

Module specification

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Module Code	GME514
Module Title	Indie Games Project
Level	5
Credit value	20
Faculty	FACE
HECoS Code	101267
Cost Code	GAGM
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Game Development	Core
BA (Hons) Game Art and Animation	Core

Breakdown of module hours

Learning and teaching hours	20 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	10 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to do the following:

- Challenge students with the first significant game project of the relevant course.
- Apply previous experience to demonstrate a more comprehensive game product.
- Revisit previous technical, design and artistic elements within a more complex and larger game engine.
- Support students to create a well-rounded and appropriately scoped game product via a collaborative cross-disciplinary team.
- Facilitate students to take a portfolio-focused approach to their learning output.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Relate game design, art and development goals to an appropriate scope for product delivery.
2	Design and iterate gameplay mechanics within a game prototype.
3	Develop aesthetically focused game elements in line with a consistent visual and aural experience.
4	Assemble a set of development documentation that accurately reflects a live game product.
5	Demonstrate a game product as an engaging industry-facing showcase piece.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

This assessment will take place as a single collaborative, group project with multiple core themes. Students in inter-disciplinary groups will be required to propose a project concept against a set of project constraints which will require tutor approval. Once approved, teams will then be tasked with creating an indie game scale vertical slice of appropriate scope. The outcome of the process should demonstrate meaningful engagement across disciplines, with a focus on design, mechanics, game art and audio. Alongside this process, teams will be required to develop wide ranging collaborative documentation that demonstrates relevant details of their process and output. To finalise the project process, the vertical slice will be



required to be delivered in a portfolio focused manner that demonstrates a playable game product.

Where appropriate students will be allowed to complete this assignment individually with project scope consultation. Students will be assessed as a group where possible and relevant, with production meetings and project data allowing for accurate individual assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4, 5	Group Project	N/A	100%	Individual Projects will be approved via consultation.

Derogations

None

Learning and Teaching Strategies

The primary skill base of this module will be delivered through a split of lectures / demonstrations and supervised project workshops. Initially the module will be tutor-led with a clear focus on project constraints and the initial approval process. After approval, the module will shift to a student-led process with weekly facilitation.

The primary learning will revolve around the development of a central game product in small teams. Although development tutorials will be given, students will be tasked with creative thinking and problem solving through technical and artistic means to reach their goals. Experiential learning will be a key strategy as part of this process as students will lead their own unique projects and will be required to progress the project through its various stages. The style of delivery of this module requires meaningful demonstration of a range of social and professional skills associated with collaboration and teamwork.

Welsh Elements

Students will have the right to submit assessed work in Welsh, to receive academic supervision and access learning resources and correspondence in Welsh. Students are encouraged to engage with Welsh cultural themes, creative elements and enterprising opportunities as part of student-led activities and assignments to facilitate wider contextual awareness and distinctive creative outputs.

Indicative Syllabus Outline

Indicative syllabus includes topic areas that include:

- Design Pillars & Project Concepting
- Project Constraints
- Scope Management
- Unreal Engine Scripting
- Development Milestones
- Games-as-a-product Outcomes
- Prototyping strategies

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Rogers, S. (2024), *Level Up! The Guide to Great Video Game Design*, Third Edition, New Jersey: Wiley.

Other indicative reading:

Butler-Boschma, T. (2025), *Unreal Engine 5 Best Practises: The ultimate guide to advanced visual storytelling, design, lighting and performance in UE5*, Birmingham: Packt Publishing

Chandler, H. (2020), *The Game Production Toolbox*, Boca Raton: CRC Press.

Fullerton, T. (2024), *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*, Fifth Edition, Boca-Raton: CRC Press.

Administrative Information

For office use only	
Initial approval date	July 2026
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Date and details of revision	
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