

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: **[Module directory](#)**

| | |
|--------------|-----------------------------|
| Module Code | COM458 |
| Module Title | Game Design and Interaction |
| Level | 4 |
| Credit value | 20 |
| Faculty | FAST |
| HECoS Code | 101268 |
| Cost Code | GACP |

Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|--|---|
| BSc (Hons) Computer Game Development | Core |
| BSc (Hons) Computer Game Development (with Industrial Placement) | Core |
| BSc (Hons) Computer Game Design and Enterprise | Core |
| BSc (Hons) Computer Game Design and Enterprise (with Industrial Placement) | Core |
| BA (Hons) Game Art | Core |
| BA (Hons) Game Art (with Industrial Placement) | 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 |

| | |
|------------------------------|---|
| For office use only | |
| Initial approval date | 28/11/2018 |
| With effect from date | Sept 2023 |
| Date and details of revision | 10/05/2023 AB approval of revalidated Games suite |
| Version number | 4 |

Module aims

This module aims to introduce practical experience in working with industry standard game development environments and tools as part of a small professional team. Students will develop an awareness of the agile management processes required in small size games projects, as well as a practical application of the production cycle.

The module will also develop an appreciation the key technical elements of real time game engine technology and their practical implications, along with an introduction to the fundamentals of game design and its impact on technology.

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

| | |
|---|--|
| 1 | Design and implement a small-scale game project. |
| 2 | Demonstrate fundamental principles and practices related to game design and the impact of design decisions with a development project. |
| 3 | Apply industry standard development environments and tools to develop a small-scale game project. |

Assessment

Indicative Assessment Tasks:

Indicatively this module will take place as a single collaborative, group project with multiple aspects. Students will be tasked with creating a prototype game application as a small interdisciplinary team that demonstrates key fundamentals of game design, game mechanics and art assets. Students will also be required to professionally document this process through a set of project documentation including a game design document, technical document and art style guidelines. As part of this process students will communicate their ideas effectively to assessors as part of one or more progress reviews/meetings.

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

Derogations

None

Learning and Teaching Strategies

The primary skill base of this module will be delivered through a series of lectures, demonstrations and studio workshops which will equip the students with the practical means to develop small-scale game products.

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 thinking creatively and problem solving through technical or artistic means. Experiential learning will be a key tactic as part of this process as students will lead their own unique projects and will be required to see-out the project through its various stages. It is expected that although this module will teach some key design and technical aspects, soft skills will also be required and developed throughout.

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.

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