



FALMOUTH  
UNIVERSITY

Games Academy: BSc(Hons) Computing for Games  
**Course Induction**

# Learning Outcomes

By the end of this session, you should be able to:

- ▶ **Recognise who** your tutors are
- ▶ **Outline what** the Games Academy offers from a computing perspective
- ▶ **Explain** the career paths **and** key learning objectives that the computing course caters to
- ▶ **Suggest** some of the kinds of question that excite game scholars within and around the computing discipline
- ▶ **Recall** the structure of the course

# Learning Outcomes

By the end of this session, you should be able to:

- ▶ **Contrast** what is expected of students in the higher education context to the compulsory education context
- ▶ **Analyse how** to invest sufficient time in both course activities **as well as** self-regulated deliberate practice to achieve key goals
- ▶ **Recall** the role of the DoIT Profiler in identifying individual learning differences

# Course Tutors





Michael Scott (left) pictured with Monica McGill



Ed Powley



Brian McDonald



Gareth Lewis



Al Parker



Jamie White

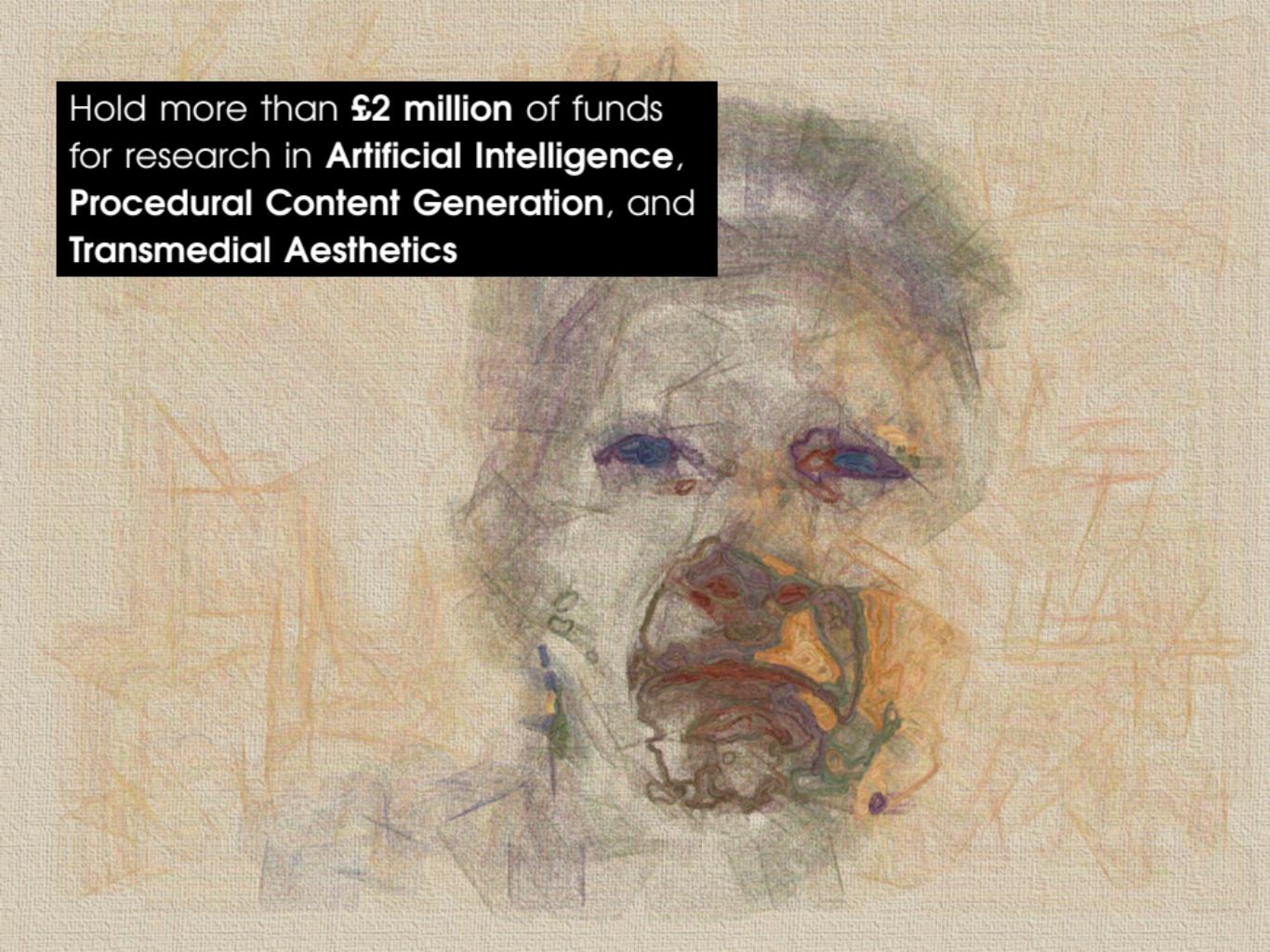
# The Games Academy





**World-Leading** Research in  
**Digital Games** and **Digital**  
**Games Technology**

Hold more than £2 million of funds  
for research in **Artificial Intelligence**,  
**Procedural Content Generation**, and  
**Transmedial Aesthetics**





