gathering projects and game mechanics to enhance professional practice and ongoing academic research work.
C4	**The level of competency demonstrated by the core skill of development software to write programs for game projects.** **SBS3** **SBS4** **BCS2, BCS4**	Demonstrate advanced software development competencies by designing, developing and implementing advanced game-based computer programs as part of a large, student-led research project.

Practical, Professional and Employability Skills

		Level 7
D1	**The level of awareness of the importance of communication, social interaction, and diversity within wider games and digital industries as a core employability skill.** **SBS5** **SBS6** **BCS1, BCS3**	Conceptualise and evaluate the importance of communication, social interaction and diversity within the wider games and digital industries and demonstrate professionalism in verbal and written postgraduate assessment
D2	**The awareness of professional and enterprising opportunities in relation to employability, game products and personal enterprise.** **SBS5** **SBS6** **BCS2, BCS3**	Critically evaluate and engage in opportunities of professional or game enterprise in the wider games and digital industries and assemble an industry-ready portfolio or product.
D3	**The level of awareness of opinions of others and the demonstration of flexibility in considering alternate viewpoints.** **SBS5**	Critically evaluate alternate viewpoints and the opinions of others to enhance and defend postgraduate academic and project work.

	SBS6 **BCS2, BCS3**	
D4	**The level of competence demonstrated through organisational skill, personal learning and time-management skills and how they relate to the wider games and digital industries.** **SBS2** **SBS6** **BCS2, BCS4**	Devise, plan and deliver a large-scale, independent project that demonstrates structured organisation skills, professional learning and effective time-management.

MA Game Art

Knowledge and Understanding

	Core Aims	Level 7
A1	**The level in which students engage with the core concepts, principles, and theories common to a range of games specialist roles.** **SBS1** **SBS4** **BCS1**	Display a mastery of the multifaceted theories underpinning computer game design, development, and game art and how these are applied in devising game products and assets, and the relation between game development the broader domain of the computing and digital industries
A2	**The level of competence shown through a wider range of development tools and software that directly relate to game creation process.** **SBS1** **SBS4** **BCS2, BCS4**	Assemble a portfolio of game assets/products by way of professional competence with a range of development tools and software and be able to evidence of efficient workflows that correspond to contemporary and emerging game industry trends.
A3	**The level of awareness of game specialism within a team-based game creation skillset.** **SBS1** **SBS5** **BCS1, BCS3**	Conceptualise and critically evaluate game specialist practice against game industry trends, professions, and enterprising opportunities.
A4	**The level in which students engage with the wider context of the games and wider digital industries and they are related to ongoing practice.** **SBS1** **SBS6** **BCS1, BCS3**	Critically evaluate current and emerging game industry trends to identify areas of innovation and enterprise that informs and enhances ongoing game specialist practice.

Intellectual Skills

		Level 7
B1	**The level in which students identify problems or requirements and engage with solutions.** **SBS2** **SBS3** **BCS1, BCS3**	Make professional judgements in the selection of technologies or processes for complex and dynamic game-based scenarios, briefs, and problems to produce efficient solutions.
B2	**The level of competence of numeracy, literacy, and algebra in the context of the game creation process and the wider games and digital industries.** **SBS1** **SBS2** **BCS1, BCS2**	Demonstrate professional levels of numeracy, literacy, and algebraic competencies by way of producing advanced technical game products, adept written reports, and skilful oral communication.
B3	**The level in which students engage with critical thinking to collect and disseminate information though communication and academic work.** **SBS2** **SBS6** **BCS1**	Critically evaluate specialist knowledge from a range of appropriate sources and clearly disseminate information through a range of advanced independent studies and academic research work.
B4	**The level of self-awareness the student demonstrates in a digital context and their awareness of wider legal, professional, moral, social and ethical issues.** **SBS2** **SBS6** **BCS1, BCS3**	Critically evaluate own digital practice and contemporary and emerging trends in the games industry to identify social, legal, ethical, moral, and professional issues and where relevant propose solutions.

Subject Skills

		Level 7
C1	**The level of competency demonstrated by the core skills of asset production and the associated tools, technologies, and strategies.** **SBS1** **SBS4** **BCS2**	Demonstrate a mastery of all core asset production skills using the contemporary and emerging tools, technologies and strategies.
C2	**The level of computational problem solving as part of technical design and viability in real-time game engines.** **SBS3** **SBS4** **BCS2**	Critically evaluate professional work to assess the computational viability of game assets and environments as part of a larger student-led projects and academic research.
C3	**The level of practical skills demonstrated through the lifecycle of game assets, characters and environment production pipelines.** **SBS3** **SBS4** **BCS2, BCS4**	Design, develop, test, and deploy professional data-gathering assets, characters and environments into game projects using creative, artistic, and game-based concepts to enhance professional practice and ongoing academic research work.
C4	**The level of competency demonstrated through a range of technologies and software in relation to assets, characters and environments.** **SBS4** **BCS2, BCS4**	Demonstrate advanced asset production competencies by designing and implementing game-efficient assets, characters, and environments as part of a large, student-led research project.

Practical, Professional and Employability Skills~

		Level 7
D1	**The level of awareness of the importance of communication, social interaction, and diversity within wider games and digital industries as a core employability skill.** **SBS5** **SBS6** **BCS1, BCS3**	Conceptualise and evaluate the importance of communication, social interaction and diversity within the wider games and digital industries and demonstrate professionalism in verbal and written postgraduate assessment
D2	**The awareness of professional and enterprising opportunities in relation to employability, game products and personal enterprise.** **SBS5** **SBS6** **BCS2, BCS3**	Critically evaluate and engage in opportunities of professional or game enterprise in the wider games and digital industries and assemble an industry-ready portfolio or product.
D3	**The level of awareness of opinions of others and the demonstration of flexibility in considering alternate viewpoints.** **SBS5** **SBS6** **BCS1, BCS3**	Critically evaluate alternate viewpoints and the opinions of others to enhance and defend postgraduate academic and project work.
D4	**The level of competence demonstrated through organisational skill, personal learning and time-management skills and how they relate to the wider games and digital industries.** **SBS2** **SBS6** **BCS2, BCS3**	Devise, plan and deliver a large-scale, independent project that demonstrates structured organisation skills, professional learning and effective time-management.

Learning and teaching strategy

The proposed games programme suite will adopt the Computing subject area model for Learning, Teaching and Assessment, which is underpinned by university-wide frameworks such as the Active Learning Framework (ALF) and the Strategy for Supporting Student Learning and Achievement (SSSLA). The programme suite is also designed to facilitate key outcomes for the delivery of Employability Skills and contemporary industry methods and tools to assist the student to become an independent learner while still supporting students in their transition to the workforce or postgraduate education. The curriculum is designed to encourage an appreciation for learning, to develop a professional work ethic enriched by current research, industrial engagement and the development of transferable skills.

Students within the programme suite will benefit from a number of core project modules that are designed to simulate the realities of cross-discipline industry studio practise alongside key subject specific modules that facilitate theoretical and practical experience of working with a range of game design and development tools and environments.

The majority of scheduled learning and teaching activities is through attendance at lectures, guest talks, tutorials, and labs.

The programme suite provides students with knowledge in several subject disciplines that support the design, development, and management of computer game applications, assets and projects. The course modules cover the practical skills necessary to design, develop and manage game applications in conjunction with multidisciplinary teams, supported by learning the theories, investigation techniques, concise design and research skills that allow them to work successfully with emerging technologies and devise solutions that are fit for purpose.

The course provision is located on the Wrexham campus, including teaching rooms, lecture theatres, staff offices, and specialist labs. There are a number of specialist computer labs on the Wrexham campus and a new centre of excellence for games will serve as the focal point for all teaching, learning and industry engagement activities. General purpose computing laboratories will also support the teaching activities as needed. The specialist labs offer access to a range of software that is utilised within the modules defined in the programmes and are key to the delivery of subject specialist content. Staff across the Computing department operate an Open Door policy in relation to students, ensuring flexibility and responsiveness in dealing with queries and questions that occur outside of the scheduled teaching hours.

The pace of delivery and range of module syllabus content to be covered at each level of the programme suite is derived from the following 4 pathways:

1) Core project (studio simulation)
2) Technical
3) Design
4) Enterprise

The core project pathway is designed to facilitate modules that simulate industry practise, working methods and outcomes. These modules are more student led with emphasis on cross-disciplinary practise and contemporary project management and tools. They may also be assessed synoptically in partnership with modules from other pathways.

