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Date of validation event:	29 April 2020
Date of approval by Academic Board:	15 June 2020
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PROGRAMME SPECIFICATION

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BA (Hons) Game Art
BA (Hons) Game Art (With Industrial Placement)

1	**Awarding body**
	Wrexham Glyndŵr University
2	**Programme delivered by**
	Wrexham Glyndŵr University
3	**Location of delivery**
	Plas Coch Campus, Wrexham
4	**Faculty/Department**
	Faculty of Arts, Science and Technology / Computing
5	**Exit awards available**
	BA (Ord) Game Art Dip HE Game Art Cert HE Game Art
6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	The programme has been designed to align with the requirements of the British Computer Society (BCS) alongside the wider suite of games programmes. Final accreditation will be requested post approval. **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
7	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *eg. completion of placement.***
	Students must have studied all years at the WGU campus.
8	JACS3 / HECoS **codes**
	JACS3: I630 – Computer Games Graphics HECoS: I700 – Computer Generated Visual & Audio Effects

9	UCAS **code**
	305D
10	**Relevant QAA subject benchmark statement/s**
	Computing (Oct 2019) Art and Design (Feb 2017) and Communication, Film, Media and Cultural Studies.
11	**Mode of study**
	Full & part time
12	**Normal length of study** for each mode of study *Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*
	BA (Hons) Game Art (with Industrial Placement): 4 years full-time BA (Hons) Game Art: 3 years full-time / 5 years part-time
13	**Language of study**
	English
14	**The following University Award Regulations apply to this programme**

- ✓ General Regulations and Definitions
- ✓ Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- ☐ Regulations for Taught Masters Degrees
- ☐ Regulations for Taught Masters Degrees taught entirely by online distance learning
- ☐ Regulations for Integrated Masters Degrees
- ☐ Regulations for Masters of Research
- ☐ Regulations for Professional Graduate Certificate in Education
- ☐ Regulations for Postgraduate Certificate in Education
- ☐ Regulations for Certificate in Education
- ☐ Regulations for Graduate Diploma Graduate Certificate
- ☐ Regulations for BTEC Higher National Qualifications
- ☐ Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- ☐ Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy click here

The University's entry requirements are set out at http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

3 year Bachelor	112 Tariff points

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

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) 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 http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

DBS Requirements

No DBS check is required for the BA (Hons) Game Art programme.

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

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.

18 Recognition 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. Any programme specific restrictions are outlined below

Programme specific restrictions

N/A

19 Aims of the programme

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:

<u>BA (Hons) Game Art (with Industrial Placement)</u>

- Provide students with knowledge and understanding of the fundamental principles and technologies which underpin the discipline of game character and environmental art design workflows;
- 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 industry focused 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 games, art, design 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 art, design and 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>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 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.

20 Distinctive features of the programme

The proposed programme is designed to build upon the strong foundation of the award winning BSc (Hons) Computer Game Development programme based within the department of Computing, which 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. The existing programme has an excellent track record for graduate employment and has been nominated for more than 10 UK national awards in the last three years.

Along with the wider games suite, the proposed programme will make innovative use of agile project management methodologies in conjunction with cloud based management tools. 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. This provides a more realistic industry-like experience.

The wealth of existing programme team relationships with organisations such as Games Talent Wales, Global Game Jam, Games Wales, Creative Wales, UK Games Fund, BAFTA Cymru and the British Computing Society will ensure that our students always have access to cutting edge industry related training and knowledge. This knowledge, expertise and industry partnerships will be featured heavily in the newly proposed programme. In addition, a number of regular internal and external events and field trips are made available and as when they are appropriate and practicable, although attendance at internal activities will be expected. These modes of contact provide students with the ability to develop and practice the range of learning

outcomes associated with the programme, ranging from the theoretical to the practical.

The proposed BA (Hons) programme brings together a range of modules that will equip students to build a strong set of core skills that will enable them to develop well designed game assets, environments and materials, facilitated by the acquisition and application of theory through practical sessions and problem-based learning. In the first year of the new programme, students will be introduced to the fundamentals of game and media design, conceptualisation, character sculpting, environmental design, agile methods and the workings of cutting-edge gaming hardware and software technology. They will also be introduced to reflective practise and its key important in the creative process.

A key element of the course is its emphasis on blending technical design with strong creative and reflective practise skills. The design modules on the programme aim to focus on the practical application of creative problem solving, character and environmental design and production, empowering students to directly apply their design knowledge in support of the work produced in other modules on the programme. In addition, the programme itself will be supported by our unique Business Accelerator initiative, which will allow students to gain valuable experience of business planning and finance along with the potential creation and management of a game studio.

