PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)
MA CELF GÊM
MA Game Art

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

Programme to be included in Graduation Ceremonies
Yes

Delivery period

Sept 2021-Sept 2023

Intake points

September

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Glyndŵr University
Location of delivery
Plas Coch Campus, Wrexham
Faculty/Department
FAST - Computing
Exit awards available
PG Dip Game Art PG Cert Game Art
Professional, Statutory or Regulatory Body (PSRB) accreditation
N/A
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
N/A
HECoS codes
HECoS: 101268 – Computer Games Design HECoS: 101019 – Computer Games Graphics
UCAS code
N/A

Relevant QAA subject benchmark statement/s
Computing (Oct 2019) Art and Design (Aug 2020)
Mode of study
Full & part time
Normal length of study for each mode of study
FULL TIME-1 year Masters PART TIME-2 / 3 Years
Language of study
English
Transitional arrangements for re-validated provision if applicable
N/A
The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others)*
General Regulations and Definitions Regulations for Taught Masters Degrees

OFFICE USE ONLY	
Date of validation event:	30th June 2021
Date of approval by Academic Board:	*16th August 2021*
Approved Validation Period:	*3 years from Sept 2021*
Transitional arrangements approved (if revalidation)	*N/A*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

1 Criteria for admission to the programme

Standard entry criteria

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

The University's entry requirements are set out on our Admissions webpages

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).*

The standard entry requirement for this programme is an honours degree of at least 2:2 classification in a Games, Art & Design or Computing related subject area, or equivalent in any science-based degree with a strong creative digital element.

Non Standard entry criteria
Applicants with substantial commercial or industrial experience, or graduates coming from non-Computing or games related backgrounds can be accepted, subject to portfolio interview and references.

2 Record of Prior (Experiential) learning

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

3 DBS Requirements

N/A

4 Suitability for Practice Procedure

N/A

5 Aims of the programme

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

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

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

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

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

6 Distinctive features of the programme

The proposed programme is designed to build upon the strong foundation of the existing MSc Computer Game Development course and the multi-award winning undergraduate games programme suite 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 PG/UG programme suite has an excellent track record for graduate employment and has been nominated for 14 UK national awards in the last four years.

The proposed MA programme brings together a range of modules that will equip students to deepen and integrate their skills to develop innovative game assets, environments and digital content, facilitated by the acquisition and application of theory through practical sessions and problem-based learning. Utilising industry standard techniques, such as the a range of advanced 3D tools, game analysis and research experimentation, character and environmental design and entrepreneurship and monetisation, the course combines theory and practice, as it prepares students to seize the opportunity to create innovative games and digital art content that is responsive to target audience needs, whilst being sensitive to societal and ethical concerns such as game addiction, privacy and security.

A key element of the course is its emphasis on blending advanced creative design and reflective practice with strong management and sustainable business skills. The Games Enterprise and Management module aims to focus on the practical application of business management theory relating to a start-up enterprise where students will produce a formal plan to support a business launch in conjunction with 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 management of a game studio.

Critically, masters students have the opportunity to become mentors and benefit from additional training via our level 7 Mentoring in Technology programme. The innovative mentoring system has been in place for several years and has become a key component in the development and supportive of both postgraduate and undergraduate students across the wider games programme suite.

In addition, 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. As part of our community activity initiative, 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.

Masters level students will also have the opportunity to start and manage their own studio as part of funded start-up initiatives and training alongside their undergraduate counterparts. Students will also have access to a range of pre-existing companies that may form the basis of study for dissertation in terms of data analytics and modelling.

The programme team believe that this particular blend of creative design skills and entrepreneurship at masters level remains unique within the context of UK related games courses and will further help to grow the local industry by way of spin out projects and social enterprise.

Critically, due to the lack of local and regional competition, we have an opportunity to further reinforce our foothold as the market leaders in our region with respect to postgraduate games enterprise.

It is anticipated the graduates will go into careers in the games and media sectors, but also within mainstream design and technology fields of: interaction design, user experience evaluation, product design, academic study at doctoral (MPhil/PhD) level. Additionally, it is expected that the programme will lead to the creation of further SMEs within the field of game development, software and media design.

7 Credit Accumulation and exit awards

Successful completion of 60 credits at Level 7 entitles the student to the exit award of Post Graduate Certificate in Game Art.

Successful completion of 120 credits at Level 7 entitles the student to a Post Graduate Diploma in Game Art.

Students are required to complete 180 credits at level 7 in order to be eligible to receive the full MA Game Art award.

8 Programme Structure Diagram, including delivery schedule

Full-time delivery

Level 7

Module Code	Module Title	Credit Value	Delivery (i.e. trimester 1, 2, 3)
COM742	Postgraduate Study and Research Methods	20	1
COM748	Dynamic Environments & Surface Art	20	2
COM747	Character & Creature Production	20	1
COM728	3D Design and Optimisation	20	1
COM729	Game Analysis and Player Interaction	20	2
COM730	Game Enterprise and Management	20	2
COM738	Dissertation	60	3

Part-time delivery
Level 7

Module Code	Module Title	Credit Value	Delivery (i.e. trimester 1, 2, 3)
COM742	Postgraduate Study and Research Methods	20	1 (Year 1)
COM747	Character & Creature Production	20	1 (Year 1)
COM748	Dynamic Environments & Surface Art	20	2 (Year 1)
COM729	Game Analysis and Player Interaction	20	2 (Year 1)
COM728	3D Design and Optimisation	20	1 (Year 2)
COM730	Game Enterprise and Management	20	2 (Year 2)
COM738	Dissertation	60	Tri 3 (Year 2) + Tri 1 (Year 3)

9 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 7
A1	*Display a mastery of the multifaceted theories underpinning computer game design and reflective practise, how these are applied in devising game environments and assets, and the relation between game development the broader domains of computer science and digital design*
A2	*Make professional judgements in the selection of technologies or processes for complex and dynamic design scenarios*
A3	*Compare and contrast the theories behind various complex game and asset designs*
A4	*Engage in creative and innovative developments involving design tools and technology*
A5	*Comprehensive understanding of relevant management and business practices, and evaluation of commercial risks*
A6	*Evidence deep comprehension of specialist applications for game and asset design and recognise the boundaries of knowledge in this domain*
A7	*Demonstrate a sufficiently detailed knowledge of research methods appropriate specifically to their advanced independent-study dissertation/project, together with detailed knowledge of the particular area in which the project is carried out*

Intellectual Skills

	Level 7
B1	*Carry out confident and accurate selection and application of principles and procedures appropriate to the resolution of a range of situations and professional problems associated within the specialist area of computer game art and design*
B2	*Identify and classify principles, ideas in contemporary information sources, and situations to professional standards; analyse rigorously, effectively, critically and creatively; cope with complexity*
B3	*Synthesise and predict the future development of current and emerging technologies in the field of computer game art and design, being mindful of external factors*
B4	*Devise and optimise game environments, assets and content in response to a range of technological and practical constraints*
B5	*Design and appraise a range of user-centred investigations to model and evaluate interactive game designs, environments and assets in response to a business need*
B6	*Utilise complex, often contradictory, resources and demonstrate how to access these to obtain state-of-the-art knowledge of current computer game design systems*
B7	*Evaluate methods, and plan for, a complex, self-led, investigation in response to a recognised problem or gap in knowledge*

Subject Skills

	Level 7
C1	*Work with a range of computer hardware, software, and peripheral devices to implement game environments and assets*
C2	*Be effective in the acquisition and analysis of data, from a range of sources*
C3	*Make effective use of a range of theories and techniques applicable to game art and design scenarios*
C4	*Assimilate and integrate emerging developments in game design and business practice into their own work*
C5	*Specify, design, implement, test and document game environments and assets*
C6	*Undertake a significant game art and design related thesis or product which involves an analytical, rigorous and critical approach to problem identification, solution and evaluation*
C7	*Synthesise the knowledge, skills and theories from the computing areas covered by the programme in order to solve a complex problem that may require the integration of different game art and design techniques and / or technologies*

