



National Unit Specification

General information

Unit title: Computer Games: Development (SCQF level 4)

Unit code: HX9X 44

Superclass: CB

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Unit purpose

The purpose of this unit is to allow learners to gain foundational knowledge and acquire skills in developing a basic computer game using a game development tool. It is an introductory unit suitable for all learners. No prior knowledge or experience is required.

This is a **non-specialist** unit, intended for a wide range of learners who may continue into further study of computer games or pursue a career in the computer games industry.

The unit covers the following knowledge and skills:

- ◆ Constructing a working computer game
- ◆ Importing the media assets
- ◆ Following a design to create a working game
- ◆ Evaluating and testing the completed game

On completion of this unit, learners will be able to implement the design for a working computer game and evaluate the effectiveness of the final solution produced.

On completion of this unit, learners may wish to deepen their knowledge of computer games development by completing HX9X 45 *Computer Games: Development* at level 5, or progress onto the NC Computer Games Development.

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Create a working computer game.
- 2 Test the computer game.
- 3 Evaluate the computer game.

National Unit Specification: General information (cont)

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Credit points and level

1 National Unit credit(s) at SCQF level 4: (6 SCQF credit points at SCQF level 4).

Recommended entry to the unit

While entry is at the discretion of the centre, learners should possess basic digital literacy skills.

Core Skills

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

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

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is part of the National Progression Award in Computer Games Development at SCQF level 4. As such, it may be delivered alongside other component units such as HX9V 44 *Computer Games: Design* and HX9W 44 *Computer Games: Media Assets*. In this circumstance, teaching, learning and assessment may be integrated across the units. Further details are provided in the support notes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the performance criteria section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Create a working computer game.

Performance criteria

- (a) Construct a working game based on a given game design document, using a game development tool
- (b) Correctly add media assets as specified in the game design document
- (c) Define game objects and their properties and functions

Outcome 2

Test the computer game.

Performance criteria

- (a) Produce a list of functional tests
- (b) Test the main functions of the computer game
- (c) Rectify major errors

Outcome 3

Evaluate the computer game.

Performance criteria

- (a) Identify where the game matches or differs from the game design document
- (b) Justify any differences between the game design document and the completed game
- (c) Review the computer game

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes.

The evidence requirements for this unit will consist of three types of evidence: **knowledge evidence** and **product evidence**.

National Unit Specification: Statement of standards

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The **knowledge** evidence will relate to all outcomes and performance criteria. It may take any appropriate format (including oral). Some of the evidence will relate to underpinning knowledge (such as Outcome 1, Performance Criterion (a)), while other evidence will relate to explicit knowledge (such as Outcome 1, Performance Criterion (c)). The focus of the knowledge evidence is breadth, not depth, so the amount of evidence should be the minimum consistent with the performance criteria. It may be produced with access to reference materials over the life of the unit.

The **product** evidence for this unit will take the form of a **digital or paper portfolio**. The portfolio must include the following:

- ◆ A working computer game based on a given game design document
- ◆ A list of media assets added to the game
- ◆ A test document containing:
 - A list of the functional tests carried out
 - The results of testing
 - Rectifications made due to testing
- ◆ Written evidence whereby the learner
 - Identifies where the game matches or differs from the original plan in the design document
 - Justifies any differences between the game and the design document
- ◆ A computer game review covering **at least two** of the following design features:
 - Narrative/objective design
 - Character design
 - Level/environment design
 - Game mechanics/gameplay design
 - User interface design

The **product** evidence must be produced under supervised, open book, loosely controlled conditions and may be conducted over an extended period of time. For example, some parts of it may be carried out without supervision from an assessor. In this scenario, authentication will be required to ensure that the product is the work of the learner.

The SCQF level (Level 4) of this unit provides additional context on the nature of the required evidence and the associated standards. The SCQF level descriptors (<http://scqf.org.uk/wp-content/uploads/2014/03/SCQF-Level-Descriptors-WEB-Aug-2015.pdf>) should be used (explicitly or implicitly) when making judgements about the evidence.

When evidence is produced in uncontrolled or loosely controlled conditions it must be authenticated. The *Guide to Assessment* provides further advice on methods of authentication (https://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf).

The *Guidelines on Approaches to Assessment* (see the support notes section of this specification) provides specific examples of instruments of assessment.



National Unit Support Notes

Unit title: Computer Games: Development (SCQF level 4)

Unit support notes are offered as guidance and 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

Please note that the following guidance, relating to specific outcomes, does not seek to explain each performance criterion, which is left to the professionalism of the teacher. It seeks to clarify the statement of standards where it is potentially ambiguous. It also focuses on non-apparent teaching and learning issues that may be over-looked, or not emphasised, during unit delivery. As such, it is not representative of the relative importance of each outcome or performance criterion.

Outcome 1

Learners must construct a simple computer game based on a pre-made design. It is expected that learners who are completing the NPA Computer Games Development will follow a game design document that they have created themselves; however, this need not be the case. Learners who do not have a suitable game design document of their own, may be given one by their assessor.

Given the complexity of developing a computer game, it would be acceptable for learners to follow a series of tutorials to develop a prototype game, and then to demonstrate their ability to modify the game to suit the original design. Advice on what constitutes a suitable computer game at this level is given below.