And hold a growing level of funding  
for research into **Extended Reality**

DIGRA 2015

DIGRA 2

**KEYNOTES**

Thursday, May 1

Friday, May 1

Saturday, May 2

Sunday,

**KEYNOTES**

Thursday, May 14

Friday, May 15

Saturday, May 16

Sunday, May 17

Tanya Krzywinska (Falmouth U)

The Gamification of the Game

Astrid Esselink (Banger Universi

Videogames as Unnatural H

Karen Palmer (i-Interactive Fi

Is Hacking the Brain the Fa

Markus Rautzenberg (Freie U

Dealing with Uncertainty, U

Lead By World-Renowned  
Researchers



Lead By World-Renowned  
Researchers

A photograph showing students in a classroom environment, focused on their work at computer monitors. In the foreground, a student with blonde hair, wearing a red t-shirt, is looking intently at her screen. Behind her, another student's back is visible, showing a plaid shirt. The room contains several other computer stations, suggesting a technology-rich learning environment.

Striving Towards a **First-Class**  
**Educational Provision** that  
Prepares Students for **Careers**  
in the **Creative Industries**

UK'S NO.



**CREATIVE UNIVERSITY**

SUNDAY TIMES LEAGUE TABLE

# Awarded TEF Gold Status



Teaching  
Excellence  
Framework

A group of six students are gathered in a game development studio. In the foreground, a student wearing a VR headset sits on a red sofa, holding a controller. To their right, another student sits on the sofa holding a smartphone. In the background, three more students stand or sit, looking towards the camera. The wall behind them is covered with various game design documents, including a calendar, character sketches, and sections labeled "INTERFACE", "STYLE GUIDE", "MECHANICS", "RELATIONS", "UNITS", and "HOG BOARD".

## Undergraduate Courses in Computing for Games



Postgraduate Courses in  
**Games Entrepreneurship**



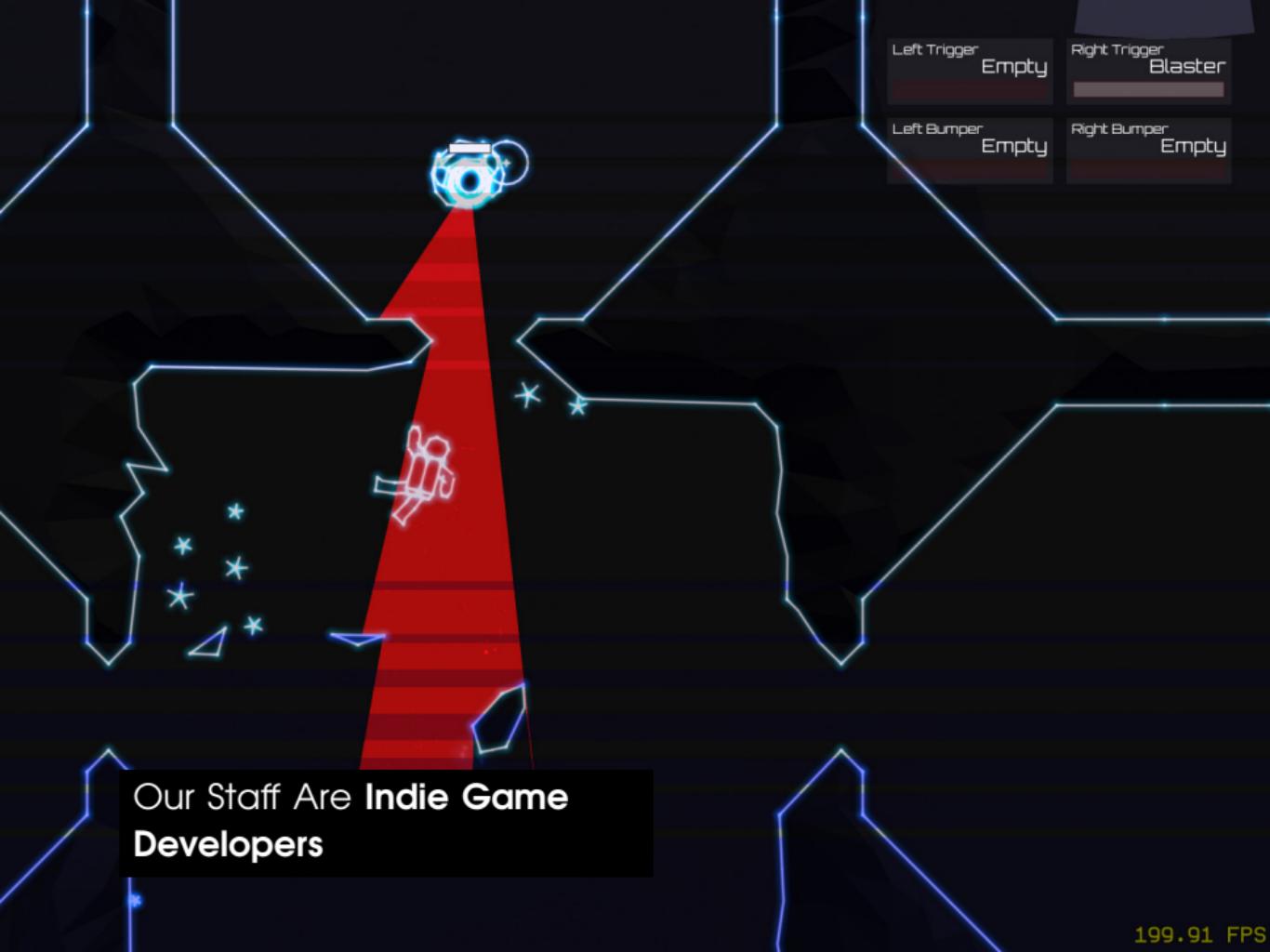
Distance-Learning Courses in  
**Creative App Development**

