MODULE CODE: DH3BAGA05i

MODULE TITLE: Professional Studio Project

Level: **5**
Credit Value: 30
Pre-Requisites: NONE

Module Description
As the culmination of the second stage, this module is designed to implement the critical understanding of game mechanics and theories, with practical skills to create a prototype of a game. It will also be an introduction to business and the skills needed to collaboratively plan, develop and pitch a game prototype. Entrepreneurship and market research skills will be developed during this project. The student will self-evaluate the success of their individual learning and experience as part of their business plan in preparation for their future career. The student can work in teams or individually and will develop skills in their individual roles and keep a diary of the process, including analysis of peer-evaluation both on their development and that of the product. Work created here will be added to the student's accompanying portfolio this portfolio of design and realisation will be developed, in additional modules to aid course progression and employment.

Learning Outcomes
On completion of this module, students will be able to:
1. Work effectively individually and with others to produce a computer game using expected media conventions to a semi-professional standard.
2. Evaluate and evidence the process of creating a computer game, game assets and /or games level.
3. Develop, evaluate and interpret a written brief in order to design a 2D game prototype/ 3D level of game.
4. Demonstrate a knowledge of basic business practice as it operates at a practical level within a chosen area of the games industry.
5. Demonstrate knowledge and critical understanding creating a viable business plan.
6. Critically evaluate own learning and experience within a business environment.

Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Business Plan for new Games Company and Pitch (presentation) (10-15 mins) 40% 2400 words or equiv. LO1, LO2, LO3	Yes	Sem 2 end
Game Design Document and Prototype of a Game and individual 1000 word evaluation 60% LO4, LO5, LO6	Yes	Sem 2 end

Indicative Content:
- How to write a successful business plan
- Marketing and the use of social networking
- Practical skills
- Coding
- Games testing
- Analysis and evaluation

- Industry Practice
- Study of games and games genres
- Games testing
- Peer review and evaluation

Learning and Teaching Strategies

Communication skills will be developed during workshops sessions, presentations and seminars as well as through creative writing and research. Negotiation skills are developed alongside the students' growing sense of autonomy.

The development of key and transferable skills commences with personal development planning techniques. The relevant skills are embedded in modules throughout the course.

Communication skills will be developed during workshops sessions, presentations and seminars as well as through creative writing and research. Negotiation skills are developed alongside the students' growing sense of autonomy.

Self-assessment and personal development planning are integral to the course and student autonomy in both practical and academic studies becomes increasingly important as the course develops.

The ability to solve problems has increasing importance as the course progresses and is an integral part of most practical modules and digital media industry modules. Team work and leadership skills will be developed through gameplay research, collaborative projects and on work placement(s).

Practical sessions, lectures, workshops, group and individual sessions and tutorials are combined to give a balanced programme of study. The course is supported by the use of varied ICT, and independent learning.

Computer programming and creative skills will be developed through a range of practical work including conceptual planning, gameplay exploration, research, construction of pre-production documentation, product pitching, digital based audio-visual production and post-production and testing used to inform critical, evaluative and reflective practice.

Specific Learning Resources
- 2D and 3D design and modelling software
- Online and offline games design tools
- Graphics editing software such as Photoshop
- PC or Mac suites
- Games Suite
- Internet resources via Moodle

Reading Lists
Recommended
Aarseth, E. (2003, May). Playing Research: Methodological approaches to game analysis. In Proceedings of the Digital Arts and Culture Conference (pp. 28-29). Available at http://hypertext.rmit.edu.au/dac/papers/Aarseth.pdf

Arsenault, D., & Perron, B. (2015). De-framing video games from the light of cinema. G| A| M| E Games as Art, Media, Entertainment, 1(4). (http://www.gamejournal.it/arsenault_perron_deframing/)

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.

Assessment Grading Criteria:

Grade	Business Plan and Pitch
FIRST CLASS 70%+	• Contain full and realistic costing set against realistic projected incomes and budget showing detailed research against realistic time factors • Contain comprehensive, detailed planning of the business model which will be broad and show thoroughness • Show an excellent level of reflection and evaluation to the initial concept and its consequent development • Demonstrates a sustained ability to implement strong academic process consistently throughout the submission, showing real scholarly ability, critical insight, flair and rigour. The composition of the portfolio is outstanding and appropriate for the assignment. • Demonstrate outstanding pitching and presentation skills
UPPER SECOND CLASS 60%-69%	• Contain full and realistic costing set against realistic projected incomes and budget showing evidence of research against suggested time factors • Contain full, detailed planning of the business model which will be sufficient • Show a good level of reflection and evaluation to the initial concept and its consequent development • Demonstrates a strong ability to implement academic process reliably throughout the submission, showing real signs of original thought and responsiveness. The composition of the portfolio is without any major shortcomings, both convincing and suitable for the assignment. • Demonstrate confident pitching and presentation skills
LOWER SECOND CLASS 50%-59%	• Contain realistic costing set against realistic projected incomes and budget showing some evidence of research, where time factors are considered • Contain detailed planning of the business model which will be functional • Show a satisfactory level of reflection and evaluation to the initial concept and its consequent development • Demonstrates a firm, though unremarkable, ability to implement academic process throughout the submission with some minor omissions. The composition of the portfolio is sound for the assignment • Demonstrate pitching and presentation skills which show potential in a number of areas but may lack confidence
THIRD CLASS 40%-49%	• Contain generally realistic costing set against realistic projected incomes and budget but may lack detail and/or evidence of research with some reference to time factors • Contain basic details of the business model which will be serviceable but is likely to contain omissions • Show a basic level of reflection and evaluation of the initial idea and its consequent development, but may lack expansion • Demonstrates an adequate ability to implement academic process throughout the submission with some omissions in analytical skills, clear argument or writing. The composition of the portfolio is broadly satisfactory for the assignment • Demonstrate sound pitching and presentation skills which lacks knowledge and or confidence
FAIL 0%-39%	• Fails to demonstrate realistic costing set against unrealistic projected incomes and budget • Fails to contain basic information regarding the proposed business model • Fails to demonstrate a basic level of reflection and evaluation of the initial idea and its consequent development. • Fails to demonstrate an ability to implement academic process in the submission. The composition of the portfolio is inappropriate for the assignment. • Fails to demonstrate effective pitching and presentation skills which may hamper the presentation of the business plan

Grade	GDD, Game Prototype and Evaluation
FIRST CLASS 70%+	• Excellent use of the chosen techniques and a mature use of technical and artistic skills development • Imaginative use of individual techniques breaking new ground or expectations Contain comprehensive, detailed planning of the business model which will be broad and show thoroughness • Show an excellent level of reflection and evaluation to the initial concept and its consequent development • Produce and evaluate a comprehensive and engaging marketing campaign • Demonstrates a sustained ability to implement strong academic process consistently throughout the submission, showing real scholarly ability, critical insight, flair and rigour. The composition of the portfolio is outstanding and appropriate for the assignment
UPPER SECOND CLASS 60%-69%	• A good use of the chosen technical resources, developing ideas effectively • An effective use of techniques without breaking tradition • Show a good level of reflection and evaluation to the initial concept and its consequent development • Produce and evaluate a detailed and suitable marketing campaign (with possible minor omissions) • Demonstrates a strong ability to implement academic process reliably throughout the submission, showing real signs of original thought and responsiveness. The composition of the portfolio is without any major shortcomings, both convincing and suitable for the assignment
LOWER SECOND CLASS 50%-59%	• A competent use of the chosen technical resources, with some sense of the development of ideas • A satisfactory use of the individual techniques but with limitations • Show a satisfactory level of reflection and evaluation to the initial concept and its consequent development • Produce and evaluate a sound marketing campaign which may omit key features • Demonstrates a firm, though unremarkable, ability to implement academic process throughout the submission with some minor omissions. The composition of the portfolio is sound for the assignment
THIRD CLASS 40%-49%	• Satisfactory technique, but uses the resources in a rather limited way • Written work which is not always accurate, but largely decipherable, perhaps lacking some important detail • Show a basic level of reflection and evaluation of the initial idea and its consequent development, but may lack expansion • Produce and evaluate a marketing campaign that may be limited in concept or realisation • Demonstrates an adequate ability to implement academic process throughout the submission with some omissions in analytical skills, clear argument or writing. The composition of the portfolio is broadly satisfactory for the assignment
FAIL 0%-39%	• A poor use of appropriate technical resources • Programming errors which significantly affect the success of the overall product • Fails to demonstrate a basic level of reflection and evaluation of the initial idea and its consequent development. • Fails to produce and/or evaluate a useful marketing campaign • Fails to demonstrate an ability to implement academic process in the submission. The composition of the portfolio is inappropriate for the assignment