UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	02-Jun-2025
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Creative Industries		
Course Code(s):	DM022H01UM DM022H31UM	Full-time Part-time	3 Years 6 Years
Course Title:	BA (Hons) Game Design		
Hierarchy of Awards:	Bachelor of Arts with Honours Game Design Bachelor of Arts Game Design Diploma of Higher Education Game Design Certificate of Higher Education Game Design University Statement of Credit Game Design		
Language of Study:	English		
Date of DAG approval:	15/Sep/2025		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:	2030/1		

Academic Staff

Course Leader:	Mr Brian Cattell
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership - Standard Provision
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Typical entry requirement: 96 UCAS points

A Levels - grades CCC / BCD

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades MMM

BTEC L3 Diploma - grades DD

Access to HE Diploma (60 credits) of which a minimum of 45 must be at Level 3 (96 UCAS point equivalence, minimum 45 credits at merit)

UAL L3 Extended Diploma in Art and Design or Creative Media Production & Technology - grade M

Other Requirements

Depending on circumstances, those meeting the entry requirements might be shortlisted for an interview.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process.

Distinctive Features of the Course:

Are you creative? Do you enjoy trying out new technology? Do you have a passion for games? If your answer is yes, you should find what you want on Game Design at the University of Wolverhampton.

The course is one of the earliest of its type to be offered in the country, being a mix of artistic and technical, creativity and software. We have a proud record of success in graduate employment, including having produced a graduate who is the CEO of his own game studio with more than 100 employees.

The course offers a synthesis of the following activities;

- **Creative practice** – following established practice of conceptual development
- **Practical experience** – not just studying, but making
- **Technical knowledge** – know what the potential of hardware and software is
- **Problem solving** – agile and rapid prototyping strategies to refine your development
- **Professional development** – be equipped to enter a fast-changing employment world

Since the course started, the landscape of game design has changed, and this course reflects and embeds these changes. The artistic and technical strands are strengthened, to better reflect the needs of the industry. Artistic skills development is situated in concept and production digital sculpting workflows. Emerging technology is investigated to take advantage of new and exciting career opportunities in creative production.

Advances in technology will favour those with a creative mindset to engage at a technical level with software and hardware in ways that were not feasible beforehand. We will guide you through the new vistas offered by AI and XR applications and all the potential benefits to creativity these offer.

Diversity

As a course with a diverse body of students, you can feel on Game Design a sense of belonging and kinship with your peers. Our workshops and discussions are safe spaces for everyone to share ideas, ask questions, and learn together. Your life and gameplay experience counts for something and is a key part of the contribution you can make to your own learning and growing. Here, dedicated staff will help you capitalise on your passion and creativity to maximise your career potential as a level designer, 3d artist, UI designer, creative producer to name but a few.

Inclusive

We’re committed to making sure this course works for everyone, no matter your background or personal circumstances; we’ve helped people with all kinds of backgrounds improve their lives for good. We know students bring different experiences with them and face varying challenges, so we’ve designed the course to be flexible and inclusive. While some of the more intensive training will happen on campus, a large portion of the work can be completed in your own time, giving you the freedom to balance your studies with other commitments. You will be able to work on designs which reflect some of your own experience, which is invaluable in creating a memorable experience. You’ll also explore game design through diverse perspectives, helping you develop a critical understanding of social issues like race, gender, and inequality – crucial skills for making an impact in today’s world.

Expertise

We emphasise and support practice and implementation to ensure you graduate with not just knowledge but a set of skills truly future-proofed. We will foster your ambition and independence to maintain those skills and stay on course to meet production deadlines.

In the course you will learn how to create exciting game levels, model and animate engaging characters, create interactive and immersive experiences. We have top class creative studios with full workstation hardware including pen and touch screens, the same technology you will find in industry. With a mix of professional technology at your fingertips, from full body mocap hardware through to camera tracking technology and immersive XR, supported by input at several levels from industry experts, you can be sure that your experience and hard work will serve to open up fulfilling opportunities in the game and screen media industries.

Within the School of Creative Industries’ Screen School, we are in a position to be a centre of excellence for games and screen media.

Educational Aims of the Course:

The course aims to give students an engaging and valuable experience in the exciting world of video game design. Here you'll be taught a creative practice and skillsets situated in current industrial standard techniques using professional level software.

Future-proofed

When you graduate, you're unlikely to start work in a career you have for life, so we will equip you with not just a set of skills for a seamless graduate employment, but lifelong experience that you can use to easily take advantage of any new opportunities emerging from technological advances. Specific technical specialisms will still be valuable, but rich and broad-based experience and knowledge will mean you can live on the cutting edge of work changes forged by developing technology.

