

Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details					
1.1	Awarding body	Wrexham University			
1.2	Teaching institution	Wrexham University			
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Datblygu Gemau BSc (Hons) Game Development BSc (Anrh) Datblygu Gemau gyda Blwyddyn Sylfaen BSc (Hons) Game Development with Foundation Year			
1.4	Exit awards and titles	BSc (Ord) Game Development Diploma of Higher Education in Game Development Certificate of Higher Education in Game Development			
1.5	Credit requirements	BSc (Hons) Game Development 360 Credits, 120 of which are at level 6 BSc (Ord) Game Development 300 credits, 60 of which are at Level 6 DipHE Game Development 240 credits, 120 of which are at Level 5 or above CertHE Game Development 120 credits at level 4 or above			
1.6	Intake points	September			
1.7	Mode of study	Full & part time			
1.8	Length of delivery	Full time 3-year Bachelor’s Degree 4-year Bachelor’s with Foundation Year Part time 5-year Bachelor’s Degree (2 modules per semester)			
1.9	Location of delivery	Plas Coch Campus			
1.10	Mode of delivery	Full time	Blended		
		Part time	Blended		
1.11	Language of delivery	English			
1.12	Faculty	Faculty of Arts, Computing and Engineering (FACE)			
1.13	Subject area	Games & Media			
1.14	HECoS Code	101020			
1.15	Suitable for applicants requiring a Student Visa?	Full time	Blended	Yes	
		Part time	Blended	No	
1.16	Is DBS check required on entry?	No			

Section 1 – regulatory details		
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	This programme has 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. This information is correct at the time of validation. Please refer to the PSRB register for the current accreditation status.
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments through the medium of Welsh. Module handbooks and Assessments can be provided in Welsh on request.
1.19	External reference points	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 April 2026 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-art-and-design.pdf?sfvrsn=20fbae81_6 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks
1.20	Derogation to Academic Regulations	None
1.21	Foundation Year route	Yes BSc (Hons) Game Development Foundation Year
1.22	Placement / Work based learning	An optional placement delivered via an additional module that does not need to be completed to complete the main course is available to students studying this programme.
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	None

Section 2 – programme details

2.1 Aims of the programme
BSc (Hons) Game Development aims to deliver a transformative set of learning experiences for students to develop the wide range of skills, workflows and requirements to enter and progress in the UK's growing Creative Industry sector. Students will be given the opportunity to plan, design and develop game elements and artefacts, whilst relating and evaluating outcomes against industry-standard benchmarks and criteria. Students will leave with a critical and technical understanding of Game Development, specifically enforced with a product-focused approach to meaningful outcomes, which they will be able to directly link to real-world employment and enterprising opportunities. The programme will provide students with hands-on experience of cross-disciplinary agile production within the context of both indie and medium-scale game development projects. This, in combination with knowledge of technical design and optimisation skills students will be empowered to design and develop game applications, technical demos and engine-ready assets to meaningfully demonstrate a professional level of practice, or to directly monetise. This programme also aims to help grow and support the local and regional games and media industry through the creation of new industry-ready professionals.

2.1 Aims of the programme

The overall aims of the programme are to:

- Deliver the training required to develop a series of fundamental skills across game design, game programming, 3D asset production, technical art, environment art, agile production, game industry employability and game enterprise.
- Deliver the training required to build the self-efficacy and confidence needed to produce students with wide and deep industry software literacy, irrespective of software taught as part of the programme.
- Train students to have the knowledge and understanding of visual and non-visual programming languages to develop game-based programmes, artefacts and game products.
- Use a facilitatory, independent and industry-simulation focused approach to instil real-world and student-led experience in game projects to deliver meaningful educational outcomes.
- Facilitate a group-based, cross-disciplinary approach to the game production process to focus on specialist practice and professional collaboration to enhance outcomes.
- Develop a games-as-a-product focus to enhance student-led deliverables and fitness-for-purpose and real-world outcomes.
- Require students to produce a wide-range of portfolio items that demonstrate an industry-ready status and evidence of subject knowledge within their field.
- Require critical analysis and evaluation through a variety of means, to define new goals to demonstrate growth and enhanced professional practice.
- Provide a realistic expectation of the wider Creative Industries to facilitate real-world employability and enterprising opportunities for student and graduate success with a focus on realistic and specialist practice.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
4	GME413	Game Design and Interaction	20	Core	Sem 1
4	GME414	Game Asset Production	20	Core	Sem 1
4	GME415	Game Environment and Narrative Design	20	Core	Sem 2
4	GME419	Games Technology	20	Core	Sem 2
4	GME417	Game Industry and Agile Production	20	Core	Sem 1 & 2
4	GME420	Games Programming Fundamentals	20	Core	Sem 1 & 2
5	GME517	Games Programming	20	Core	Sem 1
5	GME511	Asset Production for Game Engines	20	Core	Sem 1
5	GME512	Real-Time Environment Production	20	Core	Sem 1
5	GME514	Indie Game Project	20	Core	Sem 2
5	GME515	Indie Studio Production	20	Core	Sem 2
5	CMT544	Audio Design and Implementation for Games	20	Core	Sem 2
6	GME609	Advanced Games Programming	20	Core	Sem 1
6	GME610	Games User Research	20	Core	Sem 2
6	GME611	Game Studio Project	40	Core	Sem 1 & 2
6	GME612	Games Industry Specialist	40	Core	Sem 1 & 2

