UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	28-May-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social Science, Humanities and Creative Industries		
Course Code(s):	DM030F01NC DM030F31NC	Full-time Part-time	2 Years 4 Years
UCAS Code:			
Course Title:	Foundation Degree (Art) Games Design at Heart of Worcestershire College		
Hierarchy of Awards:	Foundation Degree (Arts) Games Design		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:			
Course Specification valid to:			

Academic Staff

Course Leader:	Jonathan Briggs
Head of Department:	

Course Information

Location of Delivery:	Heart of Worcestershire College
Category of Partnership:	Accreditation only (Validation Agreement)
Teaching Institution:	Heart of Worcestershire College
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

Distinctive Features of the Course:

This Foundation Degree in Game Design combines creative practice with technical production to prepare you for careers in games. The course is structured around practical, portfolio-driven development while embedding research, reflective practice, and professional behaviours.

What makes this course distinctive:

- Strong focus on 3D asset creation and game engine workflows
- Authentic industry-style assessments (no exams)
- Simulated client brief module reflecting work-based learning
- Group concept and promotional project mirroring industry pitching
- Progressive development from foundations to full production modules
- Opportunity to integrate visual and technical work into a coherent game project
- Clear progression route to BA (Hons) Game Design (Top-Up)

You will develop skills in modelling, environment design, gameplay systems, and professional communication. By Level 5, you will produce visual and playable outcomes while demonstrating independence and problem-solving ability.

The course balances structured support at Level 4 with increasing independence at Level 5, ensuring you graduate with both a portfolio and the confidence to work in collaborative or self-directed roles.

Educational Aims of the Course:

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
No related data			

PSRB:

None

Course Structure:

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

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: guidance - GOV.UK

Apprenticeship Standard

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTED01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study	
CERTED02 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.	
CERTED03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTED04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	
CERTED05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	

Learning Outcomes	Modules
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing)	
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	
FD01 Knowing - Analyse core principles of game design, visual development, and gameplay systems within contemporary industry contexts.	
FD02 Knowing - Evaluate creative and technical approaches to game production, recognising constraints, audience needs, and professional standards.	
FD03 Doing - Produce game-ready visual assets and implement gameplay systems using industry-relevant tools and workflows.	
FD04 Doing - Apply structured research, planning, and development processes to create coherent playable and presentational outcomes.	
FD05 Being - Demonstrate independence, reflective practice, and professional behaviours in collaborative and individual production environments.	
FD06 Being - Communicate ideas, decisions, and outcomes effectively to audiences.	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course is structured to build confidence in foundational skills before progressing to more complex production and professional practice. Initially, Level 4 focuses on structured tutorials, guided workshops, and supported experimentation. You will develop core skills in 3D modelling, game structures, and interaction systems before applying them more independently.

Level 5 increases independence and complexity. You will undertake larger-scale production projects, respond to professional-style briefs, and collaborate in teams. Teaching continues to include tutorials and demonstrations, but you will take increasing responsibility for research, planning, and development.

In-person and online learning work together through blended delivery. The Virtual Learning Environment (VLE) provides access to recorded demonstrations, learning materials, assessment guidance, and feedback resources. This supports flexible and inclusive learning, allowing you to review content at your own pace.

You will develop academic and digital skills through integrated academic support sessions and applied project work. Group projects strengthen collaboration and communication, while independent modules develop research and self-management skills.

Professional practice is embedded through client briefs, collaborative projects, and production-based modules. Digital fluency is promoted throughout, including the ethical and transparent use of digital tools. Where AI tools are used (for example, to support GUI or sound elements in visual production), they must be clearly identified and referenced in line with academic expectations.

Assessment Methods/Assessments:

Assessment across the course is practical, portfolio-based, and aligned with professional practice. There are no traditional exams. Instead, you will produce visual assets, playable builds, design documentation, promotional materials, and reflective evidence that demonstrate your development.

Workload is structured to be manageable across semesters, with each module typically containing one major summative assessment supported by formative milestones. This staged approach allows you to practise skills and improve before grades are awarded.

Assessments are designed to develop intellectual skills including critical thinking, research-informed decision-making, and technical problem-solving. You will be expected to justify creative and technical choices through documentation and evaluation.

Assessment formats are varied and inclusive, including digital portfolios, playable builds, presentations, and recorded evaluations. Clear assessment criteria are provided to ensure expectations are transparent and consistent across modules. Where appropriate, reasonable adjustments will be made in line with university policy to support individual learning needs, ensuring all students have equitable opportunity to demonstrate achievement of the learning outcomes.

You will often have choice within projects, particularly at Level 5, allowing you to align topics and outputs with your interests and career goals. Assessments reflect real-world industry practices, including responding to client briefs, producing promotional materials, and developing production-ready assets.

Further Information for Student:

Your transition into Higher Education is supported from your first semester through structured teaching, embedded academic development, and staged assessment design. At Level 4, modules are carefully scaffolded to help you adapt to university expectations while building confidence in creative and technical practice. Early learning focuses on guided tutorials, structured workshops, and clearly defined briefs that support you in understanding academic standards and production workflows.

Academic skills such as referencing, research, documentation, planning, and reflective practice are delivered through dedicated sessions aligned directly with module assessments. These sessions are reinforced within project work so that academic expectations are clearly connected to creative output. This approach supports students from a range of educational backgrounds and ensures expectations are transparent and achievable.