Specialisms

The course offers specialist strands of activity in multiple fields of games and interactive media, ranging from ideas and concept work to production and packaging of fully playable games.

You will be taught how to create and edit immersive and interactive game levels. You will use specialist software to create detailed and believable characters. You will learn how to create engaging and involving interactive narratives. You will have the opportunity to experiment with cutting edge technology to push the boundaries of media to create hybrid artefacts, or even fully new interactive experiences. In particular, AI will lead to new working practices not just in making games but in ideation and developing concepts. We want you to explore this new professional landscape.

We will introduce you to ideas and concepts through seminar and design discussion to enrich your creativity, increase your independence and mean that you can meet anyone and see life from their side, no matter what your backgrounds are.

Your experience

We want you to bring your own life (and play) experience to the table and use that nourishment to help you design better interactive experiences for all. The ideas come from you, but we can help you define and refine them to become a truly creative technologist.

We aim through teaching, listening to your voice, involving industry experts in talks and studio visits, setting up expo and festival trips to give you a unique and unforgettable experience during your time here. The embedding of solid research and expert specialist knowledge is fused with problem-solving and agile development techniques to ensure that future-proofed and relevant knowledge through experience is the result for the graduate.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2022/3	H	Part Time	£3120.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2023/4	H	Part Time	£4625
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2024/5	H	Part Time	£4625.00
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	Part Time	£4768.00

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4DM062	3D Level Production	30	SEM1	Core
4DM059	Artwork in 4D - Creative and Technical Foundations	30	SEM1	Core
4GK013	Ways of Seeing	30	SEM2	Core
4DM061	Character and Gamespace Design	30	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5DM063	Mobile Game Design	30	SEM1	Core
5DM065	Immersion, Atmosphere and Effects	30	SEM1	Core
5GK017	Ways of Being	30	SEM2	Core
5DM064	Emerging Interactive Technologies	30	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6DM041	Team Game Production	30	SEM1	Core
6DM042	Major Project Design	30	SEM1	Core
6GK010	Ways of Working	30	SEM2	Core
6DM043	Major Project Production	30	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act (2010)

Overview of Assessment:

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the concepts and principles associated with game design and an ability to evaluate and interpret these within the context of game art or development.	4DM059 Artwork in 4D - Creative and Technical Foundations 4DM061 Character and Gamespace Design 4DM062 3D Level Production
CERTHE02 Demonstrate an ability to present, evaluate and interpret data, to develop arguments and make sound judgements in accordance with basic theories and concepts of game design	4GK013 Ways of Seeing

Learning Outcomes	Modules
CERTHE03 Evaluate and communicate the appropriateness of different and inclusive approaches to solving problems related to game art or development in a structured, coherent and accurate way	4DM061 Character and Gamespace Design 4GK013 Ways of Seeing
CERTHE04 Demonstrate the qualities and transferable skills necessary for employment requiring some personal responsibility and knowledge of contemporary employment trends and practices	4DM059 Artwork in 4D - Creative and Technical Foundations 4DM061 Character and Gamespace Design 4DM062 3D Level Production
DIPHE01 Demonstrate knowledge and critical understanding of the established principles of game design and how those principles have developed, recognising the impact of knowledge limitations upon analysis and interpretation.	5DM064 Emerging Interactive Technologies
DIPHE02 Demonstrate the application of concepts and principles outside the context in which they were first studies, including within an employment context where relevant.	5DM063 Mobile Game Design 5GK017 Ways of Being
DIPHE03 Demonstrate knowledge of the main methods of enquiry in game design and ability to evaluate critically different approaches to solving problems inclusively in game design using a range of techniques to undertake critical analysis of information.	5DM063 Mobile Game Design 5DM064 Emerging Interactive Technologies
DIPHE04 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, deploying key techniques of game design effectively.	5DM065 Immersion, Atmosphere and Effects
DIPHE05 Demonstrate the qualities and transferable skills necessary for employment (e.g. undertake further training, developing existing skills, acquire new competences) allowing you to assume significant advantage within modern industry requirements.	5DM063 Mobile Game Design 5DM064 Emerging Interactive Technologies 5DM065 Immersion, Atmosphere and Effects 5GK017 Ways of Being
BHONSN01 Demonstrate a systematic understanding of key aspects of game design including acquisition of coherent and detailed knowledge. At least some of this should be informed by the forefront of defined aspects of game art or development with an appreciation of the uncertainty, ambiguity and limits of knowledge.	6DM042 Major Project Design 6DM043 Major Project Production
BHONSN02 Demonstrate an ability to deploy established techniques of analysis and enquiry within game design. Apply these techniques to review, consolidate and extend your knowledge and understanding, where relevant, towards project based work.	6DM042 Major Project Design 6GK010 Ways of Working
BHONSN03 Demonstrate conceptual understanding that enables you to: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of game design and inclusivity - to articulate and evaluate key aspects of current research, or equivalent advanced scholarship, in game art or development	6DM041 Team Game Production 6DM042 Major Project Design
BHONSN04 Demonstrate the ability to manage your own learning and to make use of scholarly sources (e.g. refereed research articles and/or original materials appropriate to game design) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	6DM043 Major Project Production 6GK010 Ways of Working

