



## Higher National Unit specification: general information

This Graded Unit has been validated as part of the HND Computer Games Development award. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Computer Games Development:  
Graded Unit 2

**Graded Unit code:** H4LE 35

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Publication date:** July 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HND Computer Games Development.

- ◆ To develop a range of specialist skills in computer games development.
- ◆ To prepare learners for employment in the games industry.
- ◆ To prepare learners for progression to further study in Games Programming, Games Design and Development, 3D Computer Arts/Modelling, or any other related discipline.
- ◆ To conduct independent project work involving the integration and application of a variety of skills within a determined time scale.
- ◆ To develop the Core Skill of *Problem Solving*.

### Recommended prior knowledge and skills

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F86A 35	<i>Games Development: Object Oriented Programming</i>
DE2N 35	<i>3D Modelling and Animation</i>
F1W0 34	<i>Project Management for IT</i>
DH35 34	<i>Computing: Planning</i>

## General information (cont)

And at least one of:

F871 35	<i>Artificial Intelligence and Critical Thinking</i>
F86H 35	<i>Game Physics</i>
F8L2 35	<i>Game Customisation and Scripting</i>
DE32 35	<i>Scripting for Interactivity</i>

## Credit points and level

2 Higher National Unit credit at SCQF level 8: (16 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      *Problem Solving* at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## Assessment

This Graded Unit will be assessed by the use of Practical Assignment. The Practical Assignment should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Assessment is based on the **product, its evaluation** and the planning and development **process**.

A learner must:

- ◆ interpret the needs of the project from the brief
- ◆ gather information to plan and develop the project
- ◆ decide upon and develop a design approach
- ◆ carry out the development
- ◆ evaluate the product and process
- ◆ evaluate their own performance

**Each learner must undertake an individual project.**

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners

**Graded Unit title:** Computer Games Development: Graded Unit 2

### Conditions of assessment

The learner should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the learner sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

The assessment task(s) should be marked as soon as possible after the completion date for each stage. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a learner fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new significantly different project assessment task, assignment, case study, etc. In this case, a learner's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

The practical assignment will be based on the development of a solution for a real client or on a scenario supplied by the centre. If the method selected by a centre is a scenario given to a number of learners, then the centre must ensure the originality and uniqueness of each learner submission, through a formal authentication procedure.

If a learner is found to have plagiarised or to have gained an unfair advantage by other means, the centre should have in place procedures for dealing with this, including the authority to deem that the learner has failed the assessment. Learners should provide references in the form of footnotes and/or bibliography for any materials used and/or accessed which is not their own.

Each centre must ensure that the project is the authenticated work of the individual learner. For example, centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others, that the learner does not receive unreasonable assistance.

Remediation, re-assessment, reasonable assistance and other Project based Graded Unit processes are detailed in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas*, to which reference should be made.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)**

**Graded Unit title:** Computer Games Development: Graded Unit 2

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the learner

The assessment task must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ identify the requirements for the project
- ◆ plan the solution for the project assignment
- ◆ organise work through to project completion
- ◆ develop the product to meet the solution
- ◆ track and document work undertaken through to project completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce an evaluation with critical analysis to cover the product that has been produced and an individual reflective analysis of their activities.
- ◆ produce evidence of meeting the aims which this Group Award Graded Unit has been designed to cover

### **Instructions for writing the Project Brief (assignment task)**

It is recommended that a project scenario is given out to each learner prior to starting this Unit to allow time to assimilate the details and requirements of the assessment. It may be necessary for the assessor to role play in this assessment, eg as a client or supervisor.

The project scenario should require each learner to produce a fully functional, small computer game using direct programming in an object oriented environment. The game should incorporate at least one 3D aspect. This could take the form of an imported 3D model or a 3D introduction to the game. It should also include some form of audio. Any assets that are not original work must show compliance with copyright law.

The scenario should offer sufficient flexibility to allow each learner to devise their own unique response to the assignment. The game produced may take the form of a platformer with more than one level, a quiz, a first person shooter, a strategy game or any other suitable genre. The project brief should give some guidance as to appropriate delivery platforms, eg console, mobile, PC.