FALMOUTH  
UNIVERSITY

GAMES  
ACADEMY



Emphasis on **Doing It For Real**



Left Trigger

Empty

Right Trigger

Blaster

Left Bumper

Empty

Right Bumper

Empty

Our Staff Are **Indie Game**  
**Developers**

199.91 FPS



Our Staff Are **Indie Game Developers**

A cinematic shot of a futuristic city at night. A massive, dark, metallic robot with glowing blue and red lights on its joints and a circular visor-like eye dominates the left side of the frame. It appears to be walking or running towards the right. In the bottom right corner, a woman with long dark hair is seen from behind, her hands covering her face in distress or despair. The background features a city skyline with tall buildings, some with green vegetation growing on them. A large, bright explosion or fire is visible in the upper right background, casting a glow over the scene. The overall atmosphere is one of a science fiction movie set in a dystopian future.

Our Staff Are **Indie Game**  
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ROUND TABLE GAMES PRESENTS



We Work  
Closely with  
**Cornwall's**  
**Largest Game**  
**Studios**



[WWW.RTGSTUDIO.CO.UK](http://WWW.RTGSTUDIO.CO.UK)

COMING SOON



[WWW.ANTIMATTERGAMES.COM](http://WWW.ANTIMATTERGAMES.COM)

# RISINGSTORM 2

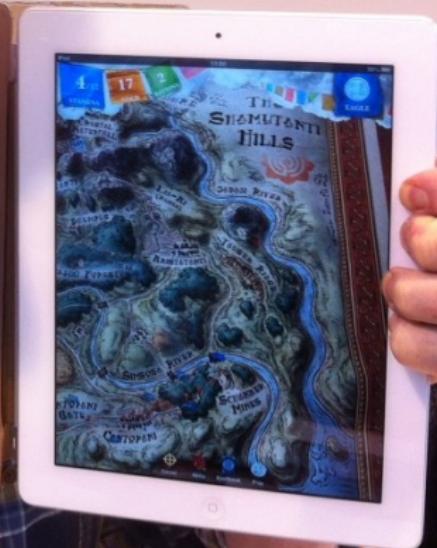
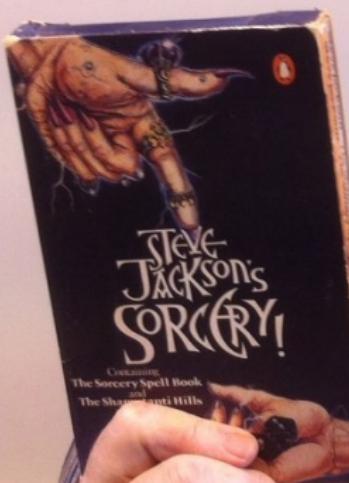