Early assessments include formative checkpoints and milestone reviews before final submissions. This allows you to act on feedback and improve before major assessments are graded. As you progress into Level 5, you are prepared for more independent learning through the development of time management, research confidence, and reflective practice at Level 4.

Work-based learning is embedded through the Working to a Client Brief module and collaborative group project. You are supported in understanding client expectations, professional communication, and project management, with structured guidance before, during, and after these experiences.

Student feedback is reviewed through module evaluations and course committees, ensuring the course remains responsive and supportive.

Heart of Worcestershire College is committed to supporting every student’s academic progress, personal development, and overall wellbeing. Its comprehensive support offer ensures that students at all levels can thrive both inside and outside the classroom.

Students benefit from access to the HE Hub (library and study centre), a dedicated space designed to enhance higher-level study for students working from Levels 4 to 7. This specialist environment provides tailored academic resources, quiet study areas, and knowledgeable staff who assist with research, referencing, and the development of effective study skills.

The College provides integrated support services, ensuring students have access to the right help throughout their journey. These services include:

- Wellbeing and Safeguarding Support
- Careers Guidance
- Academic Support
- Student Engagement activities

To support student’s future aspirations, the College’s Careers team provides targeted post Level 4 advice, including one-to-one guidance, workshops, and progression support. Whether students are exploring higher education pathways, seeking employment, or planning career advancement, expert advice is readily available.

Student wellbeing remains central to the College’s ethos. Through its HoW R U Hubs, the College promotes a holistic approach that supports every student’s physical, emotional, social, spiritual, and academic wellbeing. The mission of the Hubs is to create a safe, inclusive, and empowering environment where all students can thrive personally and academically.

To further strengthen wellbeing across the College community, Hub teams plan and deliver a wide range of events, workshops, activities, competitions, and guest speakers. These opportunities help students build confidence, resilience, life skills, and a strong sense of belonging. The overarching aim is for all students to leave the College Life Ready, equipped to navigate their futures with positivity and purpose.

Currency:

The course is designed to remain responsive to developments in the games industry and evolving creative practices. Project-based modules allow content to be regularly refreshed to reflect contemporary trends, tools, and production workflows.

Students engage with research into current game design approaches, visual styles, and technical systems. You are encouraged to analyse contemporary games and digital media to inform your own work, developing critical thinking skills. Staff update module content in response to industry developments and evolving software practices.

The course prepares you to think critically about real-world challenges, including ethical use of technology, and inclusive design. Through client briefs and collaborative projects, you will consider audience needs, professional standards, and social responsibility.

Collaboration across creative and technical areas is encouraged through group projects and production

modules. While production modules are assessed on individual outcomes, students are encouraged to share research, test ideas, and engage in peer discussion throughout development. This supports critical thinking, problem-solving, and professional communication while ensuring that submitted work clearly reflects individual achievement. The course promotes reflective practice and lifelong learning, preparing you to adapt to future developments in game design.

Personalisation Opportunities:

Although all modules are core, opportunities for personalisation increase as you progress through the course. Initially, at Level 4, projects are more structured to help you build foundational skills. You will make creative decisions within guided briefs, helping you explore your interests while developing technical confidence.

At Level 5, you have greater independence in shaping your work. In the Game Production – Design and Game Production – Technical modules, you define your own project goals and creative direction. You may choose game genres, visual focus, gameplay approaches, and presentation style within professional parameters. These modules allow you to align projects with your developing strengths and career ambitions.

The Group Project provides a high degree of creative freedom, enabling your team to generate and develop an original game concept and promotional strategy. In contrast, the Working to a Client Brief module reflects professional practice, requiring you to respond to specified requirements. This balance helps you develop both creative expression and professional adaptability.

The course encourages you to draw on your lived experiences and perspectives when developing visual themes, narratives, and concepts. Tutorials support you in reflecting on your learning journey, identifying strengths, and making informed decisions that align with your future goals.

Employability in the Curriculum/Employability and Professional Development:

Graduate Attributes are embedded throughout the curriculum and are intended to support progression to employment and further study. These broad graduate attributes include:

- Global Citizen – developing self-awareness, collaboration, and ethical awareness
- Knowledgeable – applying research and analysis to inform decisions
- Professional – demonstrating organisation, reliability, and communication
- Digitally Fluent – using digital tools confidently and responsibly

You will engage in industry-aligned activities such as working to a client brief, developing a promotional teaser in a group project, and producing portfolio-ready visual and playable outcomes. The Working to a Client Brief module simulates professional practice, requiring you to interpret requirements, meet deadlines, and respond to feedback. The Group Project develops teamwork, communication, and pitching skills. Production modules allow you to build a portfolio demonstrating both visual and technical capability.

Professional behaviours such as time management, organisation, documentation, and reflective practice are assessed and reinforced across modules. You will receive feedback that supports the development of a professional identity.

Opportunities are provided to reflect on strengths and career direction through tutorials and project planning discussions. You are guided to align project choices with potential pathways such as 3D production and gameplay development.

The course supports progression to employment, freelance practice, or a BA (Hons) Top-Up degree. By the end of the programme, you will have a coherent body of work and experience of professional-style production environments.