The technical pathway covers the specialised subject areas and expertise pertaining to game technical development and typically deal with content such as maths, programming and the

technical design. These modules are delivered with a balance of theory and practical lab activities.

The design pathway facilitates the development and enhancement of artistic design, creative problem solving and content production workflows. Support for the artistic and creative design journey is paramount and as such these modules are student led and underpinned with continuous feedback, critical reflection and industry case studies.

The enterprise pathway deals with aspects of business management, professional development, production methodologies and business planning. These modules are case study driven and are delivered using a combination of theoretical lectures, group debates/discussions and student led activities.

Modules across all pathways conform to university standards such as the ALF and SSSLA frameworks and are supported by key elements:

Discord:
Discord is an industry leading online community management platform. The games programme team has established a long standing and vibrant online community which provides bespoke communication for all modules and other student feedback initiatives.

Moodle:
The Computing department has a long tradition of producing high quality online content in the support of teaching and learning. Students on the games programme suite are heavily supported by a wide range of varied content including pre-recorded video content, interactive quizzes and activities. Where practical, sessions are recorded and provided online.

Extensive use is made of the University's Virtual Learning Environment (VLE), Moodle, to provide students with access to a range of delivery, and supporting, materials related to each of the modules featured on the programme. In addition to the materials used during the taught sessions, the VLE is used to provide students with additional content such as quizzes, videos, audio recordings, external links, technical reports, research papers, and so forth. The VLE also provides students with the ability to communicate using discussion forums and is the platform primarily used in the issuing, submission, marking, and feedback of student assessment.

Play Space:
The Play Space is a bespoke project room and supporting technology store. Students are able to make use of the space for practical project work and are able to book key technology for use in research experiments, practical work and other project related activities. Available technologies include motion capture, haptic feedback systems, eye tracking, heart monitors, galvanic skin response systems, laptops and other assorted hardware/peripherals.

Industry Engagement & Enterprise:
The programme suite hosts a number of industry events annually such as Global Game Jam, Level Up Conference, Level Up Expo. A range of key enterprise initiatives are also heavily linked to teaching and learning strategies such as the Games Talent Wales and Tranzfuser programmes.

Industry Simulation:

The level 6 project module serves as the platform for a large industry multi-disciplinary simulation activity. The module is designed to emulate industry standard development and management practices with production data analysis forming a key part of the assessment and general project coordination. Students are guided by their supervisor from the initial

proposal phase, with the selection of a suitable team role and appropriate personal research hypothesis, through the several phases of assessment and submission.

Students are also required to encapsulate their project within a business framework with a view to managing their group as a formal enterprise supported by our Business Accelerator programme. However, participation in the accelerator programme itself is optional.

The Wrexham Graduate

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability level descriptor and in collaboration with the Careers team. The Employability level descriptor is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

Work based/placement learning statement

Students will gain work-related experience at several points through their academic studies. For example, in the level 6 Project module there is the opportunity to work in collaboration with organisations external to the University on 'live' ventures. The level 5 project modules Management modules (COM553 and COM554) emphasize the importance or professional and workplace skills, through the use of case studies and real-world problem scenarios.

Opportunities for work-based placement and learning for the proposed programme suite may be comprised of (but not limited to) the following:

- Student placement within an appropriate games company
- Placement within our Business Accelerator initiative where students will work on a game intended to be released publically (e.g. via Indie DB, itch.io or a mobile app store). This may be free-to-pay or commercially released. Business Accelerator can support small groups of students or individuals.
- Student placement within a non-games (e.g. a design agency), working on games or interactive digital content.
- Live projects set by a visiting company representative, who then provides feedback at significant project milestones.
- Preparation of student's games-related content for: local, national or international games competitions and festivals.
- Playtesting and bug reporting for other companies' games.

