



National Unit Specification

General information

Unit title: Computer Games: Portfolio (SCQF level 6)

Unit code: HY2D 46

Superclass: CB

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Version: 02

Unit purpose

The purpose of this unit is to provide learners with an understanding of the design and purpose of computer games portfolios, and the skills to create their own portfolio.

This is a **non-specialist** unit, intended for learners who have completed units in game design and development, or related subjects. It is particularly suitable for learners who are studying the NPA in Computer Games Development, NC Computer Games Development or similar qualifications.

The unit covers the following knowledge and skill:

- ◆ Researching and evaluating computer games portfolios
- ◆ Planning a computer games portfolio
- ◆ Designing and creating computer games portfolios

On completion of this unit, learners will have acquired the knowledge about the purpose, design and structure of computer games portfolios, and the skills to design and construct a computer games portfolio intended for a target audience.

Learners may progress to a higher level of study such as GM0A 16 HND Computer Games Development.

Outcomes

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

- 1 Evaluate computer games portfolios.
- 2 Plan a computer games portfolio.
- 3 Create a completed computer games portfolio.
- 4 Present the completed computer games portfolio.

National Unit Specification: General information (cont)

Unit title: Computer Games: Portfolio (SCQF level 6)

Credit points and level

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

Recommended entry to the unit

While entry is at the discretion of the centre, learners should have completed units in the design and development of computer games prior to undertaking this unit.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 5 Information and Communication Technology at SCQF 5
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Core Skill component	None
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Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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.

The following units could provide suitable material for the inclusion in the computer games portfolio produced for this unit:

- ◆ HX9V 46 *Computer Games: Design*
- ◆ HX9W 46 *Computer Game: Media Assets*
- ◆ HX9X 46 *Computer Games: Development*
- ◆ H2X0 12 *Computer Games: Character Creation*

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

Evaluate computer games portfolios.

Performance criteria

- (a) Describe the features of a range of existing computer games portfolios
- (b) Describe the structure of a range of existing computer game portfolios
- (c) Identify the target audiences of a range of existing computer games portfolios
- (d) Evaluate the features of a range of computer games portfolios

Outcome 2

Plan a computer games portfolio.

Performance criteria

- (a) Identify a purpose and target audience for a computer games portfolio
- (b) Design the layout and structure of a computer games portfolio
- (c) List the selected work for inclusion in the portfolio
- (d) Prepare a range of work for inclusion in a computer games portfolio

Outcome 3

Create a completed computer games portfolio.

Performance criteria

- (a) Produce a layout and structure for the computer games portfolio
- (b) Integrate work into the computer games portfolio
- (c) Check the computer games portfolio for errors

Outcome 4

Present the completed computer games portfolio.

Performance criteria

- (a) Present the computer games portfolio to an intended audience
- (b) Gather feedback on the computer games portfolio presented
- (c) Evaluate the computer games portfolio with respect to structure, visual layout, content and target audience
- (d) Identify ways to improve future portfolios based on the feedback

National Unit Specification: Statement of standards (cont)

Unit title: Computer Games: Portfolio (SCQF level 6)

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate the performance criteria across all outcomes.

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

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

The **knowledge** evidence for this unit may be written or oral or a combination of both. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital). Particular consideration should be given to digital formats and the use of multimedia. It may be produced with access to reference materials over the life of the unit.

The **knowledge** evidence will relate to Outcome 1. The **knowledge** evidence is required to demonstrate that the learner can:

- ◆ describe **at least two** existing computer games portfolios
- ◆ identify the purpose and target audience of **at least two** portfolios
- ◆ describe the layout and structure of **at least two** portfolios
- ◆ evaluate the features of **at least two** portfolios (images may be included to aid description):
 - Font
 - Colour
 - Page layout
 - Media (eg, text, graphics, video, maps, embedded games, etc)
 - Navigation (if appropriate)

The **product** evidence will relate to Outcomes 2, 3 and 4, and will take the form of **at least one** folder of work (Outcome 2), **at least one** completed computer games portfolio (Outcome 3), and **one** report (Outcome 4).

The **product** evidence for Outcome 4 may be written or oral or a combination of these. The evidence may be captured, stored and presented in a range of media (including audio and video) and formats.

The folder of work for inclusion in the portfolio must include **at least four** of the following:

- ◆ Text
- ◆ Graphics
- ◆ Videos
- ◆ Games
- ◆ Other media as appropriate

National Unit Specification: Statement of standards (cont)

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The **product** evidence is required to demonstrate that the learner can:

- ◆ identify a purpose and target audience of the portfolio.
- ◆ design the layout and structure of the portfolio.
- ◆ list a range of work available for the portfolio.
- ◆ identify criteria for selecting from the range of work.
- ◆ select work for inclusion in the portfolio following the criteria identified.
- ◆ list the selected work for the portfolio.
- ◆ create a portfolio with:
 - an appropriate structure and layout.
 - integrated examples of work.
 - error free content and navigation (including spelling and operability).
- ◆ gather feedback on the computer games portfolio presented.
- ◆ describe feedback from the audience following a presentation of the portfolio, and any remedial action to be carried out to the portfolio.
- ◆ evaluate the computer games portfolio with respect to structure, visual layout, content and target audience.