Finally, throughout the course, students develop a number of practical skills which are useful in any field of creative digital media or working environment such as self-motivation, time management, problem solving and the application of management methodologies, personal development and critical reflection. In addition, other critical skills including research, analysis and presentation will be developed along with knowledge of specialised software skills.

It is anticipated the graduates will go into careers in the games and media sectors, but also within mainstream media technology fields of: technical design and artistry, user experience evaluation, scrum certification, 3D designer, or continuing study at master's level. Additionally, it is expected that the programme will lead to the creation of local SMEs within the field of game development, software and media design.

The opportunity of an Industrial Placement Year is a defining feature of this programme. It takes place upon completion of level 5 (full-time study only) after which students return to complete level 6 of the course. The Industrial Placement Year provides students with an opportunity to gain valuable experience of the workplace, put the knowledge and skills developed so far into practice, and to acquire new information and abilities in a practical setting.

21 Credit accumulation and exit awards

Exit Awards

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
BA (Ord) Game Art	300
DipHE Game Art	240
CertHE Game Art	120

22 Programme structure diagram

LEVEL 4							
Mod Code	COM450	Mod title	Games Industry & Agile Production	Credit value	20	Core	Sem 1 + 2
Mod Code	COM453	Mod title	Game Environments & Narrative Design	Credit value	20	Core	Sem 2
Mod Code	COM454	Mod title	Game Asset Development	Credit value	20	Core	Sem 1
Mod Code	COM458	Mod title	Game Design & Interaction	Credit value	20	Core	Sem 1
Mod Code	COM461	Mod title	Character Design & Digital Sculpting	Credit value	20	Core	Sem 2
Mod Code	COM462	Mod title	Design Workshop	Credit value	20	Core	Sem 1 + 2
LEVEL 5							
Mod Code	COM550	Mod title	3D Modelling & Animation for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM553	Mod title	Group Project	Credit value	20	Core	Sem 2
Mod Code	COM547	Mod title	Serious Games & Immersive Technology	Credit value	20	Core	Sem 2
Mod Code	COM554	Mod title	Indie Studio Management & Game Production	Credit value	20	Core	Sem 2
Mod Code	COM557	Mod title	Digital Sculpting for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM558	Mod title	Real-time Environment Art for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM549	Mod title	Industrial Placement	Credit value	120	Core	Sem 1 + 2
LEVEL 6							
Mod Code	COM650	Mod title	Advanced 3D Modelling & Animation for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM649	Mod title	Game Design, Marketing & Monetisation	Credit value	20	Core	Sem 1
Mod Code	COM643	Mod title	Future Technologies	Credit value	20	Core	Sem 2
Mod Code	COM646	Mod title	Project	Credit value	40	Core	Sem 1 + 2
Mod Code	COM652	Mod title	AAA Asset Development	Credit value	20	Core	Sem 1

Part Time Programme Structure Diagram

Year 1

LEVEL 4							
Mod Code	COM450	Mod title	Games Industry & Agile Production	Credit value	20	Core	Sem 1 + 2
Mod Code	COM453	Mod title	Game Environments & Narrative Design	Credit value	20	Core	Sem 2
Mod Code	COM458	Mod title	Game Design & Interaction	Credit value	20	Core	Sem 1

Year 2

Mod Code	COM461	Mod title	Character Design & Digital Sculpting	Credit value	20	Core	Sem 2
Mod Code	COM454	Mod title	Game Asset Development	Credit value	20	Core	Sem 1
Mod Code	COM462	Mod title	Design Workshop	Credit value	20	Core	Sem 1 + 2

Year 3

LEVEL 5							
Mod Code	COM550	Mod title	3D Modelling & Animation for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM557	Mod title	Digital Sculpting for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM554	Mod title	Indie Studio Management & Game Production	Credit value	20	Core	Sem 2
Mod Code	COM553	Mod title	Group Project	Credit value	20	Core	Sem 2

Year 4

Mod Code	COM558	Mod title	Real-time Environment Art for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM547	Mod title	Serious Games & Immersive Technology	Credit value	20	Core	Sem 2
LEVEL 6							
Mod Code	COM650	Mod title	Advanced 3D Modelling & Animation for Game Engines	Credit value	20	Core	Sem 1
Mod Code	COM643	Mod title	Future Technologies	Credit value	20	Core	Sem 2

Year 5

Mod Code	COM646	Mod title	Project	Credit value	40	Core	Sem 1 + 2
Mod Code	COM649	Mod title	Game Design, Marketing & Monetisation	Credit value	20	Core	Sem 1
Mod Code	COM652	Mod title	AAA Asset Development	Credit value	20	Core	Sem 1

