



Unit Title	Final Major Project I – Pre Production
FHEQ Level	Level 6 (All Pathways)
Unit Code	GMD20303
Credit Value	30 Credits
Unit Type	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	25	Independent Study	200
		Preparation for Assessment	25
		Unsupervised Access to Resources	50
Total			300

Unit Description

This unit has students exploring ideas for their FMP and creating the infrastructure to succeed in Make A Game II – Final Major Project.

This unit will require students to ideate, develop ideas and create appropriate technical, artistic and design due diligence for the execution of those ideas as per their pathway or as a part of a multidisciplinary team.

Students will world build, create technical solutions, establish art styles and create appropriate documentation for their final project. By the end of the unit students may have blocked out environments, created prototypes, written narrative and produced production plans.

Students will present this work at a Green Light Panel made up of students, staff and industry professionals and in teams or individually students should be ready to go into full production in *Make A Game II*.

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

- Create pre-production materials for a game.
- Create a prototype technical solution or technical design document to a gameplay or systems based problem you have identified.
- World-build an environment, creating appropriate reference for production.
- World-build a source book for a game design.

Unit Aims

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

- To encourage students to explore their practice and pathway to make decisions about the project they want to take into production
- For students to articulate work effectively through critical evaluation and reflection within their practice.
- Produce a compelling case for their final project.
- To enable students to propose, research, develop and produce viable, sustainable projects within the available time, using available resources
- 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)

Cultivate (LO1)

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

Evidence and contextualise capacity for utilising and synthesising discipline specific knowledge and technical competencies to support academic & practical self-efficacy and advancing employability proficiencies.

Collaborate (LO2)

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

Demonstrate ability to combine strategies that synthesise inter-disciplinary and trans-disciplinary working methods into personal practice.

Evidence aptitude to synthesise cooperative interactions and partnerships/teamwork in personal working methodologies.

Integrate (LO3)

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

Demonstrate effective competence to employ coherent and aligned communication and presentation strategies in physical, written and oral forms.

Evidence ability to effectively synthesise academic development with industry interactions, practices and professional working models in order to facilitate disciplinary discovery and personal professional practice.

Advocate (LO4)

- **Critical Reflection**
- **Professional Identity**

Evidence ability to utilise Critical Reflection, to review, analyse, interpret and evaluate personal and professional development.

Identify a coherent working ethos that identifies consideration of social and ethically responsible working methods and how this aligns and supports personal professional practice.

Originate (LO5)

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

Evidence capacity for rigorous enquiry processes that support and facilitate practical and theoretical development in physical, written and oral forms.

Evidence capacity to combine & synthesise ideas, materials, tests and outcomes into solutions to inform and support and enable 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:

- 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: 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.*
- *Students will be notified of their 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)
Panel Presentation	75%
Developer Diary	25%

Indicative Assessment Criteria

- **Demonstrate the ability to develop an idea for greenlight with a pathway or collaborating with other pathway cohorts (LO1, LO2, LO3, LO5)**
- **Demonstrate the ability to create appropriate workflows for their project appropriate to their pathway or as a multidisciplinary team (LO1, LO2, LO3, LO5)**
- **Demonstrate the ability to plan a coherent major project for professional audiences. (LO1, LO2, LO4, LO5)**
- **Demonstrate the ability to reflect on complex project work with rigor. (LO1, LO4, LO3, 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

- Clinton, K. (2010) Agile Game Development with SCRUM. Addison – Wesley Professional.
- Nystrom, R. (2013) Game Programming Patterns. Genever Benning
- Schell, J. (2019) The Art of Game Design: A Book of Lenses, Third Edition Paperback. CRC Press.
- Swink, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation. CRC Press.
- Lilly, E. (2015) The Big Bad World of Concept Art for Video Games: An Insider's Guide for Students. Design Studio Press.

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