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GALLIMARD

GALLIMARD JEUNESSE

We Attract Industry Legends  
as Visiting Lecturers





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And **Our Graduates** Return to  
Help Us Out

# The UK Creative Industries

## VALUE (GVA)

The UK Creative Industries 2014

£84.1 A YEAR

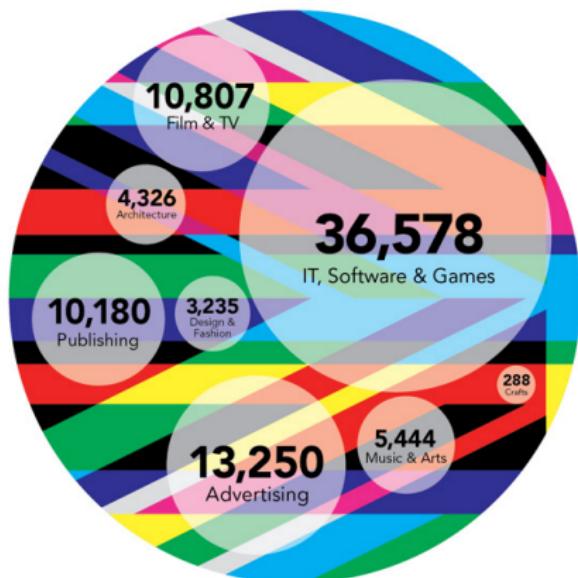
£9.6 AN HOUR

8.9%

INCREASE IN GVA OF THE CREATIVE INDUSTRIES  
BETWEEN 2013 AND 2014

GVA of UK Creative Industries 2014 (£m)

Total £84.1bn



Annual Change in GVA  
1997-2014



[www.thecreativeindustries.co.uk](http://www.thecreativeindustries.co.uk)

Source: DCMS Creative Industries Economic Estimates January 2016

# TECH NATION



127%

From  
**TECH  
CITY**

@TechCityUK

In partnership with  
**Nesta...**

@nesta\_uk

## Truro, Redruth & Camborne

Visit: [techcityuk.com/technation](http://techcityuk.com/technation)

**GVA GROWTH**  
Growth in GVA  
from 2010-2014

**£31m**



**TOTAL GVA**  
Total output (good  
or service) minus  
value of inputs

# TECH NATION

FROM  
TECH CITY

IN PARTNERSHIP WITH  
Nesta...

## DIGITAL TECH ECONOMY

**1.56m** jobs<sup>1</sup>

Job creation **2.8x**  
faster than the rest of the  
economy (2011-2014)



**£50,000**

Almost £50K average  
advertised salary<sup>2</sup>

**36%**

higher than the national  
advertised average<sup>2</sup>

Digital Tech  
Economy jobs exist within  
traditionally non-digital  
industries<sup>1</sup>