23 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Demonstrate a working understanding of some essential facts, concepts, principles and theories relating to computing, game art, computer game applications and reflective practise. Shows competence in basic IT and communication skills, workshop design, practice and laboratory investigations.	Demonstrate a widening appreciation of the significance of key concepts, principles, theories and practices that underpin computing and game art as an academic discipline. Explore the extent and boundaries of game design and creative design through practical work, design exercises and case studies.	Show a confident familiarity with the broad areas of the knowledge bases of the discipline of computing and creative design, including the management and an appreciation of the principles, theories and practices that underpin game design and game art as an academic discipline. Reveal a working understanding of current technology and of its limits.	Demonstrate confidence and reveal a clear understanding of the boundaries of existing and emerging technology and the limits of its application, and of the range of conventional design methods and the types of judgement employed by computing, game art and creative digital professionals.
A2	Evaluate the appropriateness of a range of development tools for the creation of game assets, environments and materials.	Demonstrate an ability to apply a range of development tools and techniques in new contexts from that in which they were first studied at level 4, in the design of assets, environments and materials for games.	Select and deploy accurately established techniques and tools to develop assets, environments and materials for selected game design and business problems, and choose appropriate theory for analysis, with only general guidance.	Demonstrate increasingly independent, confidence and flexibility in applying a range of development tools for the creation of assets, environments and materials for selected game design and business problems, and in the application of knowledge and skills appropriate to their solution.
A3	Demonstrate a working knowledge of some of the tools, practices and methodologies used in the specification, design, implementation and testing of	Familiarity and ability to choose appropriate methods and tools for the design and implementation of assets, environments and materials. Outline how software can be evaluated and show a	Select accurately established techniques and methods used in defining and assessing criteria for measuring the extent to which an asset, environment or material is appropriate for its	Critical and reflective about the use of software testing, design and evaluation methodologies and tools, with full understanding of the associated risks, controls and potential impact.

	game systems; understand some of the risks of software implementation.	working knowledge of the general rules and best practices adopted and knowledge of software testing techniques	current deployment; understand the risks of software implementation and apply risk-based strategies and policies for software testing.	
A4	Recognise a variety of professional and sustainability considerations that may be encountered in the exploitation of computer-based systems for creative digital media (social, legal, ethical, moral, economic, etc.).	Identify and describe several professional concepts and challenges that will be encountered in the deployment of computer-based systems in response to common, well-defined scenarios	Comprehensively appraise professional situations and scenarios where computer-based systems are deployed in terms of social, legal, ethical, moral, economic and sustainability issues.	Reflect upon own practices and conduct in carrying out a substantive project and discuss the social, legal, ethical, moral, economic and sustainability issues that are relevant to the project.
A5	Demonstrate a working knowledge of some of the tools, practices and methodologies used in the specification, design, implementation and testing of computer game systems and assets; understand some of the risks of software and asset implementation.	Demonstrate a widening appreciation of of some of the tools, practices and methodologies used in the specification, design, implementation and testing of game systems and assets; understand the risks of software & game design and implementation. Demonstrate a working knowledge of the general rules and best practices adopted in game and software testing techniques.	Select and deploy accurately established techniques and methods used in defining and assessing criteria for measuring the extent to which a game system or asset is appropriate for its current deployment; understand the risks of game design implementation and apply risk-based strategies and policies for game, asset and software testing.	Demonstrate increasingly independent, confidence and flexibility in applying a range of methods used in defining and assessing criteria for measuring the extent to which a computer game system or asset is appropriate for its current deployment and future evolution; understand the risks of game, asset and software implementation, and apply risk-based strategies and policies for game and software testing.

Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Using the tutor as a facilitator, the student begins to analyse basic problems, identify requirements and propose alternative solutions for computer software systems.	Starts to develop an understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge; identify requirements and propose and compare alternative solutions for computer software and game systems.	Develops self-reliance and confidence in the analysis of problems, identify requirements and propose and critically evaluate alternative solutions for computer software and game systems.	Integrates learned theory and techniques with practical experience to analyse problems, identify requirements and propose and critically evaluate alternative solutions for computer software and game systems with informed understanding.
B2	Demonstrates basic numeracy, literacy and algebraic competence with respect to 3D asset development and project management systems; ability to manipulate data related to simple creative design and game art problems and describe scenarios.	Demonstrates more advanced standard numerical/ mathematical skills and literacy as appropriate to their chosen specialist subject.	Applies a range of more specialist numerical/ mathematical and literacy skills as appropriate to their specialist subject.	Confidently applies a range of specialist numerical/ mathematical and literacy skills as appropriate to the specialist subject area.
B3	Carries out application of basic creative and computing principles and procedures to standard, simple situations, with considerable guidance provided by tutors.	Applies standard creative and computing principles and procedures to somewhat more demanding situations, still with some guidance provided.	Demonstrates ability to select and use principles and procedures appropriate to the situation or problem in hand, with minimal guidance provided.	Carries out confident and accurate selection and application of principles and procedures to the solution of a range of creative and computing situations and problems, working autonomously.
B4	Develops 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	Uses a range of established techniques within tutorials, for example, 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	Demonstrates technology industry acumen, with minimum supervision, recognising the relevance of legal, professional, moral, social and ethical issues in the work place and the wider environment. Able to inform and	Effective self-management in terms of time; ability to conduct research independently or as a team, into legal, professional, moral, social and ethical issues. Able to inform and adapt their work to satisfy these issues.

