



Unit Title	How to Make Game Prototypes
FHEQ Level	Level 4
Unit Code	GMD20105
Credit Value	30
Unit Type	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	60	Independent Study	95
Supervised access to resources	30	Preparation for Assessment	15
		Unsupervised Access to Resources	95
Total			300

Unit Description

This unit will introduce students to the pre-production process; the techniques that games development uses to ideate and build effective prototypes for feature sets, mechanics and whole games.

It will introduce the building blocks of games development during pre-production. It will look at idea generation techniques and how to document those ideas for development. Students will learn the importance of paper and physical prototyping for planning games and how to use them to inform their digital prototypes.

Students will learn how developers document their ideas; from Game Design Documents to online collaboration and War Room environments. Students will engage with how they can incorporate project management techniques into managing design.

Students will then look at what makes an effective digital prototype, looking at how to build and test their ideas to make sure they are good enough to go into full production

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines combine and evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / Where enquiry informs creativity.

Unit Indicative Content

- Introduction to Project Management Techniques
- Introduce the Games Design Document and how different developers document their ideas.
- Building physical and paper prototypes
- Building digital prototypes
- Introducing playtesting and using feedback to improve students games
- Reflection and portfolio of games in a blog

Unit Aims

Within the context of the Honours Degree credit framework, the aims of the course are to:

- Encourage students to generate ideas and be critical of them in an encouraging and supportive environment.
- Encourage students to generate as many ideas as possible and to look to other disciplines for those ideas.
- Introduce students to modern games development work products and methodologies.
- Build students confidence in their technical skills
- Promote diversity, inclusivity, ethical, social and environmental awareness and provide opportunities for study and progression to all students.

The curriculum design and units will *“facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice.”* (Subject Benchmark Statements, 2017).

Unit Learning Outcomes (Items in bold are the main focus within each LO for the unit)

LO1 Cultivate

- **Technical Competence**
- **Subject Knowledge**
- **Resilience**

Demonstrate capacity for developing discipline specific knowledge and technical competencies, supporting academic & practical self-efficacy and emerging employability abilities.

LO 3 Integrate

- **Communication & Presentation**
- Networking
- **Professional Practice**

Demonstrate emerging ability to develop communication and presentation strategies (including narrative & storytelling) in physical, written and oral forms.

Demonstrate emerging capacity to engage with industry interactions, and professional working practices to support practical and theoretical development

LO5 Originate

- **Research**
- **Experimentation**
- **Ideation**

Demonstrate capacity for emerging enquiry methods to support practical and theoretical development in physical, written and oral forms.

Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms.

Learning and Teaching Methods

Learning will be developed through: lectures, practical demonstrations, and online courses provided by 3rd parties. It will also feature seminars, tutorials, master classes, critical self and peer appraisal and

collaborative working.

Where appropriate external guest speakers will further support delivery on the unit. Students will also need to undertake self-directed independent study to support learning.

The following methods play a significant role in learning and teaching on the course:

- Group projects underpin peer learning and are used to promote transferable skills such as team working and communication.
- Aligned Workshops, Lectures and Seminar sessions support the core teaching delivery.
- Research led projects are used to embed an understanding of research and research methods from the beginning to ensure students develop the skill to explore the contexts and conditions of their practice.
- Reflective journals are used throughout the course to promote the development of autonomous, confident and critically reflective, self-directed learners.
- Self-evaluative writing is used to enable students to take responsibility for their own learning by identifying needs and prioritising and planning their learning.
- Self-assessment encourages students to take responsibility for monitoring and making judgments about aspects of their own learning.
- Peer assessment is used to promote assessment as part of learning.
- Live projects and student exhibitions and /or pop up events, support an outward facing ethos and encourage students to develop their practice in relevant professional contexts.

Assessment methods and tasks

Brief description of assessment methods

- *Formative Assessment: Students will be given the opportunity for formative feedback/feedforward. This will be given midway through the unit or at an appropriate time.*
- *Summative assessment: Is the completion of the main unit tasks – typically a finished outcome together with associated research and reflective elements and the completion of a digital workbook and accompanying treatments or presentations.*
- *Presentations to peers are usually within a small group environment where at least two tutors are present.*
- *Playable builds should be self-contained and not the editor project files unless stated by the brief*
- *In some cases digital files will be required to assess technical skill.*
- *Students will be notified of grades within 3 weeks of the hand in date and feedback is usually via an audio file in which at least two tutors contribute to feedback and feedforward.*

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
Working Digital Prototype	50%
Reflective Blog or Portfolio	50%

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

Demonstrate understanding of how and why we prototype (LO1).

Demonstrate the ability to generate paper and code prototypes (LO1, LO5)

Demonstrate a vocabulary of games development and professional practice, including time management and timely milestone submission (LO1)

Demonstrate the ability to generate and pitch ideas (LO3, LO5)

Essential Reading list

1. Schell, J (3ed, 2019). The Art of Games Design: A Book Of Lenses. CRC Press
2. Schreier, J (2017). Blood, Sweat and Pixels: The Triumphant, Turbulent Stories behind How Video Games Are Made. Harper Publications
3. Judkin, R (2015). The Art of Creative Thinking. Sceptre Press.
4. Keith, C (2010). Agile Game Development with Scrum. Addison-Wesley Professional.
5. Ernst, Adams (2013). Fundamentals of Game Design. 3rd Edition. New Riders: Voices That Matter

Detailed further reading and online resources will be provided in the brief and through the unit via AULA