1. KentVision Code and title of the module

DIGM6450 Video Games Development

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Computing, Engineering, and Mathematical Sciences (CEMS)

School of Engineering

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn

## Prerequisite and co-requisite modules and/or any module restrictions

EENG3130 (EL313) – Introduction to Programming

## The course(s) of study to which the module contributes

BSc Multimedia Technology & Design

BSc Multimedia Technology & Design with a Year in Industry

BA in Digital Arts

BA in Digital Arts with a Year in Industry

MArt in Digital Arts

MArt in Digital Arts with a Year in Industry

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

8.1 Demonstrate a thorough understanding of game design theory and creative practice in the field of computer game development

 8.2 Understand and apply principles of computer game design workflow to the production of a game

 8.3 Critically analyse technical and usability issues associated with games design and development.

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1 Use Information and Communication Technologies

9.2 Present and communicate their creative and technical work in a timely manner

9.3 Work in flexible, creative and independent ways and to think critically

9.4 Learn effectively for the purpose of continuing professional development

## A synopsis of the curriculum

This module introduces you to the principles and practice of video game design and development. Indicative topics include: game physics, AI, level design, player behaviour and cognition, game rules and mechanics, user interfaces, novel sensor devices, as well as programming concepts for gaming. Theory is followed by practical workshops in game development, culminating in a substantial project.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total contact hours: 60
Private study hours: 240

Total hours: 300

## Assessment methods

* 1. Main assessment methods

Workshop (viva) – 8% – 16 hours

Workshop (game) – 12% – 24 hours

Final project (viva) – 24% – 48 hours

Final project (game) – 56% – 112 hours

13.2 Reassessment methods

100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **X** | **X** |
| Lectures | **X** | **X** | **X** |  |  |  |  |
| *Workshop* |  | **X** |  | **X** |  | **X** |  |
| *Supervision* | **X** | **X** | **X** |  |  | **X** | **X** |
| *Viva* |  | **X** |  |  | **X** |  |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Workshop (viva)* |  | **X** |  |  | **X** |  |  |
| *Workshop (game)* |  | **X** |  | **X** |  | **X** | **X** |
| *Final project (viva)* | **X** | **X** | **X** |  | **X** |  |  |
| *Final project (game)*  | **X** | **X** | **X** | **X** |  | **X** | **X** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The game industry has had a global impact culturally and economically. Topics in the module are comparable internationally.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 01/03/18 | Major | September 2018 | 7-9, 11, 13 | No |
| 11/02/19 | Major | September 2018 | 1, 4, 10, 12, 13 | No |
| July 2023 | Minor | September 2023 | 13, 14 | No |
|  |  |  |  |  |
|  |  |  |  |  |