There should be clear guidance to the learner on submission dates for each of the three stages of the project and a detailed marking scheme based on the minimum Evidence Requirements within the specification.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

Learners should be encouraged to work towards producing a professional standard of work for documentation and the end product.

### Example Brief

A local Youth Club has decided to revamp its website to make the content more interactive. As part of this requirement you have been asked to undertake a project to produce a simple computer game, programmed using C# in an object oriented environment. It should be able to be played through a web browser on a PC. The game should be visually appealing and include audio and some kind of 3D element. It should appeal to a young teenage audience between the ages of 12 and 15. You have 10 weeks to complete the project with specific submission dates for sign off of Planning, Development and Evaluation. These will be provided separately. The Youth Club supervisor is your point of contact for this project and before starting to plan the solution you should arrange a meeting to discuss options and gather any other information you require.

### Guidance on grading learners

Learners who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge learner performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for all three stages of the project produced to a high standard, and is quite clearly inter-related</li> <li>◆ demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ is highly focused and relevant to the tasks associated with the project brief</li> <li>◆ is clear and well-structured throughout and the language used is of a uniformly high standard in terms of level, accuracy and technical content</li> <li>◆ effectively consolidates and integrates the required knowledge and skills</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for all three stages of the project and is produced overall to an adequate standard</li> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ is focused and relevant to the tasks associated with the project brief</li> <li>◆ is satisfactorily structured and the language used is adequate in terms of level, accuracy and technical content</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> </ul>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

Grade A	Grade C
<ul style="list-style-type: none"> <li>◆ demonstrates the learner’s ability to work autonomously with minimum support or revision</li> </ul>	<ul style="list-style-type: none"> <li>◆ has required additional support and revision during the project</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project taking into account the criteria outlined in the table above. Learners can only progress to the next stage if they have met the minimum Evidence Requirements of the previous stage. At the end of each stage, there should be opportunities for remediation/re-assessment on that particular stage.

Remediation/re-assessment would take place where either the quality of work submitted for that stage does not meet the minimum standard required and/or there are missing Minimum Evidence Requirements.

Remediation processes and what is considered Reasonable Assistance are detailed in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas*.

All allocated marks will be aggregated to arrive at an overall mark for the project. The **final** grading given should reflect the quality of the learner’s evidence at the time of the **Unit** completion date and must take into account the grade levels indicated in each of the three stages by reference to the table above.

Assessors will assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

The learner must achieve a minimum of:

- ◆ 50% of total marks for the Planning stage
- ◆ 50% of total marks for the Developing stage
- ◆ 50% of total marks for the Evaluating stage

**NOTE:** The learner must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**NOTE:** The learner must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
<p>Stage 1 — Planning</p> <p>20%</p>	<p>The assessor's role is as a facilitator and so to gain high marks the learner <b>must</b> demonstrate a high degree of autonomy in the planning activities.</p> <p>Project planning documentation will include a Planning Report and a Project Plan</p> <p>Planning Report <b>up to 16 marks</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>◆ Interpretation of the brief (what is involved in the project).</li> <li>◆ Aims of the project assignment.</li> <li>◆ Concept development, eg a one page pitch of the game idea.</li> <li>◆ Analysis of factors influencing the project including functional and non-functional requirements and constraints.</li> <li>◆ A proposed approach the project taking account of the resources, time, rejected approaches, etc with justification.</li> <li>◆ Information sources used.</li> <li>◆ identification of resources, and materials required and how they will be accessed/obtained.</li> </ul> <p>Project Plan <b>up to 4 marks</b></p> <p>Production of a formal plan to undertake the project with realistic timescales and identifying:</p> <ul style="list-style-type: none"> <li>◆ Timescales/schedules for each stage and overall completion</li> <li>◆ Milestones and deliverables</li> <li>◆ Main tasks</li> <li>◆ Resources</li> </ul> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