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	GME417	Game Industry and Agile Production	20	Core	1 & 2	Y1
4	GME416	Game Design and Interaction	20	Core	1	Y1
4	GME415	Game Environment and Narrative Design	20	Core	2	Y1
4	GME420	Games Programming Fundamentals	20	Core	1 & 2	Y1
4	GME414	Game Asset Production	20	Core	1	Y2
5	GME517	Games Programming	20	Core	1	Y2
5	CMT544	Audio Design and Implementation for Games	20	Core	2	Y2
4	GME419	Games Technology	20	Core	2	Y2
5	GME511	Asset Production for Game Engines	20	Core	1	Y3
5	GME512	Real-Time Environment Production	20	Core	1	Y3
5	GME514	Indie Game Project	20	Core	2	Y3
5	GME515	Indie Studio Production	20	Core	2	Y3
6	GME612	Games Industry Specialist	40	Core	1 & 2	Y4
6	GME609	Advanced Games Programming	20	Core	1	Y4
6	GME611	Game Studio Project	40	Core	1 & 2	Y5
6	GME610	Games User Research	20	Core	2	Y5

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
1	Apply game design ideas to produce small-scale game concepts and products.	☒	☐	☒	☐	☒	☐	☐	☐	
2	Identify strategies for practice from an exploration of agile production methodologies.	☐	☒	☐	☒	☒	☐	☐	☐	
3	Utilise industry-standard software to develop game-based artefacts and elements.	☒	☐	☒	☐	☒	☐	☐	☐	
4	Demonstrate mathematical, logical and computational fundamentals in game-based scenarios.	☐	☒	☒	☐	☒	☐	☐	☐	
5	Relate contemporary game industry themes to game development and production.	☐	☐	☒	☒	☒	☐	☐	☐	
6	Appraise industry-standard specialist workflow to develop technical demonstrations.	☒	☐	☒	☐	☐	☒	☐	☐	
7	Relate appropriate technologies and tools to game-ready artefacts.	☒	☐	☒	☐	☐	☒	☐	☐	
8	Produce portfolio pieces that demonstrate engagement with industry-facing employability skills.	☐	☐	☒	☒	☐	☒	☐	☐	
9	Develop a vertical slice of a 3D game product alongside meaningful technical documentation.	☒	☒	☒	☒	☐	☒	☐	☐	
10	Analyse the effectiveness of agile production methodologies against a live project.	☐	☒	☐	☒	☐	☒	☐	☐	
11	Evaluate specialist software and tools to meet development goals against external benchmarks or limitations.	☒	☒	☐	☐	☐	☐	☒	☐	
12	Compare current specialist and employability skills against contemporary game industry criteria.	☐	☐	☒	☒	☐	☐	☒	☐	
13	Compose an individual specialist course of learning for an industry facing technical outcome.	☐	☒	☒	☒	☐	☐	☒	☐	
14	Devise an incremental testing process to produce meaningful product-based outcomes.	☒	☐	☒	☐	☐	☐	☒	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
15	Create a graduate-level game product that demonstrates industry-ready specialist practice.	☒	☐	☒	☐	☐	☐	☐	☒	
16	Develop technical documentation that demonstrates graduate-level specialist and professional skills.	☐	☒	☐	☐	☐	☐	☐	☒	
17	Evaluate a custom implementation and generated data of an agile production methodology to measure professional engagement with a graduate-level project.	☐	☐	☒	☒	☐	☐	☐	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

This programme will adopt a contemporary and innovative approach to Learning, Teaching and Assessment, which is underpinned by university-wide frameworks such as the Active Learning Framework (ALF) and directly aligns to the University's vision and strategy.

Although the course is representative of a diverse range of modules, with specific learning and teaching requirements, it can broadly be perceived as occurring with two distinct phases: the initial three semesters and the final three semesters. Although student experience is a linear progression, these two phases broadly represent two different strategies for student achievement.

Within the first phase of the course, learning and teaching follows a professional and research informed, rigid approach to delivery to ensure that contemporary and meaningful foundations are put in place for the students. This is represented by a tutor-led approach within the learning environment, often using a lecture, demonstration and practical approach to delivering skills directly to the students. This can include subjects such as coaching for software literacy, theoretical underpinning, debating, flipped teaching and practical work. This will be delivered across synchronous and asynchronous means to balance student engagement.