At this level, a feasible game would be a two-player bat and ball game such as Pong. This game has each player controlling the vertical movement of bats at each side of the screen. A ball is hit back and forth between the players' bats and if the ball hits the wall behind a player, then that player loses. Such a game might feature only three media assets — a bat, a ball, and a sound effect indicating the winner/game over.

Another feasible game would be a 'catch' game, with the player moving a character left and right across the bottom of the screen and catching objects that periodically fall from the top of the screen. The game ends when the player fails to catch any falling object before it hits the ground. This game might feature three media assets — the player character, the falling object, and a 'catch' sound.

A third feasible game would be a platformer or maze game, with the player controlling a character that must find a key to exit the level. The challenge is locating the key and exit. This could feature as little as three media assets — the character, the maze walls/platforms, and the key.

National Unit Support Notes (cont)

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The computer game must be constructed using a game development tool, and does not need to involve any coding or scripting. Suitable game development tools (at time of writing) include: Gamemaker, Construct 2, Stencyl, Scratch, Unity, Kodu Game Lab, RPG Maker, etc.

Learners must incorporate media assets in their game. These assets may include graphics and sound, as well as text objects, such as scoreboards or information. Graphical assets may be 2D or 3D, still or animated, as dictated by the game development tool.

Some game development tools, such as Kodu, do not allow the importing of external media assets, but contain a library of pre-made assets instead. Using such a tool is still valid for assessment, but limits the customisation of the game.

Outcome 2

Learners must test the functionality of their games, ensuring no major errors exist. A list of the main functions to be tested should be produced, with the expected results. This may involve testing aspects, such as player movement, enemy movement, scoring, end-of-game conditions, etc.

Given the complexity of computer game development, it may be difficult to ensure that all errors are rectified, so it would be acceptable for learners to rectify major errors, and to log details of any errors or 'glitches' that may be too complex to resolve at this level.

Outcome 3

The evaluation of the final game should seek to match the game with the features identified in the game design document. The final game should broadly match the original design, but differences are allowable. Areas of the game that match the design document should be identified; any differences should be reported and justification for the changes should be explained. For example, a game design document might indicate that a game should contain three levels, but the learner, given time constraints, may have been able to implement only two levels.

There is a possibility that there will be no differences between the original plan and the final game.

Learners must also produce a review of a game. Ideally, learners in a group would review each other's games, rather than reviewing their own game. Learners should access professional game reviews to familiarise themselves with the structure and language used in reviews.

Guidance on approaches to delivery of this unit

If this unit is undertaken in the context of the NPA in Computer Games Development at SCQF level 4, the following sequence of delivery is recommended:

- ◆ *Computer Games: Design*
- ◆ *Computer Games: Media Assets*
- ◆ *Computer Games: Development*

National Unit Support Notes (cont)

Unit title: Computer Games: Development (SCQF level 4)

A suggested distribution of time, across the outcomes, is:

Outcome 1: 24 hours

Outcome 2: 8 hours

Outcome 3: 8 hours

Summative assessment may be carried out at any time. However, when testing is used (see evidence requirements) it is recommended that this is carried out towards the end of the unit (but with sufficient time for remediation and re-assessment). When continuous assessment is used (such as the use of a web log), this could commence early in the life of the unit and be carried out throughout the life of the unit.

There are opportunities to carry out formative assessment at various stages in the unit. For example, formative assessment could be carried out on the completion of each outcome to ensure that learners have grasped the knowledge contained within it. This would provide assessors with an opportunity to diagnose misconceptions, and intervene to remedy them before progressing to the next outcome.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

There are ample opportunities for delivering this unit in groups and in a vocational context. Learners could already have formed groups (companies) to design a game and produce media assets for it. It would then be natural for them to all contribute to the development of the actual game. It is understood that this might be more difficult to achieve and to still be able to clearly demonstrate the contribution of each learner to the process. One approach might be that they each contribute a distinct level for the game or that they each produce their own version of the game. These approaches could allow them to evaluate each other's efforts. However, it is suggested that they are allowed to evaluate the development of another game entirely. If working in a group, it is essential that each learner identifies their own contribution to the task and that they provide evidence for their own portfolio.

An assessor checklist could be used to confirm the learner's ability to define game objects and their properties and functions.

Formative assessment could be used to assess learners' knowledge at various stages throughout the life of the unit. An ideal time to gauge their knowledge would be at the end of each outcome. This assessment could be delivered through an item bank of selected response questions, providing diagnostic feedback to learners.

National Unit Support Notes (cont)

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Opportunities for 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 learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

In this unit, learners are required to create a computer game which can provide opportunities to gather evidence towards aspects of *Information and Communication Technology* and *Problem Solving* at SCQF level 4.

This unit may be delivered in the context of a larger game with learners developing a level (or logical part) of a computer game. This would provide opportunities to gather evidence towards aspects of *Working with Others* at SCQF level 4.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Computer Games: Development (SCQF level 4)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

The aim of this unit is for you to gain basic skills in developing a simple computer game. You will learn how to use a game development tool to create a simple game, and will customise the game to match a pre-made design.

The unit covers the following knowledge and skills:

- ◆ Constructing a working computer game
- ◆ Importing the media assets
- ◆ Following a design to create a working game
- ◆ Evaluating and testing the completed game

On successful completion of this unit, you will be able to develop simple computer games using a game development tool, and to test and evaluate that game.

You will be assessed by written or oral reports, and by undertaking a project to create and evaluate a computer game.