Practical, Professional and Employability Skills

	Level 7
D1	*Display a mastery of working with a range of information sources and be able to objectively arrange these in a holistic manner*
D2	*Professionally and efficiently operate a range of IT software, specialist computing and design applications, and configure a range of hardware devices*
D3	*Effectively and proficiently work with stakeholders in designing complex digital solutions in response to their needs and demands*
D4	*Make critical decisions regarding technology adoption and success, based upon technological, societal, ethical, and market information*
D5	*Model and apply computational solutions in response to large scale problems*
D6	*Conduct and control a piece of research or investigation and professionally present the outcomes in a succinct and reflexive manner*
D7	*Carry out a large-scale, independent project and provide detailed and reflective analysis of its efficacy and value*

10 Learning and teaching strategy

The MA Game Art will be built around the principles of 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 as they progress with their postgraduate education. The curriculum is designed to encourage an appreciation for learning. Learning is enriched by appropriate underpinnings, current research, industrial standard practise and the development of transferable skills.

As part of our package of support in relation to the university Active Learning Framework, a core area of student support is the body of content available on Moodle. A large body of asynchronous teaching content is available which includes full video lectures, live lecture recordings and a host of supplementary learning materials. This archive of materials is continuously maintained and expanded upon annually.

In addition, all games students are required to access our thriving Discord community online which facilitates and encourages communication and collaboration between students at all programme levels along with providing an additional method of contact with mentors and staff. The games programme team continue to lead in this area and Discord platform in conjunction with the student mentoring system have proven to be extremely effective support systems.

All level 7 game students also have the opportunity to become student mentors by opting into our innovative Mentorship in Technology programme. The programme is an optional 20 credit level 7 training programme that provides key additional skills such as reflective practice, appraisal, conflict resolution and personal development. The programme is a fundamental part of the games student support network.

Students on the programme will gain theoretical and practical experience of working with a range of game art and design tools and applications in building and analysing optimised game environments, assets and prototypes. Students will also further develop their reflective practice skills and learn about the fast-evolving fields of game content design, digital content distribution and marketing.

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

The game art programme provides students with immersion in several distinct subject disciplines that support the design, development, and evaluation of computer game environments, assets and prototype game applications. The course modules cover the practical skills of creative computing, necessary to build and optimise game assets and environments, supported by learning the theories, investigation techniques, and research skills that allow them to work successfully with leading edge, emerging technologies and devise solutions that are fit for purpose, and encapsulated within a feasible business strategy.

All programme delivery and associate staff will be located on the Wrexham campus, using teaching rooms, lecture theatres, staff offices, and specialist labs. There are a number of specialist facilities on the Wrexham campus, including the Creative Industries Building (CIB) and a specialist games development lab (L204). In addition, a number of general purpose computing laboratories also support teaching, tutorial sessions and directed study. 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 the taught stage (part one) 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: game art & design and general skills.

The game art & design modules cover the specialised subject areas and expertise pertaining to game asset and environment design and the development of test prototype applications, while the more general modules cover other areas of entrepreneurship skills and business management, professional development and research methodology.

Overall, the game art & design modules in part one total 80 credits of the programme and are Character & Creature Production, Dynamic Environments & Surface Art, 3D Design and Optimisation and Game Analysis and Player Interaction. These modules provide students with the theoretical, practical and reflective skills to design, build and evaluate game environments, assets and prototype game applications.

The general skills modules featured in part one total 40 credits of the programme and are Postgraduate Study and Research Methods and Games Enterprise and Management. These modules aim to develop postgraduate level thinking skills, research capability, information handling, ethical awareness, and business planning and strategy in students, by focusing their study of these modules on the field of computer game design and digital content development.