Project stage	Minimum Evidence Requirements
<p>Stage 2 — Developing</p> <p>60%</p>	<p><i>The assessor's role is as a facilitator and so, to gain high marks, the learner <b>must</b> demonstrate a high degree of autonomy in the developing activities.</i></p> <p>Evidence of the learner designing a solution to the project, implementing the design, testing the solution and managing the project. Evidence should be presented as a folio of documentation with a demonstration of the finished game.</p> <p><b>Design Documentation up to 20 marks</b></p> <p>Evidence should be in the form of a report and/or portfolio of evidence to include:</p> <ul style="list-style-type: none"> <li>◆ Design and detailed documentation of the game level(s) using appropriate design principles with justification.</li> <li>◆ Flowcharts.</li> <li>◆ Sketches/artwork and/or storyboards.</li> <li>◆ Audio requirements.</li> <li>◆ Test plans for both technical and user testing.</li> </ul> <p><b>Implementation up to 30 marks</b></p> <p>Implementing the solution making effective use of the development tools throughout the implementation of the product and tracking the implementation</p> <p><b>Testing up to 10 marks</b></p> <p>Testing the solution using the test plans rectifying errors, tracking changes and gathering user feedback.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating  20%	<p>The assessor's role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the evaluating activities.</p> <p>Evidence should be in the form of a <b>report</b> showing the evaluation of the effectiveness of the approach/strategy taken, which includes all stages of the activity <b>up to 20 marks</b>.</p> <p>The <b>evaluation report</b> should include all of the following:</p> <ul style="list-style-type: none"> <li>◆ An outline of the assignment and to what extent the solution met the original requirements of the assignment brief.</li> <li>◆ An assessment of the strengths and weaknesses of the outputs of the practical assignment.</li> <li>◆ Recommendations for any future development of the solution and reasons for these recommendations.</li> <li>◆ A summary of any modifications to the project plan, solution design and/or implementation, that were made during the project. Including reference to any unforeseen events and how they were handled.</li> <li>◆ Identification of any knowledge and skills which have been gained or developed while carrying out the project assignment and how the actions/process of carrying out the project could have been improved.</li> </ul> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### Guidance on the content and context for this Unit

It is recommended that the learner should have completed or be in the process of completing the Following Units related to the specific aims of the award prior to undertaking this Group Award Graded Unit.

F86A 35	<i>Games Development: Object Oriented Programming</i>
DE2N 35	<i>3D Modelling and Animation</i>
F1W0 34	<i>Project Management for IT</i>
DH35 34	<i>Computing: Planning</i>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

And **at least one** from the following Units:

F871 35      *Artificial Intelligence and Critical Thinking*  
 F86H 35      *Game Physics*  
 F8L2 35      *Game Customisation and Scripting*  
 DE32 35      *Scripting for Interactivity*

The project brief should include a sample of topics and issues selected from the following list of Outcomes from mandatory Units.

Unit code	Unit title	Topics /Issues
DH35 34	Computing Planning	1 Produce a precise specification from a given brief 2 Derive a detailed design for the required specification 3 Produce a test plan for the required specification.
F86A 35	Games Development: Object Oriented Programming	1 Analyse a programming problem from a given brief and design an object oriented solution. 2 Investigate object oriented programming techniques and apply them to a design. 3 Implement a solution from an object oriented design using object oriented techniques.
F1W0 34	Project Management For IT	1 Demonstrate knowledge of project management principles. 2 Develop a project schedule.
DE2N 35	3D Modelling and Animation	1 Create 3D Computer Models for an Animation.

**NOTE:** The list of topics/issues in the above table is not exhaustive. Depending on the characteristics of the project brief, the assessor may draw Outcomes from other Units in the HN framework provided such Units were undertaken by the learner.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

The project brief should include a sample of topics and issues selected from **at least one** of the following list of Outcomes from mandatory Units

Unit code	Unit title	Topics /Issues
F871 35	Artificial Intelligence and Critical Thinking	1 Understand the role of critical thinking in problem solving 4 Critically evaluate work
F86H 35	Game Physics	1 Demonstrate a clear understanding of the physics and associated maths that are used in modern computer games 2 Create a solution for a realistic physics simulation by applying physics for a chosen scenario within a computer game. 3 Implement game physics by coding a physics simulation in a modern programming language for a chosen scenario within a computer game.
F8L2 35	Game Customisation and Scripting	2 Construct and texture geometry, objects and actors as specified in the technical reference. 4 Observe the level being playtested and refine scripts as appropriate.
DE32 35	Scripting for Interactivity	2 Develop a system specification and detailed design for a script-driven multimedia application. 4 Test the completed product.

**NOTE:** The list of topics/issues in the above table is not exhaustive. Depending on the characteristics of the project brief, the assessor may draw Outcomes from other Units in the HN framework provided such Units were undertaken by the learner.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

**Graded Unit title:** Computer Games Development: Graded Unit 2

### Support notes

**Guidance on grading and marks allocation** to assessors and use of marking schemes will be given in the supporting Exemplar/Assessment Support Pack for this Unit.

Always refer to the latest version of the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas* prior to start of delivery of this Graded Unit.

For project-based Graded Units, it is a requirement that learners must pass the Planning stage before progressing to the Developing stage, and must pass the Developing stage before progressing to the Evaluating stage. This means that assessors must be satisfied that learners have met the minimum Evidence Requirements for each stage before progressing to the next. However, it is important that assessors manage learner expectations and do not make irrevocable decisions on grading until the final stage is complete and assessors have had an opportunity to view the work as a whole. There will be an indication at each stage of how well a learner is performing. However, a learner may do a wonderful job of the Planning stage but produce a basic competent practical assignment, or a learner might produce a basic plan for the production of an item but go on to produce an innovative and complex product at the Developing stage. The weighting for each stage also has to be taken into account. For example, if Planning is 30%, Developing 30% and Evaluating 40% and a learner provides just the minimum Evidence Requirements for Planning and Evaluating but does a fantastic job on Developing, the assessor must judge where the balance of grading should lie — clearly doing just one thing really well would not be sufficient to gain an overall high grade.

The final grading given should reflect the quality of the learner's evidence at the time of the Unit completion date and must take into account the grade levels indicated in each of the three stages by reference to the Grade Related Criteria table above. For example where a learner has been allowed revision/remediation, then this would indicate a grade 'C' for that stage, so overall a final Grade 'A' would not be awarded. (Refer to Grade 'A' criteria 1 above — no high level of performance demonstrated in each stage.) However if some re-assessment opportunities were provided only for one stage, this would not necessarily preclude a Grade 'B'.

When allocating the final grade on completion, a levelling process should be adopted taking the Grade Related Criteria and overall marks into account, eg A learner may achieve 10/20 for Planning following remediation, 50/60 for Developing, 12/20 for Evaluation – this would indicate an A grade (72 out of 100) but due to inadequate planning performance would not meet the A grade criteria and therefore may be levelled at a B grade.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

### Graded Unit title: Computer Games Development: Graded Unit 2

Delivery of the Graded Unit may vary depending on individual college academic calendars. It is envisaged that this Graded Unit may be started approximately half way through the learner's studies, with an increasing amount of the time available for the Graded Unit being spent towards the end of the course. It is not intended that any new knowledge or skills are taught during delivery of the Graded Unit. Instead, the Graded Unit should be used to allow the learner to consolidate existing knowledge and skills. The lecturer's time will be spent discussing individual learner work. It is envisaged that the Graded Unit 2 will reflect the learner's skills and the project undertaken will be suited to these skills. A final product is required as the emphasis is on the application of the learners skills. This helps to ensure that learners choosing differing projects have equal opportunity to succeed in this Unit.

