MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>3D Games Prototyping</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>55-600009</td>
</tr>
<tr>
<td>CREDITS</td>
<td>20</td>
</tr>
<tr>
<td>LEVEL</td>
<td>6</td>
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<tr>
<td>JACS CODE</td>
<td>G450</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>SEGM</td>
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<tr>
<td>DEPARTMENT</td>
<td>COMPUTING</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Jacob Habgood</td>
</tr>
<tr>
<td>NOTIONAL STUDY HOURS</td>
<td>Tutor-led 48  Tutor-directed 48  Self-directed 104  Total</td>
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<tr>
<td>BY TYPE</td>
<td>Hours 200</td>
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MODULE AIM(S)

This module will contribute to your education by building on knowledge you will have already gained through your previous work, applying key concepts, theories, principles and methods used in the complex field of games software development. Members of project teams are likely to be providing skills from a diversity of backgrounds related to the creation of three dimensional digital games. Key to the success of the development process is ensuring that the wide range of media elements, navigation and information are put together so that the user attains the best experience from playing the game.

The aim of this module is to enable you to acquire understanding and experience of working as an interdisciplinary team in order to develop a successful 3D game prototype.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Understand and apply the methods and techniques required for designing high quality 3D game prototypes for the games industry.

2. Manage and implement assets suitable for a real-time playable 3D prototype.

3. Work effectively as a member of a project team working on the development of a 3D game prototype.

4. Produce and assess industry standard project documentation and workflows.

5. Critique their own work and the work of their peers.

INDICATIVE CONTENT
Typically, the module will cover:

- Principles of design for contemporary 3D computer games
- The creation and development of concept design documentation
- The process of designing and building a game prototype
- Approaches to evaluating design
- Evaluation paradigms and techniques for entertainment software

LEARNING AND TEACHING METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways

- Lectures covering game design theory
- Hands-on lab-based exercises
- Independent study
- Group meetings
- Online peer communication within groups

ASSESSMENT STRATEGY AND METHODS

<table>
<thead>
<tr>
<th>Task No.</th>
<th>TASK DESCRIPTION</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count / Duration</th>
<th>In-module retrieval available</th>
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<tbody>
<tr>
<td>1</td>
<td>Coursework (Individual Component)</td>
<td>CW</td>
<td>75%</td>
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<td>2</td>
<td>Coursework (Group Component)</td>
<td>CW</td>
<td>25%</td>
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ASSESSMENT CRITERIA
To pass this module the student will need to demonstrate a basic understanding of the different processes involved in the creation of a 3D game prototype. They will need to demonstrate this by producing work that is suitable for a real-time playable 3D game prototype. They will also be required to research existing work and workflows as well as being able to discuss and critique their own work and the work of their peers.

FEEDBACK
Students will receive feedback on their performance in the following ways

Formative feedback on student work will be provided in the form of written feedback on the documentation provided to support the requirement specification and design developments. Summative feedback will follow presentations of the prototype application. Summative assessment of the student's individual report will relate to the insights demonstrated in the writing and the relation to relevant literature through reference to other academic and commercial work.

LEARNING RESOURCES (INCLUDING READING LISTS)
Here is an indicative list of books that the student will find useful:


Useful online resources include:


REVISIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tbody>
<tr>
<td>July 2012</td>
<td>Assessment Framework review</td>
</tr>
<tr>
<td>June 2013</td>
<td>Correction to assessment pattern - See Ass Mod Spreadsheet</td>
</tr>
<tr>
<td>18/07/2019</td>
<td>MOD-COMP-1906051249</td>
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SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th></th>
<th>NEW MODULE</th>
<th>EXISTING MODULE - NO CHANGE</th>
<th>Title Change</th>
<th>Level Change</th>
<th>Credit Change</th>
<th>Assessment Pattern Change</th>
<th>Change to Delivery Pattern</th>
<th>Date the changes (or new module) will be implemented</th>
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<tbody>
<tr>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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MODULE DELIVERY PATTERN - Give details of the module delivery pattern. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tr>
<td>Intake 1</td>
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<td>DD/MM/YYYY</td>
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<tr>
<td>Intake 2</td>
<td>DD/MM/YYYY</td>
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</tr>
<tr>
<td>Intake 3</td>
<td>DD/MM/YYYY</td>
<td>DD/MM/YYYY</td>
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Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage? N/A
### MODULE ASSESSMENT INFORMATION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement Status</th>
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<tbody>
<tr>
<td>Does the Module (using Model A Assessment Pattern) Require Either*</td>
<td></td>
</tr>
<tr>
<td>Overall Percentage Mark of 40%</td>
<td>Y</td>
</tr>
<tr>
<td>Overall Pass / Fail Grade</td>
<td>N</td>
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*NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks

### FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Task Number</th>
</tr>
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<tbody>
<tr>
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### MODULE REFERRAL STRATEGY

<table>
<thead>
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<th>Requirement</th>
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<tr>
<td>Task for Task (as shown for initial assessment strategy)</td>
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<tr>
<td>Single Referral Package for All Referred Students</td>
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