**41%**

## DIGITAL TECH INDUSTRIES

**£161bn** turnover<sup>3</sup>

**32%**

Grew 32% faster than  
the rest of the economy  
(2010-2014)<sup>3</sup>

**58,000**

Identified active digital  
tech businesses<sup>4</sup>

### TOP SECTORS<sup>4</sup>

17% App & Software Development

12% Data Management & Analytics

11.5% Hardware, Devices & Open Source Hardware

### DIGITAL TURNOVER TOTAL<sup>3</sup>

**£62.4bn**  
LONDON

**£10bn**  
READING & BRACKNELL

**£8.2bn**  
BRISTOL & BATH

**£2.2bn**  
MANCHESTER

**£1.8bn**  
BIRMINGHAM

### DIGITAL TURNOVER GROWTH (2010-2014)<sup>3</sup>

**+180%**  
SOUTHAMPTON

**+153%**  
TRURO, REDRUTH & CAMBORNE

**+129%**  
DUNDEE

**+101%**  
LONDON

**+53%**  
BRISTOL & BATH

### DIGITAL JOBS<sup>1</sup> TOTAL

**328,223**  
LONDON

**51,901**  
MANCHESTER

**40,440**  
READING & BRACKNELL

**36,768**  
BIRMINGHAM

**36,547**  
BRISTOL & BATH

### PRODUCTIVITY<sup>3</sup> (SALES PER WORKER)

**£296,340**  
BRISTOL & BATH

**£205,390**  
LONDON

**£196,800**  
READING & BRACKNELL

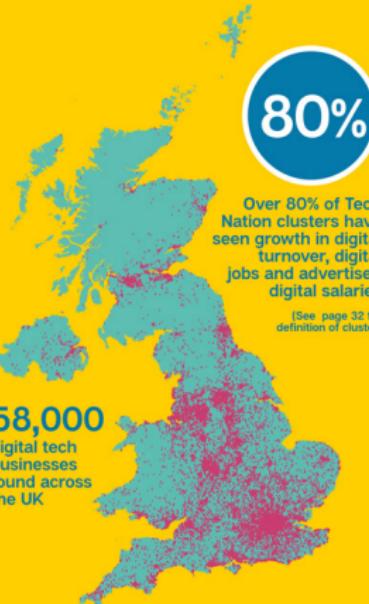
**£171,720**  
SOUTHAMPTON

**£170,460**  
OXFORD

Over 80% of Tech  
Nation clusters have  
seen growth in digital  
turnover, digital  
jobs and advertised  
digital salaries

(See page 32 for  
definition of cluster)

**58,000**  
digital tech  
businesses  
found across the  
UK



### DIGITAL SALARY<sup>2</sup> GROWTH (2012-2015)

**+29%**  
LEEDS

**+27%**  
NEWCASTLE & DURHAM

**+26%**  
SUNDERLAND

**+26%**  
EDINBURGH

**+25%**  
SOUTHAMPTON

<sup>1</sup> Annual Population Survey (2014)

<sup>2</sup> Burning Glass (2015) refers to advertised digital salary

<sup>3</sup> Annual Population Survey, Our Key Business Indicators Database (2014)

<sup>4</sup> Growthstar (2015)

# Computing in the Games Industry



# Careers for Computing Professionals

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- ▶ In small indie studios, you might need to fill multiple roles, including business and design
- ▶ Knowledge of effective team-working tactics is essential (though there are many ways of working)

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- ▶ Experts in programming and software engineering, with an ability to conduct independent research

# Careers for Computing Professionals

There is a wide range of technical roles in game studios:

- ▶ Technical Director / CTO / Lead
- ▶ Gameplay Programmer
- ▶ Engine Programmer
- ▶ Physics Programmer
- ▶ AI Programmer
- ▶ Network Programmer
- ▶ Graphics Programmer
- ▶ Tools Programmer
- ▶ UX / UI Programmer
- ▶ Middleware / Technology Developer
- ▶ Porting Programmer
- ▶ Level Scripter
- ▶ Audio Engineer
- ▶ Data Scientist

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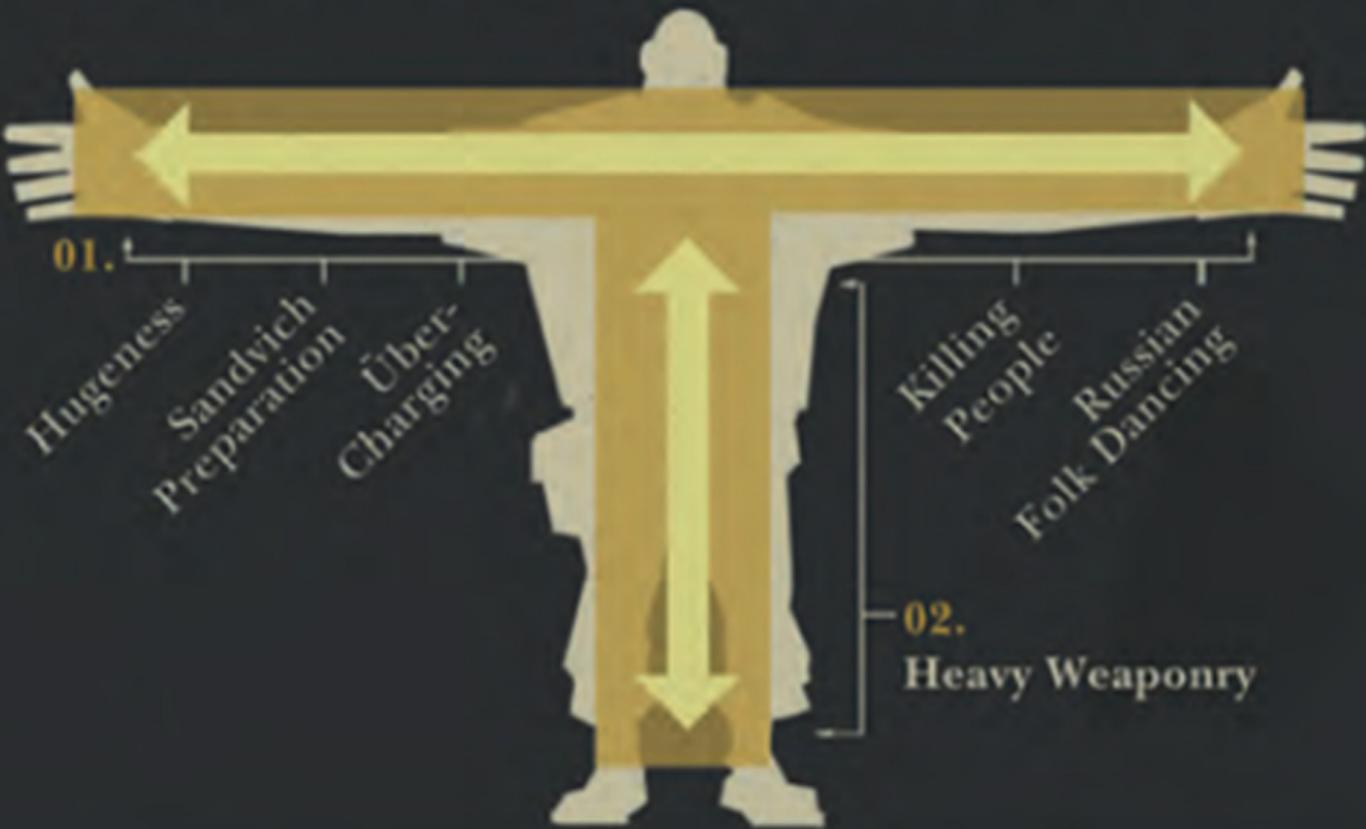
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- ▶ **Administristrate:** the games industry isn't just about development, there is a huge range of other career paths, such as human resources and IT