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	their study/work accurately and reliably, and with structured and coherent arguments.	the results of their study/work accurately and reliably, and with structured and coherent arguments.	adapt their work to satisfy these issues.	Demonstrates an ability to carry out research and critical thinking.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Systematically relates a limited number of facts/ideas/elements in an imitative manner, with considerable guidance provided by tutors.	Demonstrates appreciation of need for the relating and collecting of a range of facts/ideas/elements in an argued case; produces new ideas in closely-defined situations with some guidance provided as appropriate.	The ability to apply research methods to relate and collect facts/ ideas/ elements in an argued case; produces new ideas in a wider range of situations, with minimal guidance	The ability to apply appropriate research methods to collate facts/ ideas/ elements in support of a well-structured argument; design solutions to problems and evolve new concepts, working autonomously
C2	Identify and understand the need to manage creative, software and IT development projects.	Apply appropriate project management and development tools to ensure viable and organised approaches are taken.	Compare and contrast a range of creative and IT project management methods and employ high-level tools and methods in real-world scenarios.	Select and evaluate own use of creative and IT project management methods and tools in a self-led and managed project.
C3	Implement computer programs, assets, environments and materials for specific and well defined situations.	Design and write computer programs, software, assets, environments and materials for common applications.	Specify and write computer programs or software in response to loosely defined problem scenarios.	Specify and write computer programs, software, assets, environments or materials in response to loosely defined problem scenarios and evaluate the quality of the solution.
C4	Demonstrate basic skills that underpin good practice in the field of computing and game art, design and development; design and create of simple game applications, interfaces and game assets.	Demonstrate more advanced skills that underpin good practice and elements of professionalism in the field of computing and game art, design and development.	Demonstrate an advanced understanding of appropriate practice and professionalism in the field of computing and game art, design and development.	Demonstrate professional use of investigative and design strategies, and integrate them within the utilisation of tools and agile methodologies.

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	Demonstrate a basic understanding of asset development, including interfacing, graphical rendering, and their impact on the overall design and performance of computer games. Demonstrate a basic awareness and understanding of the concepts, techniques, and processes involved within an agile methodology; apply these techniques to a small development project.	Work as part of a team to design and develop moderately sized game applications, assets, environments, materials interfaces and business ideas. Co-operate in an effective manner with colleagues and other professionals through the development of interpersonal and communication skills, within in a project and creative context using a recognised agile methodology and support tool. Develop and maintain a detailed set of production documentation that includes design, artistic, testing and business rationale. Demonstrate good practice in the development, management and utilisation of 3D modelling, asset, environmental and material creation. Apply animation techniques using industry standard software tools.	Design and implement interactive game systems, assets and environments that utilise a variety of media types to a professional standard. Design and implement intricate 3D models and animation techniques that incorporate sophisticated production pipelines. Compare and contrast current industry trends and identify potential opportunities for the design and deployment of game assets, environments and materials Demonstrate an in depth understanding of the characteristics, processes and limitations of modern games and creative digital technology.	Analyse and critically appraise current and emerging technologies within the field of game art, development and IT. Propose, plan, undertake and report a self-directed individual programme of investigation, design and implementation which will enable the effective use of self-directed investigative, design, creative and other technical skills to be demonstrated through the management and development of a large team project. Demonstrate knowledge and understanding of agile project management techniques and the ability to analyse their effectiveness in line with a creative design strategy. Work within a team to design and develop effective and efficient game assets, environments and materials, applications and systems that utilise and integrate a variety of media technologies and conform to a specific target market and business plan.

Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Be able to provide an account of own actions and activities in a succinct and clear manner in written and oral communication. Utilise basic reflective practise techniques.	Communicates in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature. Be able to draw upon and effectively integrate supporting media.	Engages effectively in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts. Engage with and apply professional reflective practises.	Provide professional levels of information through a variety of verbal and non-verbal communication mediums and reflect upon own interaction and ability to support own opinions and arguments for a variety of audiences.
D2	Interacts effectively with tutors and fellow students; participates in clearly defined group situations.	Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, presentations, or discussions.	Interacts effectively within a learning or subject-specific group, demonstrates basic negotiating, role, leadership and group-support skills.	Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.
D3	Select under guidance and use relevant sources of information to identify potential creative design and computing resources for a specific purpose. Demonstrates basic skill in using the Internet, referencing and contextualising materials.	Demonstrates more advanced IT and creative skills; Demonstrates competent use and application of creative libraries, additional specialist subject packages and produce reports to business standard. Use of online databases and archives effectively to gain information.	Demonstrates, uses and accesses a limited selection of more specialist creative and IT skills related to subject specific software. Conducts effective searches for information to identify potential creative and computing resources for a specific purpose and critically evaluate their merit.	Uses and accesses a limited selection of more specialist creative and IT skills related to subject specific software for analysing business or design data. Conducts effective searches for information to identify potential creative and computing resources for a specific purpose and critically evaluate their merit.
D4	Studies in a systematic, directed way with the aid of appropriate Tutor guidance.	Learns in an increasingly effective and purposeful way, with	Adopts a broad-ranging and flexible approach to study; identifies learning needs;	With minimal guidance, manages own learning using a wide range of resources appropriate to the

		beginnings of development as an autonomous learner.	pursues activities designed to meet these needs in increasingly autonomous ways.	creative digital and IT profession; seeks and makes effective use of feedback. Self-reflection and criticality including self - awareness, openness and sensitivity to diversity in terms of people, cultures, business, management and creative design issues.
D5	Shows an understanding of the opinions of other people; flexibility in considering alternatives and opinions.	Demonstrates the ability to take the perspective of others; identifying the similarities and differences between two approaches to the solution of a given problem.	Demonstrates the ability to take the perspective of others; comparing the strengths and weaknesses of alternative interpretations determining the credibility of a source of information.	Demonstrates the ability to take the perspective of others; articulate the strengths and weaknesses of the suggestions of arguments posed; recognize the underlying agendas and motivations of individuals and groups involved in a given situation.

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	*Core or option?*	***A1***	***A2***	***A3***	***A4***	***A5***	***B1***	***B2***	***B3***	***B4***	***C1***	***C2***	***C3***	***C4***	***D1***	***D2***	***D3***	***D4***	***D5***
Level 4	Games Industry & Agile Production	Core	■	■	□	■	■	■	□	■	■	□	□	□	■	■	■	□	□	□
	Game Environments & Narrative Design	Core	□	□	■	□	□	□	■	■	□	■	□	□	■	■	□	□	□	□
	Game Asset Development	Core	■	■	■	□	□	■	■	■	□	■	□	■	■	■	■	■	□	■
	Game Design & Interaction	Core	■	■	■	□	□	□	■	■	■	■	■	■	■	■	■	■	■	■
	Character Design & Digital Sculpting	Core	■	■	□	□	■	■	□	■	□	■	□	■	■	■	□	■	■	□
	Design Workshop	Core	■	■	■	■	□	■	■	■	□	■	□	■	■	■	■	■	□	■
Level 5	3D Modelling & Animation for Game Engines	Core	■	■	■	□	□	■	□	■	□	■	□	□	■	■	■	□	■	□
	Group Project	Core	□	■	□	■	■	□	□	■	■	□	■	■	■	□	■	■	■	■
	Serious Games & Immersive Technology	Core	■	■	■	□	□	■	■	■	■	■	■	□	■	■	■	■	■	■
	Indie Studio Management & Game Production	Core	□	□	■	■	■	■	□	□	■	■	■	□	■	■	■	■	■	■
	Digital Sculpting for Game Engines	Core	■	■	□	□	■	■	□	■	□	■	□	■	■	■	□	■	■	□
	Real-time Environment Art for Game Engines	Core	■	■	■	■	□	■	■	■	□	■	□	■	■	■	■	■	□	■
	Industrial Placement	Core	□	■	■	■	■	■	□	■	■	■	■	■	■	■	■	■	■	■
Level 6	Advanced 3D Modelling & Animation for Game Engines	Core	■	■	■	□	■	■	□	■	□	■	□	□	■	■	■	□	■	□
	Game Design, Marketing & Monetisation	Core	■	■	■	■	■	■	□	■	■	□	■	□	■	□	□	■	■	■
	Future Technologies	Core	■	□	□	■	□	□	□	□	■	■	□	□	□	■	■	□	□	■
	Project	Core	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■
	AAA Asset Development	Core	■	■	■	□	■	■	□	■	□	■	□	□	■	■	■	□	■	□

25 Learning and teaching strategy

The BA (Hons) Game Art programme will adopt the Computing subject area Learning, Teaching and Assessment strategy. It seeks to assist the student to become an independent learner while still supporting the students in their transition to postgraduate education. The curriculum is designed to encourage an appreciation for learning. Learning is enriched by appropriate underpinnings, current research, industrial applications and the development of transferable skills.

