

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	Title of Module: Games Project: Creating Game			
2.	Code: COMP09015	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	School of Computing		
4.	Module Co-ordinator:	John N Sutherland		
5.	Summary of Module:			
	<p>This module provides the student with an opportunity to take part in a complete indie/casual game creation and roll-out as part of a studio group. This mimics part of the working of a small development studio. The student will be involved in role selection and development, game creation, roll-out, quality assurance, and market feedback.</p> <p>The module is paired with the module taught in the previous semester that takes a game idea through to pilot game. This module takes the team through to creation and roll-out of the beta game and feedback on its use from players.</p> <p>Content:</p> <ul style="list-style-type: none"> • developing a complete game in a studio • planning and implementing QA procedures • rolling out the game • gathering player feedback • acting upon player feedback 			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to, for a prepared game design idea:</p> <p>L1. write part of a game in a studio team</p> <p>L2. define and perform QA procedures</p> <p>L3. roll-out game for public playing</p> <p>L4. gather and act upon player feedback</p>			
7.	Employability Skills and Personal Development Planning (PDP) Skills:			
	*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:		
	Knowledge and Understanding (K & U)	<p>SCQF 9: demonstrate a wide and deep knowledge of the video game being developed in its context in development and in application know where to find information on development and how to understand the terms used by practising professionals</p>		

Practice: Applied Knowledge and Understanding	SCQF 9: take a part in a games development team using specific development skills adjust work in hand as the developing game and project require
Generic Cognitive Skills	SCQF 9: identify development issues in the team and act upon them seek advice from peers, academics and/or professionals when problems arise
Communication, ICT and Numeracy Skills	SCQF 9: use a range of tools to communicate to and from other team members, academics and professionals
Autonomy, Accountability and Working with others	SCQF 9: Exercise autonomy and initiative within a team act upon advice given by peers, academics and professionals relate work, such as IPR, to relevant legal and ethic codes, such as the BCS Code of Conduct.
(N.B. *Refer to www.scqf.org.uk website for further details relating to the SCQF Level Descriptors)	

8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: Other:	Module Title: Game Project: Design & Plan
	Co-requisites:	Module Code: None	Module Title: None

9.	Learning and Teaching: Business cases will be employed throughout this module to provide the basis to develop	
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
	Lectures	0
	Tutorials	24
	Labs	24
	Coursework	48
	Independent study	104
		200 Hours Total

10.	<p>Assessment: (also refer to Assessment Outcomes Grids at end of document)</p> <p>1. developing the game (50%) the video game on disc developer's personal log (c1,000 words) QA plan (2-4 pages) roll-out plan (1 page)</p> <p>2. the user experience (50%) data on player experiences (5-10 players) analysis report on player experiences (c2k words)</p> <p>A note on reassessment: Reassessment of any group work is problematic, particularly if the group 'fails' or if the student 'fails'. Supervision of the team over, effectively, 2 semesters makes it unlikely that any team will utterly fail, or a student will fail and still make it to the end. However, if a group does fail and the student's own work is of a pass standard then there is sufficient scope within the assessment criteria to allow assessment category 1 to be assessed, and for the student to take part in player assessment of another team's or another game's playability. If, however, the team produces a satisfactory game and game assessment, but the student has not taken part sufficiently to pass then the assessment category can be similarly re-assessed and the student can be asked to create a small video game with correct QA and roll-out plans.</p> <p>(N.B. (i) Assessment Outcomes Grids for the module (one for each main assessment category) can be found at the end of this descriptor which clearly demonstrates how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>
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11.	<p>Equality and Diversity:</p> <p>This module is appropriate for any student. When a student discloses a disability, or if a tutor is concerned about a student, the tutor in consultation with the School Enabling Support co-ordinator will agree the appropriate adjustments to be made.</p> <p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School.)</p>
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12.	<p>**Indicative Resources: (e.g. Core text, journals, internet access)</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Chandler, H (2006), The Game Production Handbook, Charles River Media</p> <p>Partridge, A (2007), Creating Casual Games for Profit and Fun, Charles River Media</p> <p>Bjork, S. & Holopainen (2004), Patterns in Game Design, Charles River Media</p> <p>Hardware and Software: PC, standard software for Java and Flash development</p> <p>(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>
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13.	<p>Attendance Requirements:</p> <p>Normal University Regulations apply.</p>
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14	Campus(s) for Module Delivery:					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (i.e.Virtual Campus): (Provided viable student numbers permit)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other:
	✓					

15.	Course Reference Numbers (CRNs): (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: Piraeus

16.	Trimester(s) for Module Delivery:					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	Yes	Trimester 3 (Session 2008/09)	No

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17.	Learning and Teaching Committee (LTC)	Computing Science
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Computing Science (Years 3 & 4)
20.	Moderator	S McGlinchey
21.	External Examiner	Prof A Taleb-Bendiab
22.	Accreditation Details	Contact School for current details.
23.	Changes / Version Number	1.0

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify: Practical assignment and documentation (game and docs)	✓	✓				50%	

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify: Evaluation of user experience of game			✓	✓		50%	
Combined Total for All Assessment Categories							100%	