The **product** evidence should be generated under open-book conditions. Whether this need be under supervised or unsupervised conditions is at the discretion of the assessor and the centre; however, evidence must be produced under controlled conditions whenever possible and where appropriate. Learners are allowed access to suitable online and offline materials during open-book assessments.

The **performance** evidence will relate to Outcome 4 and take the form of a **presentation** of a computer games portfolio. The **performance** evidence is required to demonstrate that the learner can:

- ◆ present a computer games portfolio
- ◆ respond appropriately to audience feedback
- ◆ identify steps to improve future portfolios

The SCQF level (Level 6) 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: Portfolio (SCQF level 6)

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

This unit can be delivered as an integral part of any computer games development course. This unit is designed to enable learners to produce a body of computer games design and development work, which will support an interview to an institute or organisation of their choice. The format of the portfolio should reflect the requirements of their specific progression route and be presented in a suitable format. All selected work should highlight the learner's strengths, demonstrating their individual creative abilities. The amount, scale and presentation of the work will be determined by the intended purpose of the portfolio.

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 describe existing computer game portfolios. Most modern portfolios are likely to be web-based, and many can be found easily through web searches. Portfolios may be custom websites, a blog, a page on a portfolio website or other platform.

Learners should access a variety of computer game portfolios, which could cover the spectrum of the industry, from small independent game creators to industry professionals with specialised skills. The portfolios may include those of people with specific roles in the industry, such as sound design or 3D modelling. Some industry professionals will have likely worked across different sectors, such as the film and animation industry, so some portfolios may be quite diverse.

The target audiences of computer game portfolios are most likely to be games companies, but learners should be aware of the range of games companies that exist, from single creators, to small independents, to major publishers. Broader portfolios may also be aimed at sectors outside computer games, such as the film industry, graphic design, virtual reality, education, and other sectors.

Some portfolios, particularly those of students, may be aimed at a different target audience, namely educational institutions. These portfolios may have a more educational focus, with examples of research or studies into gaming theory, with a view to gaining a place at a college or university.

National Unit Support Notes (cont)

Unit title: Computer Games: Portfolio (SCQF level 6)

Learners must evaluate the features of the portfolios. They should identify strong and weak points about the design and content of the portfolio. Some guidance on the topics that may be explored are provided below:

- ◆ Font — aesthetics, appropriateness, legibility, etc
- ◆ Colour — aesthetics, appropriateness, colour associations, colour theory, etc
- ◆ Page layout — design elements, consistency, readability, etc
- ◆ Media — quality and suitability of the media (video, text animation, etc)
- ◆ Navigation — consistency, ease of use, etc

Outcome 2

Learners must select a range of work to include in their portfolio. Selection criteria may be identified, partly by choosing a target audience for the portfolio, and selecting work that would be most appropriate. Learners may identify other criteria, such as quality of work, or work that only matches the type of employment role they would like to gain.

Learners must select a range of work, apply the criteria to that work, and create a shortlist of work to be included in the portfolio. Learners may wish to re-do certain work at this point to improve it.

Formatting of the existing work may be required for inclusion in the portfolio. For example, paper-based drawings may need to be scanned, or learners might create gameplay videos of the games they have produced. Learners may also need to write descriptions or introductory text for the work so that the portfolio is understandable to viewers.

The process of selecting the work to be included in the portfolio should include producing a folder (or set of folders) containing the correctly formatted work.

Learners must also produce a design plan for their portfolio. This may take the form of a storyboard, a site diagram, screen designs, etc. These plans should indicate the proposed layout of each page/section of the portfolio, and how navigation is achieved between pages or sections of the portfolio. Learners should also select fonts and colour schemes, and consider the different aspects of a portfolio's design (see Outcome 1). Learners may produce the plan electronically or using paper, or may take advantage of a prototyping tool, such as Adobe XD, proto.io, balsamiq.com, sketchapp.com, etc.

Outcome 3

It is expected that learners will construct an electronic portfolio. This may take the form of a website, a blog, an online portfolio platform or other suitable format. While it may be possible to produce a paper-based portfolio for certain aspects of game design and development (eg, concept artist), it would be advisable to make digital copies of the work and present it in electronic form.

