Module specification

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Module Code	COM471
Module Title	Game Access Project
Level	4
Credit value	20
Faculty	FAST
HECoS Code	101267
Cost Code	GACP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
GUCCE Computer Game Design aligned to the BSc (Hons) Game Development programme for QA and assessment purposes	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**36 hrs**
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	**200 hrs**

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Initial approval date	10/05/2023
With effect from date	Sept 2023

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Date and details of revision	
Version number	1

Module aims

This module is designed to be the first game design and development project for aspiring undergraduate students to provide experience of dealing with the complete workflow for the development of a playable game prototype. Where possible, this module will encourage interdisciplinary collaborative practice between students with different focusses in their development. Students will be required to record their process throughout the module and reflect on their progress at the end.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify concepts and ideas for good practice within game design
2	Apply knowledge to develop and manage a game design project
3	Produce a small-scale game prototype

Assessment

Indicative Assessment Tasks:

Coursework will focus on a single project preferably performed with a multidisciplinary group of students, however there will be scope for individual projects also. The project will be divided into several basic phases of development and take students from the product conceptualisation through to final product prototype. Students will be encouraged to take a team-based view on assessment deliverable but will be assessed individually.

The range of work required will consist of elements such as design documentation, basic artistic assets, and game mechanics. The project will be managed using an agile development methodology and supporting tools which students will use to keep track of the development process.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Portfolio	100%

Derogations

None

Learning and Teaching Strategies

In line with the Active Learning Framework, this module will be blended digitally with both a VLE and online community. Content will be available for students to access synchronously and asynchronously and may indicatively include first and third-party tutorials and videos, supporting files, online activities any additional content that supports their learning.

As this module progresses, the strategies will change to best support a diverse learning environment. Initially, the module will start with a heavier reliance on engaging tutor-led lectures, demonstrations, and workshops to ensure that the students get the relevant threshold concepts. As the module continues experiential and peer learning strategies will be encouraged as the students' progress with their coursework.

Indicative Syllabus Outline

Indicative syllabus includes topic areas that include:

- Agile Development Methodologies.
- Effective Brainstorming and Conceptualisation.
- Research, Design and Planning.
- Game Design Principles.
- Core & Player Mechanics
- Level Design Processes
- Game & Player Engagement
- Testing & QA.
- Level Design Elements
- Core & Player Mechanics

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance.*

Essential Reads

Schell, J. (2020), *The Art of Game Design: A Book of Lenses*, Third Edition, Boca Raton: CRC Press.

Other indicative reading

Fullerton, T. (2018), *Game Design Workshop: A Playcentric Approach to Creating Innovative Games,* Fourth Edition, Boca-Raton: CRC Press

Macklin, C., Sharp, J. (2016), *Games, Design and Play: A Detailed Approach to Iterative Game Design*, Boston: Addison-Wesley.

Stahlke, S., Mirza-Babaei, P. (2022), *The Game Designer's Playbook: An Introduction to Game Interaction Design*, Oxford: Oxford University Press.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through

the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication