

**MODULE CODE:** DH3BAGA03C

**MODULE TITLE:** Professional Practice 1

**Level:** 4

**Credit Value:** 15

**Pre-Requisites:** NONE

### Module Description

This module is to develop understanding of the computer games industry and the employment available within it to enable the student to prepare for employment. It will cover the relationships between various roles in game development studios, publishers and self-employment. The student will investigate how the industry and its employees work together to produce computer games e.g. game design, programming, game art, concept art, level design, sound design and games design management. The student will create a business presence online for their own skills and promotion.

### Learning Outcomes

On completion of this module, students will be able to:

1. Use a range of established techniques to research employment opportunities and recruitment in the computer games industry.
2. Demonstrate understanding of the games industry by identifying the differing areas within it and outlining opportunities for earning a living.
3. Identify opportunities for progression and individual earning potential within a chosen area of the games industry and within the business as a whole.
4. Create an online portfolio to be developed over three years.
5. Understand terms and conditions for self-employment in the computer games industry
6. Create effective and professional online promotional material.

### Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
1500-word research document (50%) <u>OR</u> 5-minute online video presentation on job opportunities in the games industry (50%) LO1, LO2, LO3, LO4	Yes	Sem 1 mid
Online presence / portfolio (website, social media page or YouTube channel) (50%) LO5	Yes	Sem 1 end

Submit via Moodle

### Indicative Content:

- The employee and the law
  - *contracts*
  - *copyright*
  - *venue licensing*
  - *health and safety*
- Self-employment and the law
  - *tax law*
  - *personal record keeping*
- Professional fees
  - *fee structures within the media industry*
  - *expenses*
  - *typical incomes*
- Targets for promotion

- *sources of work*
- *employer requirements and expectations*
- *targeting promotional material*
- Designing and producing promotional material
  - *Image and design*
  - *content*
  - *costs*
  - *competitive edge*
  - *social networking*
  - *website design*
- Critical Self-Evaluation
  - *SMART target setting*
  - *Personal review*

### **Learning and Teaching Strategies**

Research, experimentation and investigation will be complemented by self- and peer-assessment and supported through focused tutorial support within specialist areas.

Investigative strategies are based on the vocational context of the study of the media industry including business, pre-production, production and post-production testing and the uses of technology for production, distribution and execution.

Textual analysis will be taught in modules both of a theoretical and practical nature.

These intellectual skills are assessed in a formative way through group work such as workshops and discussion groups, and in a summative way through games and asset design, portfolios, evaluative submissions, projects, essays and online digital media content.

Information Technology will be utilised in all academic based modules. Online journals and websites are a critical component to the reading lists due to their contemporary nature in addition to printed monthly magazines.

Key Skills will be embedded through the inclusion and teaching of critical thinking pedagogies.

Analysis of existing examples and self-evaluative reflection of coursework will be an intrinsic part of several modules in all stages.

Blended learning will be integrated through the use of online access to games documentaries.

Students will contribute to blogs and discussions on this work, and their own coursework, enabling a forum for creative discussion and analysis.

### **Specific Learning Resources**

- PC or Mac suites
- Video Equipment available from the Library
- Technical Learning Resources (TLR)
- Internet resources via Moodle
- Social Networks and Website design software
- YouTube

### **Reading Lists**

#### **Highly Recommended**

Brandes Hepler, J. (2016) *Women in Game Development: Breaking the Glass Level-Cap*. Florida: CRC Press.

Dille, F., Platten, J. (2008) *The Ultimate Guide to Video Game Writing and Design*. New York: Random House.

Laramee, F. (ed) (2005) *Secrets of the Game Business* 2nd edition. Boston: Charles River Media.

## Recommended

Fullerton, T. (2014) *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*. Florida: CRC Press.

Ruggill, J., McAllister, K., Nichols, R., Kaufman, R. (2016) *Inside the Video Game Industry: Game Developers Talk About the Business of Play*. New York: Routledge.

Salen, K., & Zimmerman, E. (2004). *Rules of play: Game design fundamentals*. MIT press.

## Assessment Grading Criteria:

	<b>The research document will:</b>
<b>FIRST CLASS 70%+</b>	<ul style="list-style-type: none"> <li>• Be viable, realistic, literate and professional throughout, with evidence of research in all aspects</li> <li>• Demonstrate an thorough understanding of British law and British Tax Law as it applies to the self-employed person and relate these to the student's personal situation</li> <li>• Provide a practical and viable plan for personal financial record keeping, including a realistic example of projected personal monthly income and expenditure</li> <li>• Contain helpful and relevant appendices and a full bibliography</li> </ul>
<b>UPPER SECOND CLASS 60%-69%</b>	<ul style="list-style-type: none"> <li>• Be viable, realistic, literate and professional in most aspects, with evidence of research</li> <li>• Outline aspects of British law and British Tax Law as it applies to the self-employed person and relate these to the student's personal situation</li> <li>• Provide a practical plan for personal financial record keeping, including an example of projected personal monthly income and expenditure</li> <li>• Contain relevant appendices and a bibliography</li> </ul>
<b>LOWER SECOND CLASS 50%-59%</b>	<ul style="list-style-type: none"> <li>• Be realistic and literate in most aspects but will probably require more thinking through and show little evidence of research relying mainly on lecture notes</li> <li>• Outline aspects of British law and British Tax Law as it applies to the self-employed person but not necessarily fully relate these to the student's personal situation</li> <li>• Provide a plan for personal financial record keeping which is basically realistic but may require more thought; Include an example of possible monthly income and expenditure which may be slightly unrealistic</li> <li>• Be unlikely to contain appendices or full bibliography</li> </ul>
<b>THIRD CLASS 40%-49%</b>	<ul style="list-style-type: none"> <li>• Show some knowledge in all aspects but will probably require more thinking through and show no evidence of research relying solely on lecture notes</li> <li>• Outline basic aspects of British law and British Tax Law as they apply to the self-employed person but will probably not relate these to the student's personal situation</li> <li>• Provide a basic plan for personal financial record keeping which will probably require more thought; show some knowledge of projected monthly income and expenditure which may be incomplete or unrealistic</li> <li>• Be unlikely to contain appendices or bibliography</li> </ul>
<b>FAIL 0%-39%</b>	<ul style="list-style-type: none"> <li>• Be unlikely to contain all the required elements</li> <li>• Be unlikely to demonstrate a working knowledge of the subject</li> <li>• Be unlikely to contain a workable plan for personal financial record keeping; Be unlikely to demonstrate a realistic knowledge of expected income and/or expenditure</li> <li>• Be unlikely to contain appropriate back-up material</li> </ul>

	<b>The online promotional material will:</b>
<b>FIRST CLASS</b> <b>70%+</b>	<ul style="list-style-type: none"> <li>• Be viable, realistic, literate and professional throughout</li> <li>• Contain imaginative and professionally viable promotion materials</li> <li>• Demonstrate throughout an understanding of the requirements of employers within the media industry</li> <li>• Clearly and professionally outline the services on offer and the fees charged</li> <li>• Be literate, professional, business-like and targeted to a specific audience</li> </ul>
<b>UPPER SECOND CLASS</b> <b>60%-69%</b>	<ul style="list-style-type: none"> <li>• Be viable, realistic, literate and professional in most aspects</li> <li>• Contain professional promotion materials</li> <li>• Demonstrate understanding of the requirements of employers within the media industry</li> <li>• Clearly outline the services on offer and the fees charged</li> <li>• Be literate, business-like and targeted to a specific audience</li> </ul>
<b>LOWER SECOND CLASS</b> <b>50%-59%</b>	<ul style="list-style-type: none"> <li>• Be realistic and literate in most aspects but will probably require more thinking through</li> <li>• Contain promotion materials which, while including the required elements, will probably be rather basic</li> <li>• Demonstrate some understanding of the requirements of employers within the media industry</li> <li>• Outline services and fees</li> <li>• Be generally literate and suggestive of a target audience</li> </ul>
<b>THIRD CLASS</b> <b>40%-49%</b>	<ul style="list-style-type: none"> <li>• Show some knowledge in all aspects but will probably require more thinking through</li> <li>• Contain a promotion materials which, while including the required elements, will probably be unimaginative and/or need more work to be fully viable</li> <li>• Show some understanding of the requirements of employers within the media industry but probably at a rather naïve level</li> <li>• Outline services and fees but may be slightly unrealistic or unclear</li> <li>• Require improvement</li> </ul>
<b>FAIL</b> <b>0%-39%</b>	<ul style="list-style-type: none"> <li>• Be unlikely to demonstrate knowledge and/or understanding of the requirements for personal promotion or of employers</li> <li>• Be unlikely to outline realistic fees</li> <li>• Require significant improvement</li> </ul>