The project should be designed to meet the expectations of the aims and objectives of the HND Computer Games Development award which are:

- ◆ To develop a range of specialist skills in computer games development.
- ◆ To prepare learners for employment in the games industry.
- ◆ To prepare learners for progression to further study in *Games Programming, Games Design, and Development, 3D Computer Arts/Modelling*, or any other related discipline.
- ◆ To conduct independent project work involving the integration and application of a variety of skills within a determined time scale.
- ◆ To develop the Core Skill of *Problem Solving*.

The assessor should meet the learner at certain milestones to discuss their progress through the stages. These milestones should be determined from discussions with the assessor and the learner. This should be treated by the assessor as a management review of the learner's activities keeping track of the progress of the project comparing the actual with the planned progress. This opportunity will allow the assessor to modify deliverable dates (in agreement with the learner) so that the learner manages to complete the work in the required time. An assessor should take a 'project' approach to this Graded Unit with a learner delivering a coherent piece of work. The project undertaken should provide the learner with the opportunity to develop knowledge and skills gained in the other Units of study.

An assessor should ensure that the project allows a learner to produce the required evidence at SCQF level 8.

Plagiarism is a major issue for assessors in education and the assessor must ensure the authenticity of the learner evidence.

A learner should be formally issued with the statement which follows:

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)**

**Graded Unit title:** Computer Games Development: Graded Unit 2

### **Plagiarism**

Assessors are required to ensure the authenticity of the learner's work. Regular progress meetings are one way of ensuring that the learner's work is their own. The opportunity should be taken at these meetings to use probing questions to authenticate the assessment material. Plagiarism is a potential issue with written work. Assessors must ensure that the learner is aware of their centre's plagiarism policy and ensure that submitted material is consistent with that policy. Further advice about plagiarism is available from SQA.

### **Disabled learners and/or those with additional support needs**

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Graded Unit title: Computer Games Development: Graded Unit 2

This Unit has been designed to help you achieve the principal aims of the HND Computer Games Development award and to assess your knowledge and skills relative to the mandatory subjects of the course framework.

F86A 35	<i>Games Development: Object Oriented Programming</i>
DE2N 35	<i>3D Modelling and Animation</i>
F1W0 34	<i>Project Management for IT</i>
DH35 34	<i>Computing: Planning</i>

And at least one of:

F871 35	<i>Artificial Intelligence and Critical Thinking</i>
F86H 35	<i>Game Physics</i>
F8L2 35	<i>Game Customisation and Scripting</i>
DE32 35	<i>Scripting for Interactivity</i>

This will be achieved typically by the resolution of a project brief, allowing you to explore a range of solutions, arrive at an appropriate and effective resolution and communicate the solutions in an effective manner.

The Unit will be taught with your Lecturer in the role of facilitator and, at times, engaging you as a professional routinely involved in game design and development.

There are three distinct phases to the project, Planning, Developing and Evaluating, worth respectively 20%, 60% and 20% of the total marks awarded for the Unit. In the Planning stage of the Project, you will be expected to analyse the project, and produce a project plan and some initial concept development plans.

In the Developing stage of the Project you will be expected to adhere to the Project Plan, explore and consider possible solutions and using appropriate game development tools create a game in accordance with the brief. The game produced will be substantiated by clear support documentation, including identification of game requirements, art work/models/sketches, flowcharts, maps, test logs and any other relevant documentation.

In the Evaluating stage of the Project you will be expected to consider the success and efficacy of your game solution. You will provide a presentation of your final solutions with recommendations for future improvements and an overall reflection of the development experience.

The Unit is graded, and this Grade (A–C) quantifies and qualifies the quality of your HND award.

The Unit is largely practical in nature, requiring you to have individual access to a computer workstation. A computer workstation is defined as hardware and software, which will enable an operator to generate (and regenerate) the game at an acceptable processor speed. A typical minimum hardware configuration would be a current single user PC fitted with suitable peripherals attached such as a printer to produce hard copies of your work. Alternatively other configurations such as networked workstations are acceptable provided they can satisfy the Unit's criteria.

Additionally, you will have the opportunity within this Unit to develop Core Skills in *Problem Solving*, at SCQF level 6.