

Module specification

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Module Code	GME612
Module Title	Game Industry Specialist
Level	6
Credit value	40
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	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	24 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	48 hrs
Placement hours	0 hrs
Guided independent study hours	352 hrs
Module duration (Total hours)	400 hrs

Module aims

This module aims to do the following:

- Explore the intricacies of contemporary specialisms across the games and wider digital industries.
- Require students to develop an honest evaluation of their skills against real-world benchmarks.
- Allow students to focus on chosen specialist areas to support their ongoing employability and portfolio work.
- Requires students to experience employability-based challenges and meet feedback needs for future employability opportunities.

Module Learning Outcomes

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

1	Critically analyse current game industry trends and specialisms in relation to technical and employability skills and existing graduate job or equivalent professional criteria.
2	Devise game industry related goals for professional development within specialist practice.
3	Prepare and justify a self-directed learning plan, with a clear output that demonstrates specialist technical skill.
4	Assemble an industry-facing showcase of work that demonstrates industry-capable skills and experience.
5	Evaluate and discuss personal technical, professional and social skills as part of an employability simulation.

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 focus on the identification of specific job roles and specialisms as part of the games and wider digital industries. Initially, this assessment will require students to spend time researching their chosen areas and/or specialisms in relation to job roles and identify key development goals for their ongoing practice. Students will disseminate this information to produce portfolio elements to enhance ongoing practice. To finalise this assessment, students

will complete a formal employability simulation (indicatively a set of mock job openings, with associated application processes and final interview process).

During assessment 1, students will have identified key themes, strategies and technical criteria directly related to future employability. Assessment 2 will allow students to explore and negotiate a period of facilitated study that supports individual technical and creative expertise, whilst being aligned to a specialist employability area. It is expected and encouraged for students to explore a wide range of relevant skills and expertise (as is the case in the wider industry), however the output should have adequate scope and should not be a full game product. During this negotiated period, students will be expected to attend semi-regular progress reviews to ensure student success.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 5	Portfolio	N/A	50%	N/A
2	2, 3, 4	Negotiated Learning	N/A	50%	N/A

Derogations

None

Learning and Teaching Strategies

This module will start with some lecture and seminar elements but will heavily utilise facilitation to encourage students to discuss new technologies, workflows and specialisms that relate to individual specialisms and skills. This module will rely on a student-led approach and some of the contact time may rely on formal and informal meetings and discussions to best support student achievement against individuals' personal development goals. Towards the end of the module formal structured processes will be used where relevant to mirror industry processes. Additional formal structured sessions will directly map to the negotiated process, with students being supported with semi-autonomous specialist workflows.

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:

- Game Industry Job Roles & Specialisms
- Contemporary & Changing Workflows
- Portfolio Development & Presentation
- Research Planning & Justifications
- Written Communication & Presentable Professionalism
- Setting Appropriate Goals & Targets
- Interview & Employability Skills

Indicative Student self-learning topics could include but not limited to:

- Advanced 3D Asset Production Techniques
- Games Programming Patterns
- Level Design Iteration, Testing and Revision
- Custom Character Art and Animation Implementation
- Environmental Design and Optimisation
- Game Engine Shaders
- Ray Tracing & Advanced Lighting Implementation

Indicative Bibliography

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

Essential Reads:

Broadley, T., Cai, Y., Firth, M. (2023), *The SAGE Handbook of Graduate Employability*, California: SAGE Publications.

Other indicative reading:

Bulut, E. (2020), *A Precarious Game: The Illusion of Dream Jobs in the Video Game Industry*, Cornell: IDL Press.

Josef, A., Van Lepp, A., Carper, M. D. (2022), *The Business of Indie Games: Everything You Need to Know to Conquer the Indie Games Industry*, Boca Raton: CRC Press.

Kumar, A. (2021), *Immersive 3D design visualization: with Autodesk Maya and Unreal Engine 4*, New York: Apress.

Schreier, J. (2021), *Press Reset: Ruin and Recovery in the Video Game Industry*, New York: Grand Central Publishing.

Administrative Information

For office use only	
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