Facilitation and experiential learning will be represented as part of these set of strategies, however, during this early part of the module this will occur in smaller, tutor-led learning opportunities. Specifically, within this time, the course will also deliver most of the specialist practice to develop a wide range in foundational skills with the intent that individual students will uncover subject specialisms that they may wish to take forward. Reflective practice will be introduced during this time within assessment contexts via coursework elements such as Sprint Reviews and Workflow documentation to highlight student-led learning opportunities.

Within the second phase of the course, strategies such as facilitation, industry simulation, reflective practice and experiential learning are far more prevalent. Although some modules will continue to deliver advanced areas of specialist practice, most modules will formally require students to take a leading role in defining their opportunities and outcomes in relation to their work. Within project modules, students will need to understand and define their individual roles within the team/process and have clear understanding of their module requirements and personal and professional development.

Furthermore, students will be required to take an independent approach to non-project modules including, in Game Industry Specialist, negotiate an individual course of study to identify a contemporary technical outcome. During this period, facilitation will be supported by student-generated project data, contemporary industry benchmarks and real-world opportunities to encourage a student-led approach to clear and realistic learning outcomes. Students will also be required to take part in formal reflective practice to contextualise their academic journey and employability skills in relation to key industry outcomes. This is designed to engage with students as partners, and to build their confidence with industry-level opportunities with honesty.

The final year project represents the culmination of the skills developed across the course and represents the most significant learning opportunity for all students. Learning as part of this module is student-led via a challenging stakeholder-led process. Students will be required to plan and propose a well-scoped game product as a cross-disciplinary group or individual. Additionally, they will be required to define a custom implementation of an agile production methodology and use weekly/bi-weekly reporting structure to demonstrate consistent reflective practice. Students will be required to define meaningful outcomes against a realistic and realistic delivery schedule, and deliver progress updates to their stakeholders using analysis, evaluation and project data. Students will be required to compare their game-product outcomes

2.4 Learning and teaching strategy

to real-world benchmarks and expectations and will be encouraged to pursue enterprising opportunities to further enhance their professional skills.

The Creative Industries Building

The course provision is located in the Creative Industries Building (CIB) on the main Wrexham Plas Coch campus. The CIB houses general-purpose teaching spaces, staff offices and multiple specialist rooms, which offer access to a range of software and equipment that is utilised within the modules defined in the programmes and are key to the delivery of subject specialist content. The programme team also operates 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.

Moodle

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. Content varies by module but usually includes synchronous and asynchronous content such as first and third-party videos, further reading and other technical elements.

Dedicated Project Space & Technology:

The Creative Industries Building (CIB) houses spaces for students to conduct project work alongside a supporting technology store. Students can make use of the spaces for practical project work and can book key technology for use in research experiments, practical work and other project-related activities. Available technologies include virtual reality, haptic feedback systems, eye tracking, heart monitors, galvanic skin response systems, laptops and other assorted hardware/peripherals.

Learning Community & Co-curricular Aspects

Students studying on this programme will be supported across a widening Games and Media Learning Community, with that community being a key component in assessment and student-led, peer-to-peer learning. Students on all levels will take part in an annual community pitch event in which they will practice and share games concepts and prototypes, deliver peer-to-peer feedback and support pitching skills and practice. Additionally, this peer-to-peer feedback will also be key within the end of year Expo in which the community will support each other in the public showcase of their games. Students are also encouraged and assessed to take part and run community events such as games nights, individual testing days, postgraduate mentoring, industry dissemination sessions, game jams, trailer watchalongs and more.

Industry Engagement

The department hosts several industry events annually, such as Global Game Jam, Wrexham.Games Conference and the end of year Wrexham.Games Expo. A range of key enterprise initiatives are also heavily linked to teaching and learning strategies, such as the Tranzfuser programme.

Careers and Employability Team & The Wrexham Graduate Framework

The department maintains a strong working relationship with the careers and employability team to deliver both specialists and general sessions and meetings to support student achievement and employability. A member of the employability team delivers a unique session in all industry modules across the course, which culminates in the collaboration of the Game Industry Specialist interview process. All modules are aligned with the Wrexham Graduate Framework model of employability.

Generative Artificial Intelligence

Access to Generative Artificial Intelligence (GenAI) is given to the students via Microsoft 365 as part of a collection of software to enhance students' achievement. It remains a divisive toolset within the Games and Creative Industry, and its use within the programme is allowed but monitored monthly due to the rapid

2.4 Learning and teaching strategy

nature of model increments and integration into software without historical GenAI use. As part of the early stages of the programme, discussion and debate will be encouraged and facilitated to explore the contemporary issues that GenAI represents in the creative industries and higher education. In the latter stages of the programme, use and integration of GenAI into project work will be challenged as part of a project proposal process. Further guidance on the use of GenAI is given on a per assignment basis and students will be given examples of good and bad practice within the learning environment. Where relevant, its uses will be supported and encouraged, though individual students will be allowed to veto its use within their work. In assessment outcomes that are most significantly affected by the ability of GenAI, additional verification assessment meetings will be organised to ensure that adequate learning has taken place.

