University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Computer Games Honours Project			
Code: COMP10079	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Dr Gavin Baxter		

Summary of Module

This project module will allow a student to undertake an extensive individual project in an investigative development project within their area of interest and chosen specialism. If a student specifies that their next ambition is to enter a Masters level programme then the project can be more investigative in nature in terms of identifying research methodologies, performing systematic literature reviews, a smaller part of development and then some form of evaluative research to formulate conclusions. If this is the case, then the project will be research based and be up to 60% research. If a student specifies that they are wishing to increase their developmental/implementation skill set then the project will be primarily design, implementation and testing where the project will be up to 60% implementation. The module will allow a student to select a research-based project or a development-based project.

The module is delivered via a series of on-campus lectures and tutorials designed to guide the students through their Honours dissertations.

- Implementation of a Computer Game at various levels of complexity depending on project type.

- Investigation and identification of software development lifecycle/games development methodologies.

- Investigation, identification, and Performance of a Software Games testing methodology.

- Production of an Evaluation Plan utilising a suitable Evaluation methodology.

- Perform an extensive qualitative or quantitative evaluation of a Computer Game if the project is research based.

- Perform a smaller scale qualitative or quantitative evaluation of a Computer Game if the project is development based and produce a

show reel of developed work.

This module embeds the key "I am UWS" graduate attributes and in particular: Universal (critical thinker, analytical, inquiring), Work Ready (knowledgeable, digitally-literate, problem-solver) and Successful (creative, imaginative, innovative, autonomous).

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	Produce a plan for a defined career path either in research or development or in some form of hybrid capacity to better prepare for the next level of advancement whether that is further study or entry into the software or games industry. Produce and obtain agreement to a project specification describing the work that will be done in investigating or developing a game in a chosen topic relevant to Computer Games Development interests.
L2	Write a detailed and critical review of the relevant literature to the topic area outlining issues, gaps, theoretical, developmental considerations, and existing research. Produce a Games Design Document, Technical Design Document, Game Software Testing Plan and Log and an Evaluation with the appropriate analysis of results utilising statistical techniques.

L3	Demonstrate an ability to critically select and apply appropriate research methodologies, software development lifecycle methodologies development techniques in producing a solution to a practical computer game related problem or area.
L4	Critically and reflectively plan, execute, and present a computing games project to develop an artefact that is fit for purpose i.e. an industry standard prototype suitable for showcasing and portfolio inclusion.
L5	Demonstrate orally via a presentation an overview of a chosen dissertation subject area along with a developed game to be viewed by an informed audience.

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 **10** Demonstrate an understanding of the nature of investigative research on a games related subject and illustrate the appropriate selection of development, testing and evaluation techniques towards the development of the students' game.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Display the ability to undertake and individually coordinate a games development project focusing on the design and implementation of a research related topic.
Generic Cognitive skills	SCQF Level **10** Logically plan and execute a substantial piece of development work whilst providing evidence related to all aspects of the games development life-cycle.
Communication, ICT and Numeracy Skills	SCQF Level **10** Develop and enhance written communication and presentation skills in addition to development skills incorporating aspects of the games design process.
Autonomy, Accountability and Working with others	SCQF Level **10** Demonstrate the ability to work autonomously to work towards project deliverables and deadlines in terms of creating a game and simultaneously writing the project dissertation.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: **Module Title:**

	Other:	
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	20
Tutorial/Synchronous Support Activity	60
Independent Study	300
Personal Development Plan	20
	400 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: Adams, E. (2014) Fundamentals of Game Design. (3rd Edition). New Riders. Creswell, J.W. (2014) Research Design: Qualitative, Quantitative and Mixed Methods Approaches. (4th Edition). Sage. Greetham, B. (2009) How to Write Your undergraduate Dissertation. Palgrave Study Skills. Hainey, T. and Baxter, G. (2022) Writing Successful Undergraduate Dissertations in Games Development and Computer Science. Routledge. Macklin, C. and Sharp, J. (2016) Games, Design and Play: A Detailed Approach To Iterative Game Design. Addison-Wesley.

McMillan, K. and Weyers, J. (2011) How to Write Dissertations and Project Reports. Pearson. Schell, J. (2015) The Art of Game Design: A Book of Lenses. CRC Press.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are expected to access lecture materials and other class materials (e.g., videos) through the University's VLE and complete the coursework and meet submission deadlines. Failure to do so will be regarded as an indicator of disengagement with the module. 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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 Hainey
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	1.05

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).   Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).   **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**   Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – Research and development (80%)
Assessment 2 – Oral Presentation of dissertation and game (20%)
(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
Dissertation / Project report/ Thesis	✓	✓	✓	✓	✓	80	4

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	✓	✓	✓	✓	✓	20	2

	Combined Total for All Components	100%	6 hours