



Unit Title	How To Be A Lead Games Designer (or a Producer)
FHEQ Level	Level 5 (Production Pathway)
Unit Code	GMD20206
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 explores game design as a discipline, building on the 1st Year, and taking students on a deeper dive into game studies, gamer psychology, game design theory and understanding games cultures.

This unit aims to equip students with the creative mindsets, game design thinking and expected industry work products to design games from the ground up. It takes in academic thinking, industry practice and challenging design problems to develop students’ understanding of the breadth of thinking about games, games production and gamers.

Students will develop paper designs, production plans and pitch ideas. Students will be expected to take on Producer / Lead Design roles in the Game Studio unit/FMP and this unit equips them to take on those challenges, build teams and document ideas.

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

- Explore Game Design from multiple standpoints; academic, industry and consumers.
- Review ideation, game design techniques, mechanics and how they impact practice
- Understand production practice
- Create knowledge bases and systems for delivery for design documentation
- Deeper dives into the current principle technologies.
- Create a portfolio of design, production and pitch materials.

Unit Aims

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

- To encourage bold design thinking, creative solutions and deeper knowledge in the discipline
- Provide a supportive environment for students to ideate and share ideas
- Encourage students' intellectual and personal development by fostering, enhancing and promoting their skills in enterprise and entrepreneurship and embracing critical questioning, innovation and knowledge transfer;
- 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**

Evidence capacity for evolving discipline specific knowledge and technical competencies, supporting academic & practical self-efficacy and evolving employability skills.

LO4 Advocate

- **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.

LO5 Originate

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

Evidence capacity for considered and aligned enquiry processes to inform practical and theoretical development in physical, written and oral forms.

Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide 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 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)

Game Design Portfolio

100%

Indicative Assessment Criteria

- **The ability to demonstrate design work from ideation to documentation and prototype. (LO1)**
- **The ability to research, collate reference and design assets for that work. (LO4)**
- **Evidence reflection of current understanding and work to improve ideation and executions. (LO1, LO5)**

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. Hodent, C (2016). The Gamer's Brain: How Neuroscience and UX Can Impact Video Game Design. CRC Press
2. Madigan, J (2015) Getting Gamers: The Psychology of Video Games and Their Impact on the People who Play Them. Rowman.
3. Kowert, R (ed) (2015) The Video Game Debate: Unravelling the Physical, Social, and Psychological Effects of Video Games. Routledge.
4. Crawford, C (2006). Chris Crawford on Game Design Paperback. New Riders
5. Clinton, K (2010) Agile Game Development with SCRUM. Addison – Wesley Professional.

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