



## **Module Specification**

### **Commercial Games Development**

Version: 2024-25, v3.0, 28 Mar 2024

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>4</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>8</b>

## Part 1: Information

**Module title:** Commercial Games Development

**Module code:** UFCE3F-45-3

**Level:** Level 6

**For implementation from:** 2024-25

**UWE credit rating:** 45

**ECTS credit rating:** 22.5

**College:** College of Arts, Technology and Environment

**School:** CATE School of Computing and Creative Technologies

**Partner institutions:** None

**Field:** Computer Science and Creative Technologies

**Module type:** Module

**Pre-requisites:** Game Engine Programming 2024-25, Gameplay Programming 2024-25

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module provides a platform for students to engage with a challenging, viable product brief, not only requiring development of a commercial entertainment product, but also the successful navigation of a range of social, ethical and commercial issues associated with a game development project.

To take this module students must have achieved either Game Engine Programming or Gameplay Programming as a pre-requisite to this module.

**Features:** Not applicable

**Educational aims:** This module aims to mimic the requirements of working in a typical game development environment, treating the whole cohort as a single studio, working on a number of smaller group projects. In doing so the module aims to support students transitions into industry where they will be working with others on diverse projects with multiple inputs.

Software technology used in the games industry is increasingly complex, with competing, even conflicting requirements. Balancing sound software development practices with coherent and engaging game design, along with consumers expectations for increasing standards of presentation and performance is the goal.

Upon graduating, students will be expected to be able to respond to these trends and to be able to function effectively in a rapidly moving field. They will further be required to provide suitable solutions to development problems as they occur in a professional setting while maintaining awareness of relevant legal, social and ethical practice in line with the industry standards.

**Outline syllabus:** This module provides a platform for students to engage with a challenging, viable product brief, not only requiring development of a commercial entertainment product, but also the successful navigation of a range of social, ethical and commercial issues whilst working in a professional setting.

Core module content includes:

- Input and display devices
- Platform hardware and associated SDK use
- Camera control, collision detection, AI or procedurality
- Integration of graphic resources, animation, effects and shaders
- Audio processing, environmental audio, music and event driven effects
- Monetisation, marketing, management, social media, funding and ethics
- Deployment testing, profiling and optimisation techniques

- File formats, game persistence, build engineering and source control
- Licensing, copyright, royalty rate and distribution

This list is not exhaustive and will be dictated by the projects undertaken each year as the technologies used evolve, consumers' expectations change and students' interests move forward.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Taught material specific to key technical challenges and conceptual topics will be presented through lectures and bespoke group meetings, presentations and studio based seminars delivered by expert staff or industry professionals, with conceptual content towards the start and technical content throughout.

Support will be provided throughout the module through practical studio sessions, with a dedicated team of teaching staff taking on lead industry roles and overseeing development, which students are expected to communicate with throughout the project.

Typically, for a given target platform students will be required to work in groups, and will be presented with brief and concept at the start of the year, towards which they must formulate a pitch and implement a prototype of a game which, if successful, will be allowed to progress on through alpha towards beta and the final stages.

The whole group will be involved in the technical development of the game scenario and any associated gameplay mechanics. The whole group will also contribute to the presentations on the work at each stage of development and marketing of the final game.

Individually students will need to reflect on their own input into the project, performing a post-mortem of the final results, commenting on what they contributed

and how the game can be developed further following the group design and development stages.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify, demonstrate and execute industry appropriate production and development practice using selected tools and/or deployment platforms.

**MO2** Design, implement and deploy polished, performant and accessible, commercially viable software, managing the transition from key development stages, making appropriate use of industry tools and practice.

**MO3** Demonstrate in-depth understanding of core legal, social, and ethical issues whilst complying with relevant issues of ownership, quality and licensing for commercially viable software in professional game development practice.

**MO4** Present and demonstrate the enterprise skillset for a final product, addressing implementation strategy, development practice or technical hurdles, whilst discussing the role and significance of key components.

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 330 hours

Face-to-face learning = 120 hours

Total = 450

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ufcfm4-30-3.html) via the following link <https://uwe.rl.talis.com/modules/ufcfm4-30-3.html>

## **Part 4: Assessment**

**Assessment strategy:** Formative feedback is offered throughout the module, in studio, play-testing and regular presentation sessions. Staff are also on-hand to support individuals and groups weekly, discussing progress and providing

progression feedback.

Summative assessment:

The final portfolio of deliverables includes a platform specific 'vertical slice' build, accompanied by appropriate supporting industry standard documentation presented as a group with each student explaining their individual contribution.

Individually the portfolio will require students to produce a post-mortem report evaluating the "next steps" their game could take to complete it as a full commercial game release. In this report students could discuss their understanding of core legal issues of the game including, but not limited to relevant issues of ownership, licensing and/or how to get the game published and specific platforms. Individually students will need to produce a video presenting a key technical aspect of the group project they were responsible for, presenting examples from their work and discussing what it contributed to the final game.

The final group presentation offers students the opportunity to pitch their final commercial game to publishers and peers. They will also be assessed on how well they explain their development decisions and the alternative approaches that could have been taken.

Depending on progress made in the group game project, the referral assessment will follow the same assessment strategy as the main sit, although ask students to focus on their individual contribution only.

### **Assessment tasks:**

#### **Portfolio (First Sit)**

Description: Students will work in small groups, creating their own indie game studio, establishing group work ethic and professional practice.

Following their studio formation, students will come together to work as a team on a small-scale game project using their individual skills to contribute to the development of a commercial game.

Students will individually be required to produce a post-mortem report evaluating the “next steps” their game could take to complete it as a full commercial game release (1,500 words).

Weighting: 70 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

### **Presentation (First Sit)**

Description: The presentation offers students the opportunity to present their final game in their groups as a commercial release, highlighting their individual contribution/s around key technical aspects of the finished product, whilst also explaining how they have considered legal, social, ethical, and commercial issues in the run up to readying the product for market in a live group presentation (up to 10 minutes).

Individually students will also submit a video presenting a key technical aspect of the group project they were responsible for, using examples from their work and discussing how it contributed to the final game. (Video submission up to 5 minutes).

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

### **Portfolio (Resit)**

Description: For the resit of this task, students will work on their individual contribution to the commercial game project, building what they worked on towards fully completed implementation.

Students will be required to produce a post-mortem report evaluating the “next steps” their game could take to complete it as a full commercial game release (1,500 words)

Weighting: 70 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

### **Presentation (Resit)**

Description: Students will present their final game as a video pitch presentation. This will need to explain the key technical aspect they were responsible for in the game project, using examples from their work and discussing what it contributed to the final game. Students will also need to explain how they have considered legal, social, ethical, and commercial issues in the run up to readying the game for market.

(Video submission up to 10 minutes).

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

### **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Games Technology [Frenchay] BSc (Hons) 2022-23

Games Technology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22