Learning Outcomes	Modules
BHONSN05 Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution (or range of solutions) to a problem.	6DM041 Team Game Production 6DM042 Major Project Design 6DM043 Major Project Production
BHONSN06 Demonstrate the qualities and transferable skills necessary for employment requiring: - taking initiative and personal responsibility - decision-making in complex and unpredictable contexts - the identification of appropriate further training of a professional or equivalent nature based upon industry trends, workflows and/or entrepreneurialism	6DM041 Team Game Production 6DM043 Major Project Production 6GK010 Ways of Working
BHONS01 Demonstrate a systematic understanding of key aspects of game design including acquisition of coherent and detailed knowledge. At least some of this should be informed by the forefront of defined aspects of game art or development with an appreciation of the uncertainty, ambiguity and limits of knowledge.	6DM042 Major Project Design 6DM043 Major Project Production
BHONS02 Demonstrate an ability to deploy established techniques of analysis and enquiry within game design. Apply these techniques to review, consolidate and extend your knowledge and understanding, where relevant, towards project based work.	6DM042 Major Project Design 6GK010 Ways of Working
BHONS03 Demonstrate conceptual understanding that enables you to: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of game design and inclusivity - to articulate and evaluate key aspects of current research, or equivalent advanced scholarship, in game art or development	6DM041 Team Game Production 6DM042 Major Project Design
BHONS04 Demonstrate the ability to manage your own learning and to make use of scholarly sources (e.g. refereed research articles and/or original materials appropriate to game design) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	6DM043 Major Project Production 6GK010 Ways of Working
BHONS05 Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution (or range of solutions) to a problem.	6DM041 Team Game Production 6DM042 Major Project Design 6DM043 Major Project Production
BHONS06 Demonstrate the qualities and transferable skills necessary for employment requiring: - taking initiative and personal responsibility - decision-making in complex and unpredictable contexts - the identification of appropriate further training of a professional or equivalent nature based upon industry trends, workflows and/or entrepreneurialism	6DM041 Team Game Production 6DM043 Major Project Production 6GK010 Ways of Working

Teaching, Learning and Assessment:

B.A. Hons. Degree in Game Design

Learning Activities

Learning activities will include lectures, practical workshops, seminars and tutorials. You will be taught game studio practice using professional quality software by a mix of instructional demonstration, software process and practice teaching and learning.

You will be assumed to have no prior experience of any software we teach you, but whatever experience you have will be built upon by carefully scoped guidance. You will produce creative and technical game-based work at several scales.

All modules embed practice of reviewing, analysis, mentoring, ideation and concept development, planning, research. Research can be both qualitative and quantitative, including user reviews, market data, demographics, performance data.

All modules require students to engage in the following activities; rationalisation, reflection, evaluation, recording, testing, problem-solving. All this is flexible to allow those with specific learning needs to achieve their potential in accordance to the curriculum development principles set out in the University's Inclusive Framework.

Inclusive Framework: principles and sub-principles

Some modules contain student presentation elements to build confidence, encourage audience consideration, and refocus a student's thoughts on the key parts of a design. Where individual students may have some anxiety concerning live presentations alternative methods of presentation will be negotiated with the student to allow them to fulfil the learning aim of the activity.

Most modules allow students to strongly reflect their own experiences in the design of artefacts game or otherwise. This encourages and values a culture of diversity and inclusivity.

We treasure diversity and support students at multiple points of the academic support network to ensure their progression. All modules have flexibility in achievement of learning outcomes, at the ground level this occurs through discussion and agreement with module tutors.

All modules are supported by material on Canvas, where all relevant module information is stored for student access. This can be written, visual, or video in the case of critical review and video tutorials. Additional access to official and third-party material is also provided through curated links in Canvas. Links to the Library resources are provided in Leganto reading lists and specified as recommended texts in session teaching materials.