# T-SHAPED MODEL: EMPLOYEE



# The Meta-Game



# The Games Meta-Game

Setup:

- ▶ Self-organise into groups of 3-4 players
- ▶ You will each receive two sets of card: game cards and question cards.
- ▶ While you are waiting for your cards, identify the youngest player. They will be the first critic.
- ▶ All actions are clockwise from the critic.

# The Games Meta-Game

Instructions:

1. **Question:** The critic draws a question card.
2. **Answer:** The *remaining players* (i.e., not the critic!) submit their best game card, to answer the question, face-up.
3. **Justification:** The *remaining players* justify the game card they have selected.
4. **Selection:** The critic selects the most suitable game card answering the question. That player ‘wins’ the round, keeping the question card as a scoring token and becomes the next critic.
5. **Repeat** from step 1, for approximately 20 minutes.

# Route: Computing Professional



# Victory Parade

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- ▶ **Research:** identify and articulate a position on an issue using appropriate sources and academic conventions
- ▶ **Reflect:** identify professional attributes and illustrate how they are relevant to your practice

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- ▶ **Pitch:** identify and express your role within a creative studio culture
- ▶ **Deliver:** describe how to iteratively ideate, create, and test prototypes to deliver an interesting experience

# Philosophy

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  - ▶ Do it together and learn from each other, before doing it alone
  - ▶ Critique each others' work and discuss what constitutes good practice

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  - ▶ Critique each others' work and discuss what constitutes good practice
- ▶ Emphasis on feed-forward over just feed-back
  - ▶ Early milestones, earlier start, more learning
  - ▶ Get advice on how to improve your own practice *before* you submit your work

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We are the only science degree in the entire university and do things a little differently:

- ▶ Emphasis on highly structured assignments
  - ▶ Formative work across the study block
  - ▶ Guaranteed 40% pass for successfully completing all in-class activities with basic competence and submitting on-time
  - ▶ Face-to-face feedback and discussion

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  - ▶ Face-to-face feedback and discussion
- ▶ Emphasis on continuing personal development
  - ▶ Personal growth over hitting a benchmark
  - ▶ Journey to professional competency and beyond, rather than hitting a grade
  - ▶ Rubrics and qualitative feedback (at least, at first)

# Course Map



# Course Map

## YEAR 1

SEMESTER 1	SEMESTER 2
<b>PRINCIPLES OF COMPUTING</b> <b>COMP110</b> Core 20 credits	<b>GAME ARCHITECTURE &amp; ENGINEERING</b> <b>COMP130</b> Core 40 credits
<b>CREATIVE COMPUTING: TINKERING</b> <b>COMP120</b> Core 20 credits	<b>CREATIVE COMPUTING: HACKING</b> <b>COMP140</b> Core 20 credits
<b>GAME DEVELOPMENT PRACTICE</b> <b>COMP150</b> Core 20 credits	