The Industrial Placement will normally take place during the normal academic year, as if over the two normal University semesters. As such its duration should normally be in the region of 24 weeks, no less than 20 weeks, and no more than 28 weeks. As such, students are encouraged to secure placements prior to the commencement of the academic year in which it is to take place and ideally before the end of the second semester of their level 5 studies. The student and placement provider will negotiate specific working hours, arrangements, and payment. It is the expectation of the University that, whilst the student is being hosted by the Placement Provider, they will hold a contractual position in that organisation. As such, the Placement Provider is responsible for the Health and Safety of the student and the student will be expected to have conducted a full risk assessment, in collaboration with the Provider, in advance of placement commencement. The Risk Assessment is a mandatory part of the Placement Proposal, which students require the University to approve.

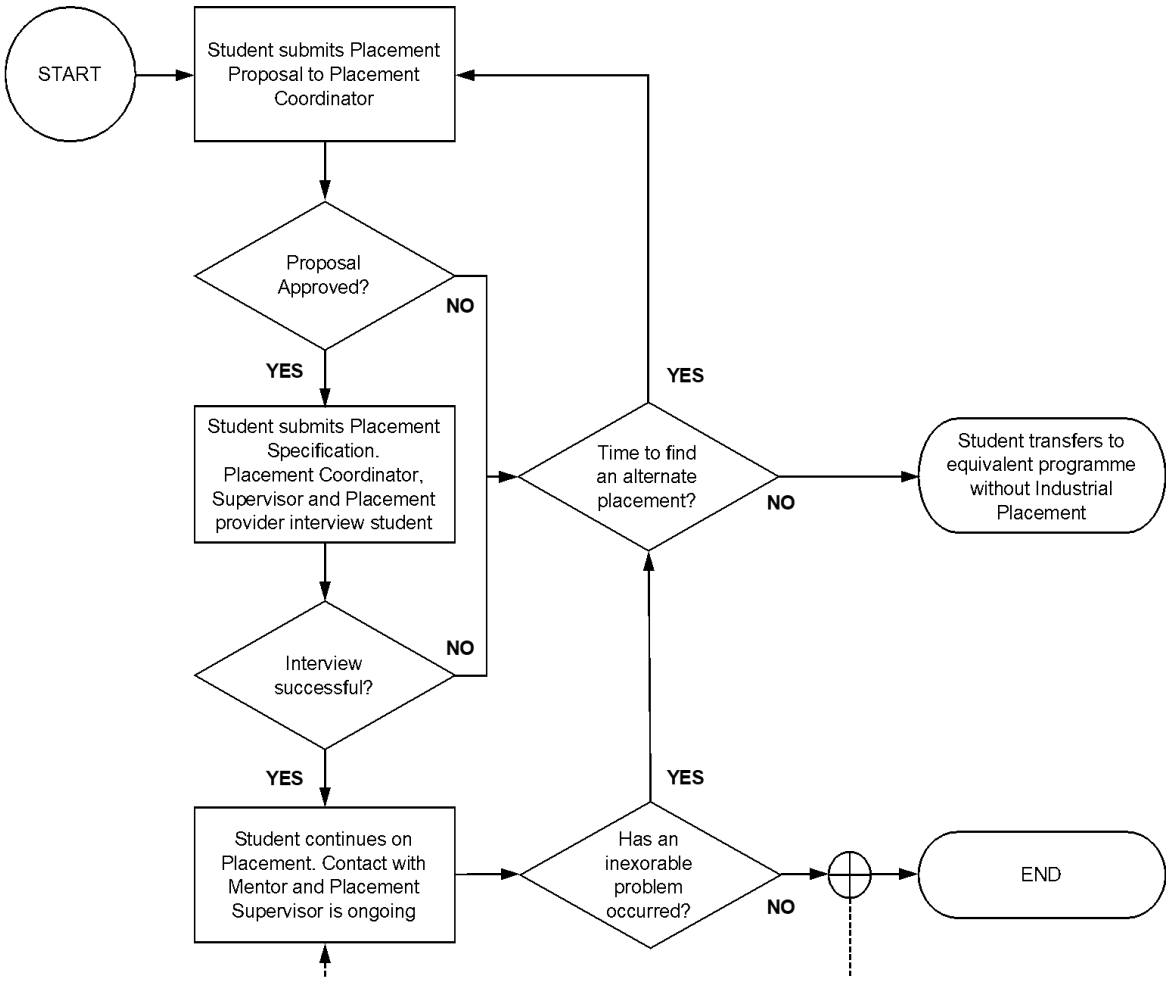
Students intending to take up a placement will be provided with a series of tutorial sessions, led by academic members of staff at the University, in the academic year that precedes the placement. This will be used to ensure that students understand the expectations and requirements of the placement, provide them with guidance and instruction upon obtaining a placement, and in completing the Placement Proposal and Placement Specification forms. It is the responsibility of students to identify and negotiate their own placement opportunity and to keep the University informed of their intentions. Placement Providers will be expected to nominate a Placement Mentor, who will bear responsibility for the student whilst with the Provider and will maintain contact with the Placement Supervisor whilst the student is on placement. Placement Supervisors and Mentors will be provided with a Handbook and the contact details of the Placement Supervisor, the Placement Coordinator, and the Faculty Dean, in case of any issues.

