

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Computer Games Design			
Code: COMP08035	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences.		
Module Co-ordinator:	Dr Gavin Baxter		
Summary of Module			
The module adopts a team-based approach that involves documenting the development of a game idea via a GDD. Working in their project teams, students will propose their idea via their GDD providing relevant justifications and design decisions. The project teams will then pitch their game idea by giving a presentation to sell its feasibility and potential merits. The aim of the presentation is to provide the project teams with a real-life scenario where they are pitching their idea to a game publisher. During the module students will learn about various topics associated with game design including game design frameworks, the games development lifecycle, game, and technical design documents. Relevant soft skills of teamwork, communication and project planning are accentuated in this module. The module is run on-campus with lectures and labs provided for students offering face-to-face support, feedback, and guidance. Industry authenticity is adhered to with students working together in project teams to produce, document and showcase a game idea. Inclusivity is addressed through making course material available via multiple channels (e.g., Aula) and the creation of a student Discord group. • The module will provide students with a comprehensive overview and firm understanding of the various phases associated with the games development life cycle (GDLC). • The module will inform students about the relevancy of formulating robust and comprehensible games design documents (GDD). The relevancy of GDDs within the context of the games development life cycle will be accentuated to the students. • The different roles within a games development team and their interrelationship with one another in the context of the games industry will be explored. The employability skills, such as communication and teamwork, deemed highly relevant in the games industry are accentuated in the module. • The importance of quality assurance (QA) in addition to testing approaches and software development methodologies will be reviewed.			

- The module facilitates and supports students towards enhancing their employability skills allowing them to work collaboratively in their project roles towards critically thinking about planning, developing, and pitching their game ideas.
- Throughout the duration of the module students will enhance their team working and communication skills with a view to identifying which ones to improve upon whilst working in their project teams.
- This module embeds the key “I am UWS” graduate attributes and in particular: Universal (Critical Thinker, Analytical, Culturally aware, Collaborative), Work Ready (effective communicator, motivated) and Successful (Driven, Transformational).

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Create, develop, and maintain a games design document adhering to sound game industry processes and standards.

L2	Obtain a firm comprehension of the dynamics of a games development team and its role within the games industry.
L3	Work in a team context to produce a game idea via a design document and pitch a game idea.
L4	Present a game idea and articulate, justify and sell the merits, development feasibility and overall appeal of the proposed game.
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 and U)	SCQF Level 8 Demonstrate a broad understanding of game design concepts and issues. Provide a critical understanding of gameplay, mechanics, narrative, level design, immersion, balance, flow, and other fundamentals of game design. Demonstrate a broad understanding of industry standard processes and techniques used in game design regarding documentation and implementation.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Demonstrate knowledge of fundamental concepts of game design to produce original conceptual and detailed designs of a computer game. Produce a detailed Game Design Document (GDD) which complies with recognised industry practice and standards. Demonstrate creativity and innovation with a proposed game idea by orally communicating this via a pitch to peers.
Generic Cognitive skills	SCQF Level 8 Demonstrate enhanced communication skills and self-efficacy by presenting a game concept and justifying its merits to a panel. Show assimilation and detailed knowledge of game design theory and practice by producing a detailed game design Document and pitching a game idea.
Communication, ICT and Numeracy Skills	SCQF Level 8 Create and maintain a cloud computing space to facilitate the online sharing of resources among team members for project management and version control purpose (e.g., project documentation). Use appropriate social media technologies to support and facilitate project communication, management, and

	dissemination. Discuss the overall project idea, its progress and development within a presentation and a Game Design Document.	
Autonomy, Accountability and Working with others	SCQF Level 8 Develop ownership of a game design concept within a project team environment. Use self-directed learning to augment the materials provided during the class sessions. Work in a project team to develop a game concept, a detailed game design document, a presentation of a feasible game idea. Take responsibility for your own work in addition to that of the team from a project management perspective.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: COMP07028	Module Title: Intro to Games Development
	Other:	Or any 20-credit module at SCQF level 7 which includes a substantial element of aesthetic and/or technical design.
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities 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)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	36
Independent Study	152
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

The core text book for the module is: Adams, A. (2013). Fundamentals of Game Design. (3rd ed.) New Riders.

The following books are useful supplementary reading materials for the module:

Adams, A. and Dormans, J. (2013). Game Mechanics: Advanced Game Design (Voices that Matter). New Riders.

Elias, G.S., Garfield, R., Gutsche, K.R., Whitley, P. and Zimmerman, E. (2012). Characteristics of Games. MIT Press.

Isbister, K. (2016). How Games Move Us: Emotion by Design. MIT Press.

Kremers, R. (2010). Level Design: Concept, Theory & Practice. A K Peters/CRC Press.

Macklin, C. (2016). Games, Design and Play: A Detailed Approach Towards Iterative Game Design. Addison Wesley.

Schell, J. (2019). The Art of Game Design: A Book of Lenses. (3rd ed.) A K Peters/CRC Press.

(*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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are expected to access lecture materials and other class materials (e.g., videos) through the University's VLE and Microsoft Teams and complete the coursework and meet submission deadlines. Support is provided throughout the module on-campus to students. Disengagement from the module is defined as not having interacted within a 4-week period. If this happens then contact will be attempted with the student for conversation about circumstances.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Computing
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Creative Computing
Moderator	Dr Thomas Hailey
External Examiner	N Whitton
Accreditation Details	This module is accredited by BCS as part of a number of specified programmes. This module is also TIGA accredited.
Changes/Version Number	2.14 Graduate attributes added. No more changes made. Learning and teaching approach modified to reflect UWS Curriculum Framework 2025. Learning outcomes 3 and 4 altered to coincide with changes made to module assessment components.

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Game Design Document (50%)

Assessment 2 – Presentation (50%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate 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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Design/ Diagram/ Drawing/ Photograph/ Sketch	✓	✓	✓			50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓	✓		50	1

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	1 hours