

APPLICATION FOR VALIDATION OF PROVISION

PART 2: MODULE SPECIFICATION PRO FORMA

A GENERAL INFORMATION	
<i>Please complete a module specification for each module included in this application for validation of provision</i>	
1	Module Title
	Commercial Games Development Process
2	Module Code <i>(enter code or NEW)</i>
	SITS 600090 AIS 08358
3	Module Level
	6
4	Portfolio/Programme <i>(the host portfolio/programme for this module)</i>
	Computer Science
5	Credit Value
	20
6	Module Leader <i>(name and email)</i>
	Dr Neil Andrew Gordon n.a.gordon@hull.ac.uk
7	Total Number of Learning Hours <i>(normally 10 hours per credit)</i>
	200
8	Pre-Requisite <i>(where applicable)</i>
	N/A
9	Co-Requisite <i>(where applicable)</i>
	N/A
10	Post-Requisite <i>(where applicable)</i>
	N/A

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11	Number Attending Module <i>(anticipated)</i>																						
	60																						
12	Trimester <i>(please tick as many as appropriate)</i>																						
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13	Module Delivery Mode <i>(please tick as many as appropriate)</i>																						
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14	Mandatory Constraints <i>(e.g. Disclosure and Barring Service Check)</i>																						
	N/A																						
15	Other portfolios/programmes this module is validated to <i>(Please include Portfolio name/Programme Name)</i>																						
	N/A																						
B MODULE DESIGN																							
16	Module Aims <i>(200 words max)</i> <i>As a guide you should include 3 – 4 module aims. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information</i>																						
	<p>This module aims to provide students with the experience, knowledge and skills to be able to apply their technical game development skills within the context of the commercial computer games industry. The module links prior game development material with the typical expectations of business and commercial clients and environments. This is achieved through the more specific aims:</p> <ol style="list-style-type: none"> 1. To provide the business context for game development, enabling students to meet aspects of game design and the commercial production practice. 2. To expose students to the commercial processes and considerations surrounding the development of multimedia applications and games. 3. To review the development process for a typical game including case studies. 4. To provide an implementation exercise in which a game will be designed and later developed as a group exercise as an authentic assessment. 																						

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17	Module Learning Outcomes <i>As a guide you should include 3 – 4 module learning outcomes. Please see A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i>												
	<p><i>On successful completion of this module, students will be able to:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th style="text-align: left; padding: 5px;">Learning Outcome description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-weight: bold;">LO1</td> <td style="padding: 5px;">Demonstrate a critical understanding of the computer-games industry in the context of the global market, including its history, its current status and the possible future trends.</td> </tr> <tr> <td style="text-align: center; font-weight: bold;">LO2</td> <td style="padding: 5px;">Demonstrate a comprehensive understanding of the concepts and principles of Intellectual Property (IPR) and other relevant legal, social, ethical, and professional issues in the context of the computer-games industry.</td> </tr> <tr> <td style="text-align: center; font-weight: bold;">LO3</td> <td style="padding: 5px;">Formulate business plans and devise marketing strategies based on a critical evaluation of the information acquired.</td> </tr> <tr> <td style="text-align: center; font-weight: bold;">LO4</td> <td style="padding: 5px;">Systematically apply formal game design methods that are appropriate and relevant for a required purpose.</td> </tr> <tr> <td style="text-align: center; font-weight: bold;">LO5</td> <td style="padding: 5px;">Work as a team member, using industry standard methods, to produce a piece of entertainment software, which is appropriate and relevant for a suggested purpose, with a critical evaluation of the process and result.</td> </tr> </tbody> </table>		Learning Outcome description	LO1	Demonstrate a critical understanding of the computer-games industry in the context of the global market, including its history, its current status and the possible future trends.	LO2	Demonstrate a comprehensive understanding of the concepts and principles of Intellectual Property (IPR) and other relevant legal, social, ethical, and professional issues in the context of the computer-games industry.	LO3	Formulate business plans and devise marketing strategies based on a critical evaluation of the information acquired.	LO4	Systematically apply formal game design methods that are appropriate and relevant for a required purpose.	LO5	Work as a team member, using industry standard methods, to produce a piece of entertainment software, which is appropriate and relevant for a suggested purpose, with a critical evaluation of the process and result.
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18	Module Indicative Content <i>Please provide up to 200 words which outline the key themes and topics to be included in this module</i>												
	<p>The module explores both the technical aspects of game development, along with the business and commercial context that provide the funding and environment of games, whether in a large studio or for an indie developer The range of areas and topics typically includes:</p> <p>The game design process: Formal game development methods. The design and production of computer-games, planning and strategies. Case studies of successful computer-game design. Typical roles and how to manage and work in teams.</p> <p>The global computer games industry: A brief history of the development of the computer games industry. Computer-games company structures. The current computer-games industry analysis and market trends. Evaluation of different computer-games platforms.</p> <p>An overview of relevant business concepts and applications to games: The composition of a business plan. Costs and financing, planning, production, quality, and marketing. Intellectual property rights and key legal and ethical issues. Financing a games project/business, producing a business plan. The marketing of computer-games, competitors, promotion and distribution. International issues relating to computer games.</p>												

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19	Module Learning and Teaching Methods and rationale for selection <i>Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection</i>										
	<p>This module includes a combination of lectures, practical classes and substantial group based activity. The practical classes and group work will require students to use the lecture material to carry out authentic tasks. The pattern of lectures are allocated to allow class and non-class time for the development of a game.</p>										
20	Breakdown of Teaching and Learning hours <i>Please refer to QAA Explaining Contact Hours guidance for further information.</i>										
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21	Ethical issues, Risk and inclusivity <i>Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).</i>										
	<p>The consideration of ethical issues, risk and the inclusivity of the curriculum of this module fully comply with the standard approaches of the Department of Computer Science, which are described in the Programme Specification document.</p>										
C MODULE ASSESSMENT											
22	Rationale for the assessment methods chosen <i>Maximum 200 words</i>										
	<p>The module aims to prepare students for game development, so provides authentic scenarios for them to develop a game proposal. This scenario may be developed by requiring students to create individual game proposals based on some given context from a potential client, which is followed up by a team activity to develop a game. The teams may choose from one of the team member's proposals, or an adaption thereof.</p> <p>Feedback from the first formal submission feeds into and informs the second assessment.</p>										

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23	Formative Assessments for this module															
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25	Module Re-assessment Method <i>(if different)</i>															
	Game proposal, and a game implantation implementation strategy for a team.															
26	Explanation for the Re-Assessment methods chosen <i>Maximum 200 words</i>															
	<p>The original assessment included two stages, the first to develop a proposal over several weeks, followed by the second one, which provided the space for teams to develop one of the games.</p> <p>For reassessment, the time and team constraints mean that this is revised. Students will have to produce a game proposal for the first element.</p> <p>For the second, they are expected to implement an element of a game, and to identify how a team would have developed the full game i.e. they do the team management proposal, and implement part of that as one of the team, ensuring the student demonstrates suitable team planning/management skills.</p>															
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D MODULE RESOURCES																
28	Indicative Reading List <i>(please refer to the University guidelines for Reading Lists)</i>															
	Essential	Please see https://hull.rl.talis.com/index.html														

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	Recommended	
	Background	
29	Other Resources Required <i>(Please list any further resources that may be required for the successful delivery of this module).</i>	