



National Unit specification: general information

Unit title: Working in the Computer Games Industry (SCQF level 6)

Unit code: H2WY 12

Superclass: AE

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Version: 01

Summary

The purpose of this Unit is to enable candidates to gain an appreciation of working in the computer games industry.

Candidates will research different organisations, job roles and associated skill sets, and develop an understanding of different working practices. Candidates will also investigate the enterprise tasks involved in the production and marketing of computer games.

This Unit requires time spent on location in a computer games company.

Outcomes

- 1 Describe typical organisational and team structures, and their associated job roles, in the computer games industry.
- 2 Explain the knowledge and skills required for each job role.
- 3 Analyse a computer games company.

Recommended entry

Entry is at the discretion of the centre. No previous knowledge or skills are required.

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6*)

**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.*

General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe typical organisational and team structures, and their associated job roles, in the computer games industry.

Performance Criteria

- (a) Describe different types of computer games with respect to their genre and platform.
- (b) Describe different types of company that operate in this sector.
- (c) Describe typical organisational structures, and the associated job roles, within each type of company, and how these roles interact as a team.

Outcome 2

Explain the knowledge and skills required for each job role.

Performance Criteria

- (a) Describe the technical skills required for each job role.
- (b) Describe the soft skills required for each job role.
- (c) Describe the previous experience and qualifications required to undertake the job role.

Outcome 3

Analyse a computer games company.

Performance Criteria

- (a) Identify the product types.
- (b) State the organisational structure.
- (c) Describe each job role with respect to job function and essential skills.
- (d) Analyse job role interactions.
- (e) Explain the production process and work flows.
- (f) Research enterprise strategies used to finance, produce and market the products.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

The evidence should include, at a minimum, the following information about a specific games company:

- ◆ name of company
- ◆ date established
- ◆ games products (including type of game(s) and game platform(s))
- ◆ target market(s)
- ◆ organisation structure
- ◆ role(s) and responsibilities of each person
- ◆ key skills involved in each job role
- ◆ production process employed by company
- ◆ work flows and team interactions
- ◆ product marketing

The evidence may be paper or digital. For example, a suitable paper format would include a paper pro forma, structured to reflect the above list of Evidence Requirements, completed by each candidate for a specific games company; a suitable digital format would be an e-portfolio containing digital artefacts for each of the above Evidence Requirements.

The required evidence may be gathered over an extended period of time, at a time and location of the candidate's choosing.

The standard for each piece of evidence should satisfy the associated Performance Criteria. For example, when describing the key skills involved in each job role, the candidate must satisfy all associated Performance Criteria (2(a), 2(b), 2(c) and 3(c)).

Assessors must authenticate the evidence, and provide evidence of this authentication (such as their countersignature on the candidate's pro forma). The form of authentication is at the discretion of the assessor and could take several forms (including, but not limited to, their observation of candidate activity over an extended period or oral questioning of the candidate upon completion of the portfolio).

National Unit specification: support notes

Unit title: Working in the Computer Games Industry (SCQF level 6)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

It is envisaged that this Unit is delivered in a computing games development context as part of a group award or as a freestanding Unit.

Candidates are required to spend a proportion of the time available in this Unit on location in an actual computer games company. This work experience may take the form of a short placement (for example, two days on-site) or an individual or group visit to a computer games company. It would be advantageous if candidates gained experience of more than one type of company, for example, a small company and a larger organisation.

The case study should relate to a games company big enough to satisfy the Performance Criteria. So, for example, a one or two person company would not be appropriate.

Guidance on learning and teaching approaches for this Unit

While the tutor is required to direct learning, this Unit can be undertaken using an exploratory, research-centred approach to learning.

The tutor will be required to provide the knowledge base to facilitate productive candidate activity. For example, candidates will require to know about the various types of computer games and hardware platforms available; business processes will not be familiar to candidates; job roles and working practices will require to be explained.

Once this knowledge base has been established, candidates should be encouraged to explore actual products and real companies. This could be done through personal online research or case studies sourced by tutors.

There are opportunities for knowledge building and peer learning through the use of social media. For example, a class blog could be established to allow tutors and candidates to record teaching and learning activities, share case studies, and post relevant links to relevant resources.

The candidate is encouraged to use the internet, journals and periodicals where available, and the evidence produced must be their own words. Tutors should assure themselves of the authenticity of the candidate's evidence.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

It is recommended that the assessment approach for this Unit be a case study of a specific games company. The associated Evidence Requirements may be satisfied by a traditional pro forma or using digital solutions such as an e-portfolio.

If an e-portfolio approach is taken, the candidate would be expected to capture a range of digital evidence. For example, the name and date of establishment of the company (see Evidence Requirements for the Unit) could be captured by taking a digital photograph (or sourcing the original digital version) of a company brochure; the roles and responsibilities could be captured through a digital audio (or video) recording of an interview between the candidate and each employee.

A mix of paper and digital evidence is permissible so long as the full range of Evidence Requirements is satisfied in one medium of the other.

When a portfolio approach to evidence gathering is taken, the candidate must clearly cross reference each piece of evidence with the required list of Evidence Requirements. Some commentary, explaining how each item contributes to the Evidence Requirements, is advised.

When links to digital resources are provided (rather than the actual digital artefact), it is the responsibility of the candidate to ensure that these links work correctly at the time of capture, when the evidence is assessed, and if/when the evidence is externally verified. 'Broken' links to required evidence is not acceptable.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

Candidates are required to undertake an extensive investigation and presentation into the games industry which can be used to provide evidence for *Information and Communication Technology*, *Communication* and *Problem Solving* at SCQF level 6.

National Unit specification: support notes (cont)

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Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates 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

History of changes to Unit

| Version | Description of change | Date |
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