Students on the programme will gain theoretical and practical experience of working with a range of game development tools and environments in building and managing game applications, environments, assets and materials. Students will also learn about the fast-evolving fields of game art and design and the wider digital creative design industry.

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

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

All provision will be 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 such as the Centre for Creative Industries, the L204 Games Lab and the Play. In addition, a number of general purpose computing laboratories are available to support the teaching. These specialist labs offer access to a range of software that is utilised within the modules defined in the programme. Staff in Computing 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 syllabus content to be covered at each level of the programme requires a combination of teaching and learning strategies to be adopted in most areas of study. Modules are in the main divided into 2 types: design and core games. Design modules cover the specialised subject areas and expertise pertaining to game art and creative design, while the core game modules are shared between all games programmes and cover other areas such as key group projects, elements of technical design and associated tools, process management, professional development and production methodologies.

Design modules in level 4 total 40 credits of the academic year and are Character Design & Digital Sculpting and Design Workshop. These modules provide students with key theoretical and practical skills to design, build and deploy game assets, environments and materials along with an introduction to reflective practise and contextualisation process.

Core game modules in level 4 total 80 credits of the academic year and are Game Asset Development, Game Environments & Narrative Design, Games Industry & Agile Production and Game Design & Interaction. These modules aim to provide students opportunities to work together in multidisciplinary teams, develop key technical design and software skills along with introduction to the overarching project management methodology that underpins all group work.

Design modules at level 5 total 40 credits of the academic year and are Digital Sculpting for Game Engines and Real-time Environment Art for Game Engines. These modules further develop student skills with respect to environment and asset design and creation with more emphasis on fitness for purpose and deployment within a live game project.

Core game modules at level 5 total 80 credits of the academic year and are 3D Modelling & Animation for Game Engines, Serious Games and Immersive Technology, Group Project and Indie Studio Management & Game Production. Again, these modules further develop student ability to work together in multidisciplinary teams with more emphasis on effective project management and personal development & reflection. All core game modules in semester 2 of level 5 are assessed synoptically and provide effective industry simulation and experience in large scale project development and multidisciplinary collaboration.

Design modules at level 6 total 40 credits of the academic year and are AAA Asset Development and Game Design, Marketing & Monetisation. These modules provide a platform for further development of a career relevant portfolio and opportunities to expand the scope and coverage of the final project dissertation.

Core games modules at level 6 total 80 credits of the academic year and are Advanced 3D Modelling & Animation for Game Engines, Future Technologies and the project. These modules provide students with the theoretical and practical skills to work in larger multidisciplinary teams to design and develop advanced game assets, environments and materials along with an understanding of the social, ethical and legal issues that govern their use.

In the early stages of each module, problems will be well defined and limited in scope and scale. At later stages, problems will become less structured (to encourage reflection on problem issues) and open-ended (to give scope to propose and evaluate alternative solution strategies). Case studies are used when appropriate to integrate study topics and to underline vocational relevance. Coursework assignments are important throughout.

As the programme progresses, students are expected to demonstrate increasing proficiency in use of digital creative tools and techniques (along with general IT) to support production of technical documentation, to enhance oral and written presentations, and to aid organisation of personal study material.

All of the modules in semester 2 at level 5 of the programme are assessed synoptically as part of an integrated set of group development modules. The modules are core to both the newly proposed BA (Hons) Games Art, along with BSc (Hons) Computer Game Design & Enterprise and BSc (Hons) Computer Game Development. The module delivery and assessment is closely coordinated by the appropriate module leaders, and the final assessment for all 3 modules is carried out by a panel made up of module leaders and members of the wider programme team.

The level 6 project module on the BA (Hons) Game Art programme is designed to be group oriented and is driven by a compulsory 4 hour session on the weekly timetable throughout the year. The module is supported by all members of the programme team and is coordinated and driven by the module leader. This weekly session is broken down into clear two parts:

1) A formal lecture/talk aimed delivering all relevant information and subject specific content relating to the project module. The very first session of the year involves the introduction of the specific module outcomes and procedures, followed by the formal organisation and building of project teams. From there, each week is devoted to another aspect of the project such as PEGI ethical analysis, advanced agile management training and supporting platforms, research skills, report writing, data analysis and critical evaluation etc.

2) A supervised project workshop where, in the early part of the module schedule, students are guided through specific weekly activities such as brainstorming, team building, and initial work on the project proposal document. As the module progresses, the workshop session switches focus to the next relevant stage of work submission and greater support for management data preparation, refinement and team organisation.

