

**Subject card**

|   |   |  |  |                                     |  |            |     |
|---|---|--|--|-------------------------------------|--|------------|-----|
| Subject name and code                       | Career Planning, PG_00190201  |  |  |                                     |  |            |     |
| Field of study                              | Historical game design  |  |  |                                     |  |            |     |
| Date of commencement of studies             | October 2026  | Academic year of realisation of subject                  |  |                                     | 2026/2027                                      |            |     |
| Education level                             | Bachelor's studies  | Subject group  |  |                                     | Obligatory subject group in the field of study |            |     |
| Mode of study                               | full-time studies   | Mode of delivery   |  |                                     | at the university                              |            |     |
| Year of study                               | 1   | Language of instruction                                  |  |                                     | Polish   |            |     |
| Semester of study                           | 2   | ECTS credits   |  |                                     | 1.0  |            |     |
| Learning profile                            | academic  | Assessment form  |  |                                     | credit   |            |     |
| Conducting unit                             | Institute of History -> Faculty of History -> Rector  |  |  |                                     |  |            |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor  |  | dr hab. Michał Mochocki  |                                     |  |            |     |
|   | Teachers  |  |  |                                     |  |            |     |
| Lesson types                                | Lesson type   | Lecture  | Tutorial   | Laboratory                          | Project  | Seminar    | SUM |
|   | Number of study hours   | 0.0  | 10.0   | 0.0                                 | 0.0  | 0.0        | 10  |
|   | E-learning hours included: 0.0  |  |  |                                     |  |            |     |
| Learning activity and number of study hours | Learning activity   | Participation in didactic classes included in study plan |  | Participation in consultation hours |  | Self-study | SUM |
|   | Number of study hours   | 10   |  | 0.0                                 |  | 15.0       | 25  |
| Subject objectives                          | Exploring of various career paths related to historical game-making, and creating one's own plan of professional development  |  |  |                                     |  |            |     |
| Learning outcomes                           | Course outcome  |  | Subject outcome  |                                     | Method of verification                         |            |     |
|   | [PGHL3_U08] Plans and pursues the development of their own competencies within the framework of lifelong learning   |  | Presents a well-structured plan of professional development for the next 2 years   |                                     | [SU2] presentation/project/paper/report        |            |     |
|   | [PGHL3_W10] Explains the key economic, legal, and ethical conditions of professional activity related to the development of historical games, including fundamental concepts and principles of industrial property protection and copyright law                             |  | Justifies the structure of his/her plan of professional development in the context of the realities and expectations of the job market |                                     | [SW1] oral statement/conversation/discussion   |            |     |
|   | [PGHL3_K01] Critically evaluates his/her own knowledge, demonstrating readiness to expand it and to seek expert advice when encountering difficulties in independently solving a problem.   |  | Justifies the structure of his/her plan of professional development, referring to first-hand knowledge from industry practitioners     |                                     | [SK1] oral statement/conversation/discussion   |            |     |
| Subject contents                            | <ol style="list-style-type: none"> <li>Career paths and occupational roles related to game design.</li> <li>Analysis of one's own strengths and talents.</li> <li>Means and venues of building skills, experience and networks relevant for employment in games.</li> </ol> |  |  |                                     |  |            |     |
| Prerequisites and co-requisites             |   |  |  |                                     |  |            |     |

| Assessment methods and criteria                                | Subject passing criteria  | Passing threshold   | Percentage of the final grade |
|--|---|---|-------------------------------|
|  |   | personal plan of professional development based on an analysis of one's own strengths and interests   | 51.0%                         |
| Recommended reading  | Basic literature  | 1. Fullerton, Tracy. 2024. <i>Game Design Workshop: A Playcentric Approach to Creating Innovative Games</i> . Fifth edition. CRC Press. (Chapter 15: Understanding the New Game Industry; Chapter 16: Selling Yourself and Your Ideas to the Game Industry).  |                               |
|  | Supplementary literature  | <ol style="list-style-type: none"> <li>1. Nicklin, Hannah. 2022. <i>Writing for Games: Theory and Practice</i>. CRC Press. (Part III: A Practical Workbook).</li> <li>2. Megill, Anna. 2024. <i>The Pocket Mentor for Video Game Writers</i>. CRC Press.</li> <li>3. Topalian, Arran. 2024. <i>Building a Game Pitch: How to Bottle Lightning</i>. CRC Press.</li> <li>4. Slack, Joe. 2023. <i>The Board Game Designers Guide to Getting Published: How to Find the Right Publisher, Know What to Look for in a Contract, and Get Your Board Game Signed</i>. CRC Press.</li> </ol> |                               |
|  | eResources addresses  |   |                               |
| Example issues/<br>example questions/<br>tasks being completed | <ul style="list-style-type: none"> <li>• self-analysis of student's strengths based on the 34CliftonStrengths framework</li> <li>• meetings with game industry practitioners</li> <li>• writing a personal plan of professional development</li> <li>• discussing the plan with the instructor</li> </ul> |   |                               |
| Work placement   | Not applicable  |   |                               |

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