Briefly, the operation of the Industrial Placement will follow these steps:

1. The student will be expected to find and secure a suitable placement opportunity. This could be done independently or in collaboration with a member of staff at the University or via the University Careers & Employability team.
2. The student will inform the Industrial Placement module leader of the placement opportunity via a Placement Proposal form. The Placement Coordinator will then discuss the opportunity with the student and placement provider and make a decision regarding its suitability. The student will then be asked to complete a Placement Specification, in collaboration with their nominated Provider.
3. The Placement Specification will then be scrutinised. This will involve the Placement Coordinator conducting an interview, alongside the nominated Placement Supervisor and Mentor, of the student to determine the student's suitability to undertake the placement. The Placement Coordinator, Placement Supervisor, and Placement Mentor will determine if the proposed placement meets the academic requirements of the module.
    a. If the placement is approved, practical arrangements will be completed by the student in collaboration with an allocated academic Supervisor and Mentor at the placement provider.
    b. If the placement is not approved the student must find an alternate placement or change to the honours degree programme award.
4. A full set of information, expectations and guidelines will be provided as part of the Industrial Placement Handbook, which will be supplied to students, placement providers and University supervisors and asked to sign a statement of agreement. This will include the Placement Specification, which is, in essence, a learning agreement and details the learning objectives, plan of work, and intended deliverables for the placement provider.

5. The student will produce a progress report before the end of the second semester and this will include a site visit by their academic supervisor.
6. During the course of the placement, the student will complete a learning log, which will be a diarised record of their activities and experience during the placement. This will also include comments and feedback from their mentor at the placement provider organisation. Students are expected to produce one entry every 3 to 4 weeks during placement.

The entire placement lifecycle process is illustrated in the following flowchart:



Students successfully completing the Industrial Placement module will be awarded the 120 credit value for the module, which is a requirement of obtaining their differentiated award title to include “with Industrial Placement”.

If irreconcilable problems occur during the placement the student should attempt to find an alternate placement opportunity. In the event that this cannot be done or if students fail to meet the expectations of the placement year, the student will be transferred to their relevant standard honours programme route and may have to suspend their studies for the remainder of the current academic year. Students failing the placement module will be automatically transferred to their relevant standard honours programme route by the appropriate Progression Board.

Students who withdraw from the industrial placement more than one month after commencement, but prior to completion will revert to the 3 year programme and re-join their

studies the following academic year. There will be no opportunity to retake the placement year.

Welsh medium provision

Although the programme team is not in a position to deliver module content through the medium of Welsh, students will be entitled to submit assessments in Welsh in line with University policy.

However, we are acutely aware of our status as Welsh developers and actively champion Welsh heritage, language and achievements within game development. Our flagship Games Talent Wales (Gemau Talent Cymru) programme is endorsed and funded by Welsh Government and is recognised as the official national grass roots talent development programme. A key outcome is the support and facilitation of Welsh language games and students opting to participate within the Games Talent Wales programme can access support for Welsh translation of game content.

To date, Games Talent Wales has achieved the largest ever gathering of Welsh indie developers at a major industry expo event and plans are in place to establish a new talent award in partnership with Creative Wales and BAFTA Cymru aimed at highlighting successes within the Welsh games industry.

The programme team will continue to work closely with the Welsh Medium Development team with a view to exploring further potential avenues for integration of Welsh medium delivery. Students interested in the development of their Welsh skills will be signposted to Welsh in the Workplace 1 & 2 short course modules in addition to their core studies.