In the final stages of the project, the workshop class hours are dedicated to providing supervised technical and methodology management support for students as they to work towards their final Level Up Expo demonstration and product submission.

The project module is designed to emulate industry standard development and management practices with reflective practise, user engagement and 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 also have the additional option 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. This typically leads to summer participation in further programmes such as Tranzfuser and Games Talent Wales.

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.

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	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
Module title	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Games Industry & Agile Production	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Game Environments & Narrative Design	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Game Asset Development	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
Game Design & Interaction	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Character Design & Digital Sculpting	■	■	■	□	■	■	■	■	■	■	■	□	■	■	■
Design Workshop	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
3D Modelling & Animation for Game Engines	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Group Project	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Serious Games & Immersive Technology	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Indie Studio Management & Game Production	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Digital Sculpting for Game Engines	■	■	■	□	■	■	■	■	■	■	■	□	■	■	■
Real-time Environment Art for Game Engines	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
Industrial Placement	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Advanced 3D Modelling & Animation for Game Engines	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Game Design, Marketing & Monetisation	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Future Technologies	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
Project	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
AAA Asset Development	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■

27 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 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 game art programme 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 publicly (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 the 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 Associate 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 Centre.

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.

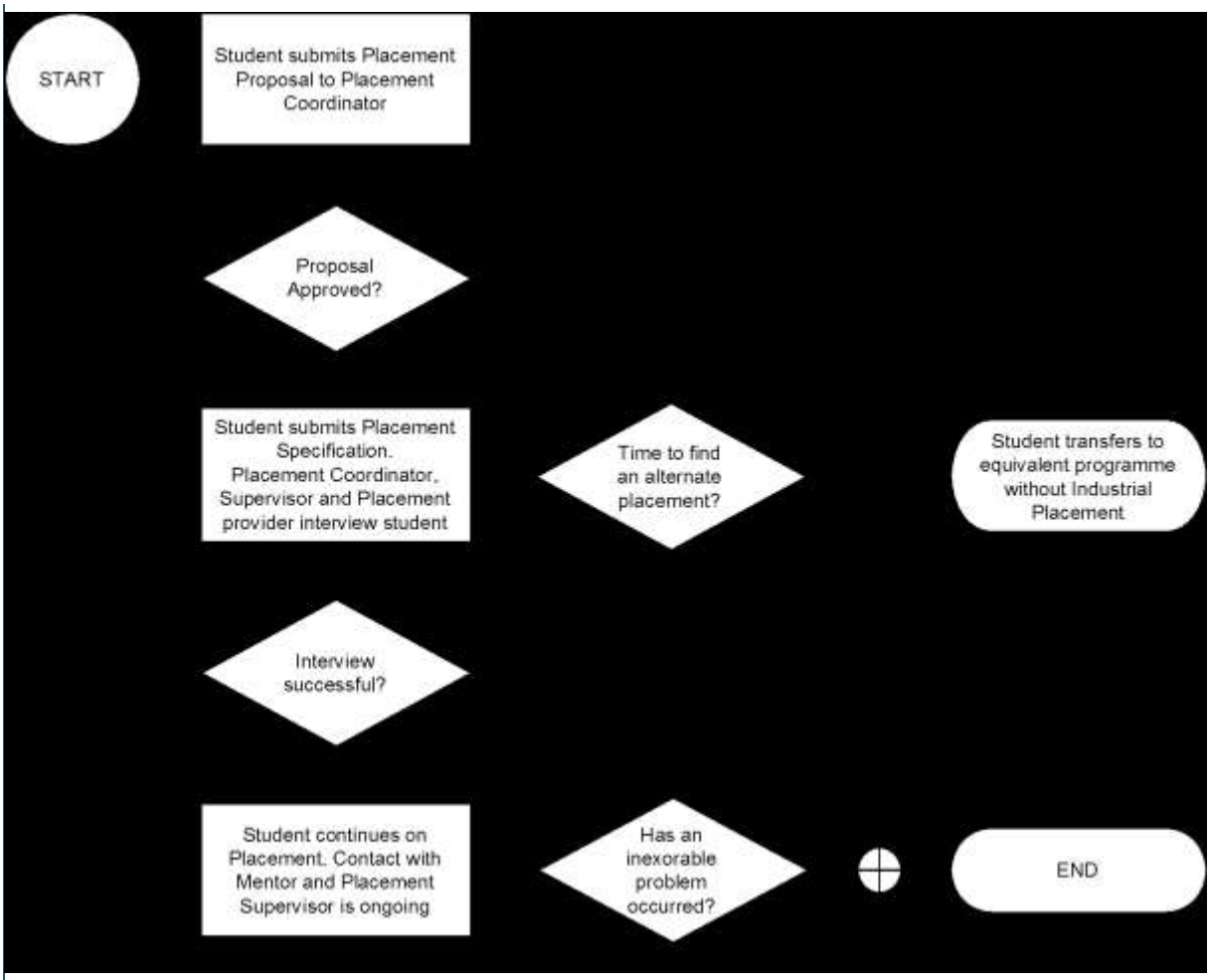
3. The Placement Specification will then be scrutinised. This will involve the Placement Coordinator conducting an interview, alongside the nominated Placement Supervisor and Mentor, of the student to determine the student's suitability to undertake the placement. The Placement Coordinator, Placement 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 BA (Hons) Game Art programme.

