Module Descriptor

Title	Game User Research		
Session	2025/26	**Status**	Published
Code	COMP09113	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Marco Gilardi		

Summary of Module

Understanding players and their behaviour is the keystone for developing the game user experience, which has nowadays become vital for the success of computer games.

This module focuses on introducing students to game user research, covering research methodologies and methods used in computer games, such as (but not limited to) playtesting, analytics, and expert analysis. The module also provide students with guidance on ethics and invites them to reflect on ethical issues related to the development of games (such as dark patterns, games addiction, etc.) and research practice.

The aim is to make students understand the importance of considering and involving the player before, during, and after the design, development and release of the game. The module will teach students how to develop a research plan, how to formulate research aims and objectives, develop a methodology for playtesting and collect data from players as well as topics on ethics in computer games and games user research.

This module embeds the key "I am UWS" graduate attributes and in particular:

- Universal(critical and analytical thinking, Emotionally-intelligent, Collaborative, Research-minded),

- Work Ready(digitally literate, problem solver, effective communicator, Motivated, Potential leader, Ambitious)

- and Successful (Autonomous, Innovative, 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	Demonstrate the ability to formulate aims, objectives and research questions related to games user research.
L2	Demonstrate ability to plan user research sessions choosing appropriate methodologies and methods to answer the research questions
L3	Demonstrate ability to conduct successful user research sessions to collect data in practice following University ethics standards.
L4	Demonstrate the ability to analyse and draw relevant conclusions from players data
L5	Demonstrate the ability to report on positives and negatives aspects of a game based on the data analysis and conclusions drawn from the data

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 9** Knowledge of research methodologies and methods in Computer Games
Practice: Applied Knowledge and Understanding	**SCQF 9** Application of programming constructs in a form data analytics collection and testing to assess computer games. Ability to behave professionally and ethically during user research sessions.

[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

Generic Cognitive skills	**SCQF 9** Ability to set aims and objectives and identify research questions to design playtests and research sessions with players
Communication, ICT and Numeracy Skills	**SCQF 9** Ability to communicate research findings clearly in written using different formats
Autonomy, Accountability and Working with Others	**SCQF 9** Work autonomously to design and plan user research sessions Work in teams to run the sessions collect and analyse data

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code** COMP09105	**Module Title** Game Engine 2

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	7
Tutorial / Synchronous Support Activity	14
Laboratory / Practical Demonstration / Workshop	27
Independent Study	152
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Drachen, Miza-Babaei, Nacke (2018) Games User Research, Oxford Bromley S. (2021) How To Be A Games User Researcher: Run better playtests, reveal usability and games UX issues, and make games better. Independently published
(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	Creative Computing
Moderator	Thomas Hainey
External Examiner	Sylvester Arnab
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	1.09

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical Written Assignment – detailed research design specification and report – 40%
Assessment 2
Practical Coursework – conduct user research on game developed in Game Engine 2 and iterate improvements on it from the outcomes of the research sessions - 60%
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**
Report of practical/ field/ clinical work	☒	☐	☐	☒	☒	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☐	☒	☒	☐	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Updated Attendance and Engagment, EDI and External Examiner	29.08.25	A Adamson