2.5 Assessment strategy

Assessment occurs through various means on the programme, though often is realised in real-world, meaningful and innovative ways to support student achievement and clarity of feedback whilst aligning to the programme outcomes. Assessment methods are varied across the course but are designed to enhance a broad set of technical, employability and enterprising skills along with building student confidence and self-efficacy. Although assessment strategies naturally re-occur across the linear progression of the programme, the depth and focus of the assessment build with further requirements that appropriately meet the level outcome.

Formative Feedback

Formative feedback takes place as a structured and supportive element as part of module delivery. In all cases modules will allow time spent with individuals reviewing work, challenging assumptions and identifying coursework and project goals. Often, assessment is delivered through a constructivist, sequential delivery of work. In these cases, feedback and feedforward is delivered in a timely fashion to directly enhance and support following assessments. Where possible peer review strategies are implemented to supplement formative assessment, which is supported by the naturally group-based dynamic of student cohorts.

Case Study

In certain modules a case study is an initial part of the assessment strategy to require students to identify contemporary examples of practice that demonstrates positive or negative outcomes. When this strategy is utilised, it is followed with a more significant piece of work that demonstrates a meaningful link to the outcomes of the case study.

Coursework & Portfolio Development

Coursework and Portfolio elements define the majority of the assessment elements across the course. This allows the tutor to support student achievement across a variety of practical, design and technical work within context. This supports employability skills and allows alignment to key programme outcomes and real-world benchmarks. In the first year of the course this is delivered as a collection or progression of work, but from the second year it is standard that this work culminates in a single delivered portfolio piece that demonstrates a meaningful attempt to demonstrate industry-facing employability skills and specialist practice. In the second phase of the programme, these assessment methods are supplemented by additional fitness-for-purpose or benchmarking elements to enhance specialist practice.

2.5 Assessment strategy

Technical Documentation

Technical documentation is an assessment strategy that facilitates students to demonstrate their specialist skills as part of a formal written piece. Producing these documents demonstrates both technical skills along with a wide range of employability and communication skills, especially in relation to live technical demonstrations or projects.

Management Data & Project Deliverables

Project-based delivery is a fundamental assessment method as part of the course and closely aligns to agile production concepts. During project modules students will propose, plan and track game production through the Scrum methodology via an industry-standard platform such as Jira. Students will be required to take a group-led approach to task definition, Sprint planning and reviewing. As the course progresses, additional concepts such as Stories, Bugs, Epics and Versions will be introduced to allow students to further refine their own goals. As part of Jira, project data will be generated in real time to allow for weekly retrospectives and analysis in relation to facilitated goals. Graphs such as Velocity Charts, Cumulative Flow Diagrams and Version Reports will be evaluated by students and tutors to assess practice and inform ongoing and future development. As part of this process production hours are also assessed, with students given quotas for specific projects to ensure fair and balanced group work, evidenced work and appropriate time spent. Students wishing to complete projects as individuals are also required to demonstrate the same process.

Negotiated Study

A significant negotiated study element will be required as part of the final year of study. This will initially be informed by a skills analysis against employability criteria, with students required to propose a technical skill-focused course of study to further enhance their employability skills. The expected outcome of this study should be a graduate-level portfolio piece; however, it will also require the development or discovery of a particular technical skillset of a chosen specialist area.

Enterprise & Simulation

The theme of game enterprise is consistent across all levels of the course, most often paired with a live games project. Students will be required to take a games-as-a-product approach to define, deliver and promote game ideas to explore real world enterprising opportunities. This will happen across a variety of enterprising outcomes such as pitches, production meetings and games expo opportunities. One innovative area of the expo activity is the implementation of a 'Secret Publisher', an unknown individual tasked with engaging with the students as a person of significance. Student-led production meetings are also a requirement in the second phase of the programme, in which students take the lead on a Scrum team style approach and demonstrate to a Product Owner.

Assessment Meetings & AI Best Practice Verification

Assessment Meetings are a key assessment method through the course across multiple specialist areas due to the focus on in-person communication relating to game-based outcomes. This is efficient in assessing complex and varied deliverable, whilst allowing students to verify their own work via discussion and questioning.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME001_SEP FRAME024_SEP
3.2	Cost centre	GAGM
3.3	Course type (HESA)	N/A
3.4	Fee model	UG: Standard FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Jack Harker
3.10	Date of Approval	July 2026
3.11	Date and type of Revision	