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 the BA (Hons) Game Art programme 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 the BA (Hons) Game Art programme 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.

28 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

29 Assessment strategy

The methods of assessment used on the programme are designed to prepare students for entry into the industry and as such, primarily revolve around coursework and portfolio development.

Where modules focus on group work, there are strict controls in place to guide students in terms of assessment requirements and management of personal workloads. In addition, online tracking tools play a critical role in ascertaining a student's individual contribution to the collective effort due to the accurate logging of work hours and supporting evidence. This helps to ensure that students are assessed in a fair and transparent way.

Assessment is co-ordinated between modules to ensure diversity and a range of assessment submission dates where possible. This coordination effort also includes staff members from the department of Art & Design to ensure consistency of the student experience. Specific assessment tasks are incorporated into each module guide and relate to specific learning outcomes across all areas of programme assessment.

The number of module assessment elements and their individual assessment word counts are consistent with other programmes across both the department and the faculty at the same level.

The following table shows an indicative assessment methods and schedule:

Module Code	Module title	Assessment type and weighting	Indicative submission date
COM458	Game Design & Interaction	50% Coursework 50% Group Project	Middle Trim 1 End of Trim 1
COM454	Game Asset Development	100% Portfolio	End of Trim 1
COM453	Game Environments & Narrative Design	100% Coursework	End of Trim 2
COM462	Design Workshop	100% Coursework	Continuous Assessment
COM461	Character Design & Digital Sculpting	100% Coursework	Mid Trim 2 End of Trim 2
COM450	Games Industry & Agile Production	100% Portfolio (Over 2 semesters)	End of Trim 1 End of Trim 2
COM553	Group Project	100% Group Project	End of Trim 2
COM554	Indie Studio Management & Game Production	100% Portfolio	End of Trim 2
COM547	Serious Games & Immersive Technology	100% Coursework	End of Trim 2
COM550	3D Modelling & Animation for Game Engines	100% Portfolio	End of Trim 1
COM557	Digital Sculpting for Game Engines	100% Coursework	End of Trim 1
COM558	Real-time Environment Art for Game Engines	100% Coursework	End of Trim 1
COM549	Industrial Placement	Pass/Fail Placement Specification Pass/Fail Progress Report Pass/Fail Learning Log	Early Trim 1 End of Trim 1 End of Trim 2
COM650	Advanced 3D Modelling & Animation for Game Engines	100% Portfolio	End of Trim 1
COM643	Future Technologies	40% Presentation 60% Report	Mid Trim 2 End of Trim 2
COM649	Game Design, Marketing & Monetisation	50% Coursework 50% Coursework	Mid Trim 2 End of Trim 2
COM652	AAA Asset Development	100% Coursework	End of Trim 1
COM646	Project	100% Project	End of Trim 2

30 Assessment and award regulations

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

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 will be used to determine if a student's classification is to be uplifted to the higher grade.

Ordinary Degree (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

N/A

Prerequisites for proceeding to the research component (for MRes programmes only)

N/A

31 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 forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
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.

32 Learning support

Institutional level 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
- Glyndŵr Students' Union

Support for students and their learning

All students at Wrexham Glyndŵr 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.

Induction
New students on the programme will undergo an induction programme that will provide them with a full introduction to the programme, and will include elements of work on study skills and professional development.

Student Handbook
All students on the programme will receive a Student Handbook, provided electronically via the VLE, which will contain details and guidance on all aspects of the programme and forms of student support and guidance, programme-based, and faculty-based.

Computing Labs
The majority of Computing 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, including general purpose computing laboratories that support the teaching. These specialist labs offer access to a range of software that is utilised within the modules defined in the programme.

Open Door Policy
Computing operates an Open Door policy, meaning that academic staff are readily and easily accessible and approachable for students outside of scheduled learning and teaching hours. Staff can be approached without the need for a formal appointment to be made.

Progress Review and Attendance Monitoring
Student attendance will be subject to regular monitoring through registers, and this will be a means of addressing issues of student support. There will also be regular reviews for each student with personal tutors.

33 Equality and Diversity

Glyndŵr 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 https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/ ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.