Numerous online portfolio platforms exist, which could be utilised by the learner (eg, behance.net, carbonmade.com, myportfolio.com, etc). Learners may also make use of other media hosting sites such as:

National Unit Support Notes (cont)

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- ◆ Video sharing sites — Youtube, Vimeo, etc
- ◆ Game hosting sites — www.itch.io, Scratch Online, etc
- ◆ Social Media sites — Facebook, Twitter, etc
- ◆ Blogs — Wordpress, Blogger, Tumblr, etc
- ◆ File sharing sites — Dropbox, Google Drive, etc

A portfolio may be a broad game design portfolio, or could be more specific. More focussed portfolios might be confined to one area of specialism, such as concept art, 3D modelling, or programming.

Learners who would like a more customised portfolio, and who possess the skills to do so, may wish to create their own website. There would be no requirement to put this website online, but a local version should be made available for assessment purposes. Several online platforms exist that allow the creation of websites without the requirement to produce code eg, wix.com, weebly.com and websitebuilder.com.

Outcome 4

Learners are required to present their portfolio to an audience. The audience may be a whole class group or an individual. The audience must provide feedback to the learner, and this feedback may be captured in a variety of forms. Feedback could be provided via a survey, through notes made after the presentation, or via a video recording of the presentation. Learners must record the feedback in some form and identify areas of the portfolio for remediation.

Once the remedial action has taken place, the assessor must confirm the work has been undertaken through an assessor checklist. Remedial work should not require a full redesign of a portfolio, as any substantial errors or omissions should have been picked up at the design stage (Outcome 2) or during production of the portfolio.

Learners will use the feedback gathered to help them evaluate their portfolio in terms of the structure, the visual layout, content and target audience. This will also help them identify ways to improve any future portfolios they create.

Guidance on approaches to delivery of this unit

This unit can only be achieved with content generated from previous study or work in computer games design or development.

It is recommended that the learner has successfully completed, or is currently undertaking a variety of computer games related units in order to create the required content for the portfolio.

Suitable units include:

- ◆ HX9V 46 *Computer Games: Design*
- ◆ HX9W 46 *Computer Game: Media Assets*
- ◆ HX9X 46 *Computer Games: Development*
- ◆ H2X0 12 *Computer Games: Character Creation*
- ◆ H2CE 12 *Computer Games: 2D Animation Skills*
- ◆ H2CF 12 *Computer Games: 3D Modelling and Animation Skills*
- ◆ H2X1 12 *Gameplay*

National Unit Support Notes (cont)

Unit title: Computer Games: Portfolio (SCQF level 6)

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

Outcome 1: 10 hours

Outcome 2: 10 hours

Outcome 3: 20 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.

A more contemporary approach to assessment would involve the use of a web log (blog) to record learning (and the associated activities) throughout the life of the unit. The blog would provide knowledge evidence (in the descriptions) and product evidence (using, for example, video recordings). The blog should be assessed using defined criteria to permit a correct judgement about the quality of the evidence. In this scenario, every performance criterion must be evidenced; sampling would not be appropriate.

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.

If a blog is used for summative assessment, it would also facilitate formative assessment since learning (including misconceptions) would be apparent from the blog, and intervention could take place to correct misunderstandings on an on-going basis.

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 portfolio, which if made using electronic methods (website, blog, etc) can provide opportunities to gather evidence towards aspects of *Information and Communication Technology* and *Problem Solving* at SCQF level 6.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 5.

This Unit has the Core Skill of Information and Communication Technology embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Information and Communication Technology at SCQF level 5.

History of changes to unit

Version	Description of change	Date
02	Core Skill Problem Solving and Information and Communication Technology at SCQF level 5 embedded.	31/05/18

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General information for learners

Unit title: Computer Games: Portfolio (SCQF level 6)

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.

In this unit, you will gain an understanding of the design and purpose of computer games portfolios. You will also construct your own computer games portfolio. The purpose of the portfolio will be to showcase your work and assist you in gaining access to further study or employment.

You should already have existing work in the field of computer games design and development that can be put in a portfolio. You are likely to have studied one or more computer games-related units and produced a computer game, artwork or designs. Before constructing your own portfolio, you shall examine a range of existing portfolios to determine the features and content that should be included in your own.

The unit covers the following knowledge and skills:

- ◆ Evaluate computer games portfolios
- ◆ Plan a computer games portfolio
- ◆ Create a completed computer games portfolio
- ◆ Present a completed computer games portfolio

You will present the portfolio to an audience and act on feedback received to improve the portfolio.

On completion of this unit, you will have constructed a computer games portfolio and will have gained an understanding of the design and purpose of such portfolios.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 5.

This Unit has the Core Skill of Information and Communication Technology embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Information and Communication Technology at SCQF level 5.