Tutorials, workshops, seminars and course committee meetings provide the primary opportunities for students to interact with staff on topics relating to modules, skills and industry understanding. Access to a digital copy of all session produced course documents is provided, as well as the key module specification information.

Assessment briefs, presentations, hand-outs, reading lists, links to online resources, and examples of work. These will be available within the Canvas Virtual Learning Environment context (normally during and after each class for review and beforehand if an identified learning need requires it)

Academic and technical staff will endeavour to run enrichment activities such as screenings, masterclasses, visiting expert speakers and field trips. We have a range of facilities available such as audio recording, motion capture suite, animation booths and VR studio. There is also an extensive specialist equipment store available to students for the loan of cameras, drawing tablets and pens, sound gathering and of course game controllers, games and VR headsets.

We have professionally qualified technicians and demonstrators in the Wolverhampton Screen School who will demonstrate facilities where and when appropriate to ensure students are able to access these resources when needed. In accordance with Health and Safety compliance and correct maintenance of equipment, you may be required to complete a competence test/activity hosted by a demonstrator before being allowed access to equipment/studios/specialist suites.

At Level 4 you will be allocated an Academic Coach to help you to settle into University and make the most of your first year of study. For Level 5 and above, a personal tutor is allocated to you and they will maintain regular communication (virtual and/or face-to-face) with you to support you as you progress. Should you encounter any difficulties, follow-up meetings are arranged to ensure that you make satisfactory progress or are not at risk of withdrawal. Personal tutors can assist you in your personal and academic development, planning and progression, as well as offering you advice and guidance to help you liaise with other staff and support facilities in your school and the University, including study skills support.

The course leader will monitor the academic and experiential quality of the course through Award Boards, focus groups and other channels. The course leader also supports and directs you proactively on the course, both collectively and individually, and responds to enquiries with regard to your academic programme of study.

The Faculty Enabling Tutor liaises with Student Support and Wellbeing (SSW) regarding provision for specific disabled students & disseminates information from Student Support and Wellbeing on the needs of specific disabled students. The Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Where applicable, in-class semester assessments are arranged by the module tutor. The module tutor will, where appropriate, ensure that any arrangements made for students requiring special consideration will be checked by University Student Support and Wellbeing to ensure fairness and equality, and that the provisions of the University Equal Opportunities policy are met. These arrangements will apply to those students who have identified special learning requirements.

Above this there is support from the Personal Tutors and Academic Coaches, extensions and Extenuating Circumstances acceptance, counselling and learning support agencies and the Support to Study department.

The levels of study provide a progressive development of students' levels of independence and specialism. In Level 4, there is introduction to working processes through conceptualisation and software teaching. Then, in Level 5 study is deepened and broadened to include more specialist routes through technology, and to look at the context of game technology, hardware and software. When students get to Level 6 they have accrued knowledge and experience to allow them to function as a specialist creative in a team production and to focus on their chosen specialism in project modules, providing their own brief and intended outcomes for their creative portfolio. They will also be able to work on live projects or industry briefs in 6GK010 Ways of Working. This will provide part of a graduate's clear exit strategy

Assessment methods

There are no exams. Formative assessments are mainly conducted one to one. Where presentations in class are required, the performance is not assessed. Students who are unable to present are given alternative ways of meeting the requirement. The presentation document always contributes to summatively assessed work.

Summative assessment is mostly through submitted portfolios of coursework and supporting documentation. Coursework can be in the form of digital artwork, video or interactive artefact and assets developed for it. Written documents take the form of reflection, rationale, proposal, creative reference points, planning, organisation.

The assessment process seeks firstly to gauge the meeting of Learning Outcomes. These are met within finished work and the submitted documentation. This will include a module journal and a report or proposal. The reflections and rationalisation should provide clear sight of the creative reference points and the thinking underlying particular aspects.

The written work includes critical elements of evidence that the student did the work submitted, produced each process stage in sufficient detail, incorporated feedback, considered alternatives, problem-solved, rationalised and organised their progress through learning. In some cases, students are asked to provide references for resources to help them acquire further skills after the module, so they are encouraged to plan their own development.