One potential way forward is to promote the development of a bilingual culture to better support local/regional Welsh students. A starting place would be providing support for industrial placements in Welsh language medium. Core project modules can also be translated into Welsh to allow for better synchronisation with local/regional industry.

The wider programme suite currently maintains a small portfolio of short courses. These also have the potential to be translated into Welsh. Additional short courses focuses on language localisation for games could provide a platform for increased Welsh language awareness.

As part of this revalidation process it is the teams goal to support at least one complete module pathway through levels 4, 5 and 6 in the medium of Welsh, or at the very least with full Welsh translations of module materials.

Assessment strategy

The Games modules assessment methods puts a strong emphasis on students' abilities and their mastery of specific skills or knowledge areas, which allows for a more tailored and individualised approach. To support students' learning, formative assessments are used throughout the module delivery, including activities such as self-reflection, peer assessments, and other effective feedback approaches.

For modules that are entirely assessed through coursework, milestone progress reviews are conducted as part of the formative assessment process, providing personalised feedback to students. These milestones not only offer support for the students' progress, but also help them to stay on track towards meeting the learning outcomes and achieving the intended deliverables of the module.

Given the nature of games development, design and art, practical skills are typically evaluated through demonstrations of work, such as presentations, workflow documentation, and previews of final projects. Additionally, group assignments are often used to reinforce real-world applications of game development skills, encouraging teamwork and collaboration. Core modules build upon these principles by blending program pathways, which enables students from different programs, such as Game Art, Game Enterprise, and Game Development, to simulate a game studio environment and gain experience working on collaborative game projects.

In line with ALF, innovative assessments strategies are used throughout the programmes and are always delivered in context and/or as part of portfolio building exercises to enhance student achievement and employability. Specifically, as part of all projects, students' achievement is tracked and managed through cloud-based systems. This not only delivers complete transparency of work allocations in student group projects but delivers an industry simulated environment which further enhances student awareness of the industry context of their work.

Module Code	Title	Assessment type and weighting	Semester	Indicative submission date
COM458	Game Design and Interaction	Coursework 100%	1	Wk. 6 & 12
COM473	Game Asset Production	Portfolio 100%	1	Wk. 6 & 12
COM453	Game Environments and Narrative Design	Portfolio 100%	2	Wk. 6 & 12
COM456	Games Technology	Coursework 100%	2	Wk. 6 & 12
COM450	Game Industry and Agile Production	Portfolio 100%	1&2	Wk. 12 & 24
COM474	Programming Fundamentals	Coursework 100%	1&2	Wk. 12 & 24
COM563	Asset Production for Game Engines	Portfolio 100%	1	Wk. 6 & 12
COM559	Games Programming	Coursework 100%	1	Wk. 6 & 12
COM564	Mobile Game Development	Coursework 100%	1	Wk. 12
COM565	Serious Games Design	Portfolio 100%	2	Wk. 12
COM567	Indie Studio Management	Portfolio 100%	2	Wk. 12
COM553	Group Project	Coursework 100%	2	Wk. 12
COM655	Advanced Asset Production and Technical Art	Portfolio 100%	1	Wk. 6 & 12
COM654	Advanced Games Programming	Coursework 100%	1	Wk. 6 & 12
COM656	Advanced Game Design and User Engagement	Portfolio 100%	2	Wk. 6 & 12
COM657	Game Industry Specialist	Portfolio 40%, Portfolio 60%	1&2	Wk. 12 & 24
COM646	Project	Coursework 100%	1&2	Wk. 12 & 24
COM463	Games Studio Enterprise	Coursework 100%	2	Wk. 6 & 12
COM462	Design Workshop	Portfolio 100%	1&2	Wk. 12 & 24
COM566	Game Production	Coursework 50%, Coursework 50%	1	Wk. 6 & 12