# Course Map

## YEAR 2

STUDY BLOCK 1	STUDY BLOCK 2				
<p><b>WORLD CREATION PROJECT: PRE-PRODUCTION</b> <b>GAM220</b> 20 credits</p>	<p><b>WORLD CREATION PROJECT: PRODUCTION</b> <b>GAM240</b> 40 credits</p>				
<p><b>MATHEMATICS FOR VIRTUAL WORLDS</b> <b>COMP270</b> 20 credits</p>					
<p><b>SPECIALISMS IN CREATIVE COMPUTING</b> <b>COMP280</b> 20 credits</p>	<p><b>OPTIONS</b> Choose 20 credits from the following modules:</p> <table border="1"><tbody><tr><td><b>INTERFACES &amp; INTERACTION</b> <b>COMP210</b> 20 credits</td><td><b>GRAPHICS &amp; SIMULATION</b> <b>COMP220</b> 20 credits</td><td><b>ARTIFICIAL INTELLIGENCE</b> <b>COMP250</b> 20 credits</td><td><b>DISTRIBUTED SYSTEMS</b> <b>COMP260</b> 20 credits</td></tr></tbody></table>	<b>INTERFACES &amp; INTERACTION</b> <b>COMP210</b> 20 credits	<b>GRAPHICS &amp; SIMULATION</b> <b>COMP220</b> 20 credits	<b>ARTIFICIAL INTELLIGENCE</b> <b>COMP250</b> 20 credits	<b>DISTRIBUTED SYSTEMS</b> <b>COMP260</b> 20 credits
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# Course Map

## YEAR 3

STUDY BLOCK 1	STUDY BLOCK 2
<b>MAJOR GAME DEVELOPMENT PROJECT: PRE-PRODUCTION</b>  GAM320  40 credits	<b>MAJOR GAME DEVELOPMENT PROJECT: PRODUCTION</b>  GAM330  40 credits
<b>RESEARCH &amp; DEVELOPMENT: PRACTICE</b>  COMP320  20 credits	<b>RESEARCH &amp; DEVELOPMENT: DISSERTATION</b>  COMP360  20 credits

# Timetable



# Timetable

## Live Demo

The timetable can be found on:

<http://mytimetable.falmouth.ac.uk>

Check the timetable every day! Sessions can, and often do change. Once you are allocated into groups for your collaborative game development projects, meeting times with tutors will change and extra sessions may appear!

This is a full-time course. Any time you are not scheduled to be with a tutor, you are expected to be working on your projects in the studio.

# Assignments



# Assignment Structure

**100% Coursework**

# Assignment Structure

Assessments are designed to reflect professional practice:

- ▶ Items for your Portfolio
- ▶ Collaborative Games Projects
- ▶ Pitches
- ▶ Papers

Relative importance of each will depend on your career trajectory



Collaborative Approach with  
Arts Students



Follows an **Incubation Model**:  
Make Games For Real



**Studio-based** Course: 9-5 in the  
Studio Working on Games



ARTHUR

Score: 5,500

Score: -500

GAWAIN

Score: -500

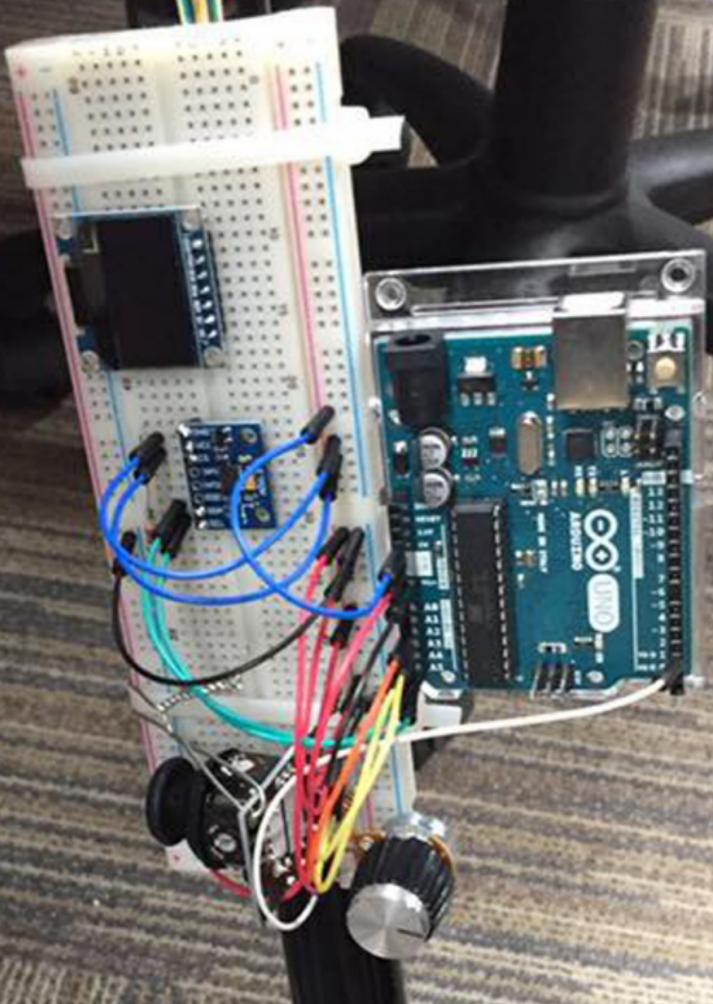
Score:





<https://www.youtube.com/embed/KzvZD5-Jmo4>





Name: \_\_\_\_\_  
Level: 1  
Speed: 1  
Lives: 1  
Score: 540



# Assignment Structure

Each study block, you will complete **six** assignment 'tracks':

- ▶ Collaborative Game Development Project
- ▶ Academic Essay
- ▶ Small Programming Projects
- ▶ Worksheets and On-line Quizzes
- ▶ Research Journal
- ▶ Reflective Journal & CPD Report

# Assignments

Live Demo

All assignment briefs will be found on:

[learningspace.falmouth.ac.uk](http://learningspace.falmouth.ac.uk)

Enjoy freshers week. Read them very carefully on Monday!

LearningSpace is also where you submit the final “summative” versions of your assigned coursework tasks!

# Assignments

You will usually submit your work as a single .zip archive.  
Please use the following convention:

**module\_assignmentNumber\_studentID**

For example:

**comp110\_1\_0601210**

We use anonymous marking where possible.

# Assignments

Staff are **not allowed** to put deadlines on slides, or even tell you when deadlines are—please don't ask!

All assignment deadlines can be found next week on:

[myfalmouth.falmouth.ac.uk](http://myfalmouth.falmouth.ac.uk)

Take note of these carefully! A single second late, and your work will be capped at the minimum passing grade.

# Assignments

In the absence of extenuating circumstances (i.e., you are seriously ill and stuck in hospital):

**You MUST submit something  
for EVERY assigned coursework task!**

In the eyes of university policy, not submitting anything is *the same as withdrawing from your studies*. Even if your work is unfinished, submit it! Even submitting a blank piece of paper is better than not submitting anything!

If you forget to submit, there is a grace period of 5 working days after the deadline. If you fail, you get a second attempt.

# Expectations in Higher Education



# Socrative FALCOMPMIKE

**List** THREE key differences between expectations in the higher education and compulsory education contexts.

- ▶ In pairs.
- ▶ Discuss for 2-minutes what 'expectations' means. Then, discuss how they differ between higher and compulsory education.
- ▶ **List** the differences. Avoid overlap.

# Expectations

Please note the following:

- ▶ This is a full-time course
- ▶ You are expected to engage 1200-hours of study per academic year
- ▶ Approximately 1/3 of that will be contact time
- ▶ Approximately 2/3 of that will be ‘self-directed study’
- ▶ This means you are expected to study 40 hours per week, **EVERY** week within the study block
- ▶ If you can’t commit to this—see us ASAP to discuss your options

# Expectation

Please note that each study block has the following structure:

- ▶ 5 Weeks - Sessions with Tutors
- ▶ 1 Week - Self-Directed Studio Practice with Team
  - ▶ **NOT** a vacation
- ▶ 6 Weeks - Further Sessions with Tutors
- ▶ Vacation Period
- ▶ 1 Week - Game Demos and Assessments
- ▶ 2 Weeks - Further Self-Directed Studio Practice with Team
  - ▶ **NOT** a vacation

But what actually ‘counts’ as study?

# Socrative FALCOMPMIKE

**Give** THREE activities that count as 'self-directed study'.

- ▶ In pairs.
- ▶ Discuss for 2-minutes what 'self-directed study' means. Then, discuss what counts as self-directed study.
- ▶ **List** the differences. Avoid overlap.



# Activity: Time Management

Please complete the following activity:

[http://www.learnhigher.ac.uk/  
learning-at-university/time-management/  
getting-organised/](http://www.learnhigher.ac.uk/learning-at-university/time-management/getting-organised/)

# Activity: DoIT Profiler

You **MUST** complete the following activity:

<https://doitprofiler.net/Account/ClientLogin>

Client code: fall15mar

# Questions & Answers

Thank you for listening.

Please feel welcome to ask questions or raise concerns.