Module Descriptor

Title	Computer Games Design		
Session	2025/26	**Status**	Published
Code	COMP08035	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Dr Gavin Baxter		

Summary of Module

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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	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.
L5	

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 8** Demonstrate a broad understanding of game design concepts and issues.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	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 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 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 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 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.

Prerequisites	**Module Code** COMP07028	**Module Title** Intro to Games Dev
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (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
Please select	
Please select	
Please select	
TOTAL	

Indicative Resources

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

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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., Gutschera, 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:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You

will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

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. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Professor Slyvstre Arnab
Moderator	Dr Thomas Hainey
External Examiner	Professor Slyvstre Arnab
Accreditation Details	TIGA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	Version 1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Game Design Document (50%)
Assessment 2
Assessment 2 – Presentation (50%)
Assessment 3

(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Design/ Diagram/ Drawing/ Photograph/ Sketch	☒	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☒	☐	50	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**