



Unit Title	How to Work in A Games Studio
FHEQ Level	Level 5 (All Pathways)
Unit Code	GMD20202
Credit Value	30 Credits
Unit Type	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	45	Independent Study	100
Supervised access to resources	30	Preparation for Assessment	15
		Unsupervised Access to Resources	110
Total			300

Unit Description

This unit will explore game development practice across the board and require students to push themselves deeper into design and production methodology and how to use it to create vibrant games.

Students will work to a number of briefs; a combination of competition briefs, live projects and collaborative exercises to set the foundations of the portfolio that they will take into the final year.

Students will be encouraged to work in teams that harness their skills coupled with those from different pathways. Each pathway can bring its own skillset to bear on common projects across the unit, requiring a combination of individual self-efficacy and collaborative effort to complete a portfolio of games.

The brief will point at individual achievement and/or collaboration within a team enabling students to select what works best for skills development.

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 working in a game studio environment
- Multiple projects on varied pipelines and platforms
- Understand working to multiple deadlines
- Developing a portfolio of ideas and prototypes
- Reflect on working to multiple briefs

Unit Aims

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

- Enable students to work to a variety of briefs in teams or individually
- Provide a space to experiment, fail and iterate.
- Encourage students' to adopt professional roles with games development teams.
- 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)

Collaborate (LO2)

- **Inter-disciplinary Working**
- **Coproduction**

Demonstrate capacity for employing approaches that utilise inter-disciplinary and trans-disciplinary working methods.

Demonstrate capacity to employ cooperative interactions and partnerships/teamwork to support professional development

Advocate (LO4)

- **Critical Reflection**
- Professional Identity

Evidence ability to engage with Critical Reflection, to review, analyse and interpret personal and professional development.

Evidence developing working process that identifies consideration and interpretation of social and ethically responsible working methods and how this guides personal professional practice.

Integrate (LO3)

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

Demonstrate capacity for developing coherent and aligned communication and presentation approaches (including narrative & storytelling) in physical, written and oral forms.

Evidence evolving ability to combine academic development with industry interactions, practices and professional working models in order to develop disciplinary discovery and personal practice.

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 encouraging students to develop their practice in relevant professional contexts.

Assessment methods and tasks

Brief description of assessment methods

- *Formative Assessment: You 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.*
- *You will be notified of your 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)

Portfolio of Games

100%

Indicative Assessment Criteria

- **Work in a professional manner including working to milestone timelines and deadlines (LO4, LO2)**

- **Demonstrate the ability to use digital tools to create and pitch ideas (LO3)**
- **Design gaming solutions for multiple platforms (LO2, LO3, LO4)**
- **Demonstrate working as part of a creative team (LO2)**
- **Demonstrate the ability to be an advocate for your creative practice and pathway (LO4)**

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.

Essential Reading list

1. Bamberg, M. (2008) Team Leadership in the Game Industry. Cengage Learning.
2. Lynch, M. & Earle, A. (2018) Surviving Game School...and the Game Industry After That. CRC Press.
3. Ruggill, J., McAllister, K., Nichols, R. and Kaufman, R. (2016) Inside the Video Game Industry: Game Developers Talk About the Business of Play. Taylor & Francis.
4. Schell, J. (2019). The Art of Game Design: A Book of Lenses, Third Edition Paperback. CRC Press.
5. Swink, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation. CRC Press.

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