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.

Students coming from less other undergraduate disciplines will be offered optional, extra boot camp sessions for game art & design modules on the programme. These sessions will appear as an additional, optional timetabled slot for each module and will be comprised of additional training designed to support students as they engage with complex design tools and subjects. The sessions will be offered at no additional cost to the student, and no penalties will be incurred by students who fail to attend the extra boot camp sessions as they are optional, and designed to provide additional training and support for students who choose to participate.

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

Part two of the programme is the Dissertation and is an area that has been given special consideration since it is such a significant piece of work undertaken by the student. While students study the taught part of the course they are given a 1 hour a week special lecture to inform them of the requirements of the Dissertation. This module is run so that it coincides with the end of the taught part of the course, which means that on completion of part one students can start immediately on producing the proposal for the dissertation. On submission of the proposal it is assessed and passed to an appropriate supervisor with expertise in the area that the student wishes to carry out the work. It is the supervisor's task to work with the student to improve the proposal to a level that is acceptable and achievable for a master's level within the time constraints. Students work independently on the dissertation having regular meetings with the supervisor. It is important that the student identifies at the proposal stage the various requirements needed to complete the dissertation e.g. equipment, software, space.

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.

11 The Wrexham Glyndwr Graduate

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

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

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

12 Work based/placement learning statement

Students will gain work-related experience at several points through their academic studies. For example, in the 3D Design & Optimisation module there is the opportunity to work in collaboration with organisations external to the University on 'live' ventures. In addition, the game art & design modules deliver industry best practise and methods of working that provide valuable real-world skills. All 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 MA Game Art programme may be comprised of (but not limited to) the following:

- Placement within our Business Accelerator initiative where students can work on a game, or digital art content intended to be released publicly (e.g. online via asset stores, 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.
- Opportunities to apply for externally funded business start-up programmes such as Tranzfuser and Games Talent Wales.
- 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.

13 Welsh medium provision

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

The existing programme suite has a number of partners within the Welsh industry studios and organisation such as Yn Chwarae who support student spin out companies with Welsh language game translations. In addition, the team founded Gemau Talent Cymru (Games Talent Wales) in 2018 which is now officially recognised as the Welsh national grass roots games talent development programme. Students opting to participate within the Games Talent Wales programme can access grant support for and additional business mentoring in partnership with Business Wales and other relevant bodies.

14 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.

Whilst group based assessment is minimal on this programme, where modules do 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 North Wales Business School to ensure consistency of the student experience. This is especially the case within the COM730 module. 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 school at the same level.

The following table shows an indicative assessment methods and schedule:

Module code & title	Assessment type and weighting	Indicative submission date
COM742 Postgraduate Study and Research Methods	40% Coursework 60% Coursework	Middle Tri 1 End of Tri 1
COM747 Character & Creature Production	100% Coursework	End of Tri 1
COM748 Dynamic Environments & Surface Art	100% Coursework	End of Tri 2
COM728 3D Design and Optimisation	100% Coursework	End or Tri 1
COM729 Game Analysis and Player Interaction	60% Coursework 40% Coursework	End of Tri 2
BUS730 Games Enterprise and Management	50% Coursework 50% Coursework	Middle Tri 2 End of Tri 2

Module code & title	Assessment type and weighting	Indicative submission date
COM738 Dissertation	10% Research proposal 90% Dissertation	Proposal – End of Tri 2 Dissertation - End of Tri 3

15 Assessment and award regulations

Derogations
N/A

Non Credit Bearing assessment
N/A
Borderline Classifications (Undergraduate programmes)

N/A
Ordinary Degrees
N/A

Restrictions for trailing modules (Taught Masters)
N/A

Prerequisites for processing to MRes research component
N/A

16 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.

17 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 survey
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)

18 Support for Students

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

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

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

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

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.

19 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information
https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/