COM558	Real-Time Environmental Art for Game Engines	Portfolio 100%	1	Wk. 6 & 12
COM653	Games Enterprise	Coursework 40%, Coursework 60%	1	Wk. 6 & 12
COM461	Character Design and Digital Sculpting	Portfolio 100%	2	Wk. 6 & 12
COM568	Character Production for Game Engines	Portfolio 100%	1	Wk. 6 & 12
COM652	AAA Asset Production	Portfolio 100%	1	Wk. 6 & 12
COM729	Game Analysis and Player Interaction	Coursework 60%, Coursework 40%	2	Wk. 6 & 12
COM750	3D Games Technology	Portfolio 100%	1	Wk. 6 & 12
COM751	Advanced Game Systems & Mechanics	Portfolio 100%	2	Wk. 6 & 12
COM738	Dissertation Project	Research Proposal 10%, Dissertation 90%	2&3	Wk. 12 & 24
COM753	Game Industry and Professional Enterprise	Coursework 100%	2	Wk. 6 & 12
COM754	Research Methods for Digital Technology	Coursework 100%	1	Wk. 6 & 12
COM722	Artificial Intelligence for Games	Coursework 100%	1	Wk. 6 & 12
COM732	Mentorship in Technology	Written Assignment 40% Coursework 60%	1&2	Wk. 12 & 24
COM747	Character and Creature Production	Portfolio 100%	1	Wk. 6 & 12
COM748	Dynamic Environments and Surface Art	Portfolio 100%	2	Wk. 6 & 12
COM472	Game Access Studies	Coursework 100%	3	Wk. 1 & 2
COM470	Game Access Fundamentals	Coursework 100%	3	Wk. 3 & 4
COM471	Game Access Project	Portfolio 100%	3	Wk. 6

Assessment and award regulations

Derogations

N/A

Non-Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *dissertation or other substantial* module is within the higher classification.

The 40 credit Project module at level 6 on all undergraduate programmes will be used to determine if a student's classification is to be uplifted to the higher grade.

Ordinary Degrees

N/A

Restrictions for trailing modules (Taught Masters)

N/A

Prerequisites for processing to MRes research component

N/A

Accreditation

The existing programme suite is partially accredited by the BCS and this will be renewed along with provision for additional programme titles that not exist when the original application was submitted.

The programme team will also be seeking to obtain Screen Skills accreditation for all applicable programmes.

2 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Continuous Programme Monitoring and Enhancement
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

Programme Management
The programme will be managed under the auspices of the Faculty of Arts, Science & Technology and the programme will develop and operate within the terms of the overall management of curriculum within the faculty. However, there will be a designated Programme Leader who will be responsible for the day-to-day running of the programme, including the following:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual
- Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities

At module level there is devolved responsibility to Module Leaders for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module

- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
- The setting, marking and collation of marks for all module assessments and examination papers, including resit assessments, and submission of student results to the Programme Leader
- Tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, feedback for individual modules
- Liaison with part-time members of staff involved in module teaching

Student Feedback

The University has procedures for the regular review of its educational provision, including the annual review of modules and programmes, which draw on feedback from such sources as external examiner reports, student evaluation, student achievement, and progression data. In addition, programmes are subject to a programme annual monitoring review (AMR) and re-validation in year 5 that includes external input.

Feedback from students plays a critical part in informing the Faculty's strategic thinking. It also allows the Faculty to evaluate how its most important group of stakeholders, its students, views its service provision. Students can provide feedback in a number of ways, for instance:

Student Voice Forum (SVF): Chaired by a member of academic staff from outside the programme, will be held at least once per semester. The Chair will minute student feedback for action/response by the Programme Leader. Minutes of the SVFs and the response from the Programme Leader will be posted on the programme pages of Moodle. All programmes have representation at SVFs.

Student Evaluation of Modules (SEM): Module Leaders will distribute SEMs at the end of each module. A summary of the analysis of the SEMs, along with any other feedback (e.g. from the student suggestion box), will be passed to the Programme Leader for action/response.

Feedback on assessed work: Students submit work in a number of different ways depending on the module being studied. Wherever possible Moodle is used for electronic submission and Turnitin to check the similarity score and tutors give feedback via this interface within 3 working weeks. Practical work is developed and assessed by having students demonstrate their work, again immediate feedback is given. At the end of a module, overall feedback is provided along with a clear indication of what area the student needs, if necessary, to resubmit or what areas were good and which areas can be improved on.

3 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Wrexham website at www.glyndwr.ac.uk to find out more about the Departments.

Wrexham University Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

4 Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about equality and diversity .