Where assessment methods may disadvantage a student, discussion with them will allow a negotiated alternative assessment method to be negotiated. For example presentation as a potentially multimodal assessment offered variously as formative and summative, then delivered to a live audience, to a tutor, or to camera and submitted as a recording. The format of other assessments relates to the type of practical work undertaken, and all written work is flagged at the start of the module and regularly throughout to encourage the gathering of evidence for later reflective writing. All reflective writing is offered with an opportunity for draft commented, before the final submission. This gives a chance for students to have the editorial eye over their work and have specific feedback to improve their writing. Where students have considerable difficulty with writing, support from the tutor includes an interview to discuss the points of reflection and the student's response to them. This is then fed back as suggested wording. In this way, multi-modality is integrated in the students' developments of their submitted writing.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

The University Library is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service Library Assist.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from Skills for Learning.

Course Specific Support

Tutorials, workshops, seminars and course committee meetings provide the primary opportunities for students to interact with staff on topics relating to modules, skills and industry understanding. Access to a digital copy of all session produced course documents is provided, as well as the key module specification information.

Assessment briefs, presentations, hand-outs, reading lists, links to online resources, and examples of work. These will be available within the Canvas Virtual Learning Environment context (normally during and after each class for review and beforehand if an identified learning need requires it)

Academic and technical staff will endeavour to run enrichment activities such as screenings, masterclasses, visiting expert speakers and field trips. We have a range of facilities available such as audio recording, motion capture suite, animation booths and VR studio. There is also an extensive specialist equipment store available to students for the loan of cameras, drawing tablets and pens, sound gathering and of course game controllers, games and VR headsets.

We have professionally qualified technicians and demonstrators in the Wolverhampton Screen School who will demonstrate facilities where and when appropriate to ensure students are able to access these resources when needed. In accordance with Health and Safety compliance and correct maintenance of equipment, you may be required to complete a competence test/activity hosted by a demonstrator before being allowed access to equipment/studios/specialist suites.

At Level 4 you will be allocated an Academic Coach to help you to settle into University and make the most of your first year of study. For Level 5 and above, a personal tutor is allocated to you and they will maintain regular communication (virtual and/or face-to-face) with you to support you as you progress. Should you encounter any difficulties, follow-up meetings are arranged to ensure that you make satisfactory progress or are not at risk of withdrawal. Personal tutors can assist you in your personal and academic development, planning and progression, as well as offering you advice and guidance to help you liaise with other staff and support facilities in your school and the University, including study skills support.

The course leader will monitor the academic and experiential quality of the course through Award Boards, focus groups and other channels. The course leader also supports and directs you proactively on the course, both collectively and individually, and responds to enquiries with regard to your academic programme of study.

The Faculty Enabling Tutor liaises with Student Support and Wellbeing (SSW) regarding provision for specific disabled students & disseminates information from Student Support and Wellbeing on the needs of specific disabled students. The Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Where applicable, in-class semester assessments are arranged by the module tutor. The module tutor will, where appropriate, ensure that any arrangements made for students requiring special consideration will be checked by University Student Support and Wellbeing to ensure fairness and equality, and that the provisions of the University Equal Opportunities policy are met. These arrangements will apply to those students who have identified special learning requirements.

Employability in the Curriculum:

Within modules the emphasis is on creative industry practice and technology. Many modules look specifically at current role definitions within game and interactive media studios, and the taught practice is founded in the professional role responsibilities and workflow. In level 4, 4DM059 Artwork in 4D maps onto the role of concept artist and character designer, 4DM061 Character and Gamespace Design extends that into the environment of the level to correspond to level designer. 4DM062 3D Level Production also maps onto level designer processes but also relates to the more practical concerns of level editor. 4GK013 Ways of Seeing encourages students to investigate subjects additional to their own specialism, to foster broader knowledge and experience.

At Level 5, 5DM064 Immersion, Atmosphere and Effects looks at the roles of technical artist and video effects artist. 5DM063 Mobile Game Design particularly prompts students to see themselves as micro-scale studios in creating a fully researched phone game design. In 5GK017 Ways of Being students create a self-promotional piece for social media postings, and expects that students engage with live projects, industry briefs or internships.

In level 6 6GK010 Ways of Working focusses wholly on employability and student futures, taking in potential further study alongside varied routes of employment. Additionally, 6DM041 Team Game Production strongly maps into game studio roles and responsibilities and represents an attempt to simulate some real-world circumstances. The sequential project modules, Major Project Design and Major Project Production are vehicles for a student to consider their graduation direction and emphasise within the work the role they aim for with their portfolio.

While developments in technology and working practices are continually being incorporated throughout the course, one module 5DM064 Emerging Interactive Technology stands out as of great future importance. Given the fast-changing employment landscape it is critical that students are empowered to evaluate the latest technology through experimentation so that their innate creativity is not limited to narrow or outmoded practices, and that their experience reflects the kind of versatility in employability that will be required from now on.