

PART A: GENERAL INFORMATION

1.	Module Title		Conceptual Games Design (E X G D 5001)
2.	School		Escape Studios
3.	Level		5
4.	Total Credits/ Value	ECTS	30 (15 ECTS)
5.	Total Synchronous Contact Hours		90
6.	Programme(s) to which the Module Contributes		Video Games Design BSc (Hons) Video Games Design (Integrated Masters) MSci (Hon)
7.	Related Modules	Pre-requisites	None
		Co-requisites	None
		Post-requisites	None
		Excluded Combinations	None
8.	External Accrediting Body (If applicable)		N/A
9.	Modes of Study		Full-time
10.	Delivery Site(s)		Escape Studios, London

PART B: MODULE LEARNING OUTCOMES**11. Learning Outcomes**

On successfully completing the module students will be able to:

1. Demonstrate a comprehensive understanding of established theories, technology and tools relevant to conceptual games design
2. Critically evaluate established technical and design solutions and apply concepts to solve a range of creative problems
3. To use established approaches and techniques to design an engaging experience
4. Develop effective communication on technical work in a creative context
5. Manage time and resources to deliver a range of projects within given constraints
6. Collaborate with others to produce discipline-specific work and improve their technical craft

PART C: RATIONALE AND DELIVERY**12. Synopsis of the Curriculum**

- Design Theory
- The three C's, Character, Camera, Control
- Narrative Design
- Level design

MODULE SPECIFICATION

- Puzzle Design
- Psychology of design
- Aesthetics
- Documentation writing
- Prototyping
- Playtesting / Telemetry / Analytics
- Q+A in Games Design
- Game engine scripting

13. Learning and Teaching Methods

The module follows the Craft module model, with practical tutor-lead sessions in studio being the primary mode of delivery. In these sessions students are introduced to theory in the context of exercises, building their knowledge and understanding alongside their intellectual and practical skills.

14. Contact Hours

Module Credit Value	Scheduled Learning Activities	Guided Independent Study	Total Learning Hours
30 credits	Skills sessions (54 hours) Studio time (36 hours)	Preparation for classes, guided research, assignment preparation and development (210 hours)	300 hours

15. Assessment Methods

Formative Assessment

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during the contact hours.

Summative Assessment

Assignment 1: Project (75%)

Approximately 6 weeks of development work.

Assignment 2: Presentation (25%)

Approximately 10-15 minutes

Re-sits

Students who fail this Module will be permitted to submit revised assessment components in accordance with the Academic Regulations

16. Map of Module Learning Outcomes to Learning, Teaching and Assessment Methods

Learning outcome	1	2	3	4	5	6
Learning/ teaching						
Skills Sessions	X	X	X	X		
Studio Time			X		X	X

MODULE SPECIFICATION

Assessment method						
Project	X	X	X	X	X	X
Presentation			X		X	

17. Indicative Reading List

This is an indicative list, correct at the time of publication. Reading lists will be published at least annually.

- Rules of Play: Game Design Fundamentals, Katie Salen, Eric Zimmerman, MIT Press, (2003)
- Narrative Design for Writers: An industry guide to writing for video games, Edwin McRae, Fiction Engine Limited, (2020)
- The Psychology of Video Games, Celia Hodent, Routledge, (2020)
- The Pyramid of Game Design: Designing, Producing and Launching Service Games, Nicholas Lovell, A K Peters/CRC Press, (2018)
- The Craft and Science of Game Design: A Video Game Designer's Manual, Philippe O'Conno, CRC Press, (2020)
- Level Up! The Guide to Great Video Game Design, Scott Rogers, Wiley, (2014)
- Game Balance, Ian Schreiber, Brenda Romero, CRC Press, (2021)
- Introduction to Game Design, Prototyping, and Development, Jeremy Gibson Bond, Addison-Wesley Professional, (2022)
- Technical Documentation and Process, Jerry C. Whitaker, Robert K. Mancini, CRC Press, (2016)
- Blueprints Visual Scripting for Unreal Engine 5 - Third Edition, Marcos Romero, Brenden Sewell, Luis Cataldi, Packt Publishing, (2022)
- Tabletop Game Design for Video Game Designers, Ethan Ham, Routledge, (2015)

18. Inclusive Module Design

We recognise and have incorporated 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 relevant policies and support services. Furthermore, the module design has sought to embed inclusive curriculum content.

Date of initial approval	July 2023
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