XSQA

Group Award Specification for:

National Progression Award in Computer Games Development at SCQF level 4

Group Award Code: GP02 44

National Progression Award in Computer Games Development at SCQF level 5

Group Award Code: GP03 45

National Progression Award in Computer Games Development at SCQF level 6

Group Award Code: GP04 46

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Contents

1   Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

♦ Assist centres to implement, deliver and manage the qualification
♦ Provide a guide for new staff involved in offering the qualification
♦ Inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
♦ Provide details of the range of learners the qualification is suitable for and progression opportunities

The *National Progression Award (NPA) in Computer Games Development* is available at SCQF levels 4, 5 and 6. This award is a revision of the original *NPA Computer Games Development*, which was first introduced in 2010. Since its introduction, it has proven to be popular in centres with over 9,000 entries to date. The majority of entries are from the school sector (87%).

The award has found particular popularity in schools in the senior phase, complimenting more traditional qualifications. Some sixth form pupils elect to do it to gain experience of programming prior to university. The qualification is also considered intrinsically interesting and engaging for learners. The component units (see next section) are part of the *National Certificate in Computer Games Development*, which is offered by some colleges.

The computer games industry remains strong in Scotland and the rest of the UK. Coding is an important part of this qualification and skills in software development are in demand. Although the primary focus of this award is progression to further studies in this, or a related, field, the knowledge and skills gained by undertaking this qualification may lead to eventual employment in a games or programming position. The award will also improve learners' computational thinking skills, which is gaining recognition as a vital 21st century competence, and stimulate interest in computer science among young learners.

The qualification has not been reviewed since it was introduced in 2010. A scoping exercise was carried out in 2017 to obtain feedback from educators on how well the award meets its objectives, and to identify potential improvements. The scoping exercise identified the main areas for improvement. Both qualitative and quantitative research took place during the development to ensure that the changes were appropriate and supported by stakeholders. The qualitative research took place during the scoping exercise; the quantitative research during the formal review.

The main findings are summarised in the box below.

1	There was general satisfaction with the title and structure of the award and no demand for fundamental change to the framework or the component units.
2	No new units were required but the existing units require modernisation.
3	The range of topics within the units should be reviewed and reduced.
4	The amount of assessment should be reduced.
5	The differentiation between levels should be clarified and improved.

As a result, the following changes were made to the award.

1	The contents of all of the units were revised and updated.
2	The range of topics was reduced.
3	The amount of evidence was reduced.
4	The progression between levels was improved.

No changes were made to the award title, qualification structure, conditions of award or unit titles.

2 Qualifications structure

This group award is made up of **three SQA unit credits**. It comprises **18 SCQF credit points** at **SCQF levels 4, 5 and 6**. All units are mandatory; there are no optional units.

The structure is identical at each level (SCQF levels 4, 5 and 6).

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

Each award comprises three mandatory units. To achieve the award, learners must achieve all of the component units at each level. The tables below define the structure of each award at each level.

SCQF level 4 (National 4)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HX9V	44	Computer Games: Design	1	6	4
HX9W	44	Computer Games: Media Assets	1	6	4
HX9X	44	Computer Games: Development	1	6	4

SCQF level 5 (National 5)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HX9V	45	Computer Games: Design	1	6	5
HX9W	45	Computer Games: Media Assets	1	6	5
HX9X	45	Computer Games: Development	1	6	5

SCQF level 6 (Higher)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HX9V	46	Computer Games: Design	1	6	6
HX9W	46	Computer Games: Media Assets	1	6	6
HX9X	46	Computer Games: Development	1	6	6

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The qualification structure has not changed from the original award. However, each of the component units (at every level) has been updated.

The qualification structure is **hierarchical**, which permits learners to mix-and-match units across levels and still gain a group award (at the level of the lowest unit pass). For example, a learner who achieves *Computer Games: Design* at level 6 and *Computer Games: Media Assets* at level 6 but who passes *Computer Games: Development* at level 5, will gain the group award at level 5.

3   Aims of the qualifications

The aims of the qualification are categorised as 'general aims' or 'specific aims'. General aims relate to generic, subject independent objectives; specific aims relate to subject-related objectives. Some of the specific aims simply situate the general aims in the context of the subject area.

3.1   General aims of the qualifications

The general aims of the qualification are to:

1   Provide an up-to-date curriculum, reflecting contemporary knowledge and skills in the subject domain.
2   Develop skills in computer programming.
3   Develop computational thinking skills.
4   Develop problem solving skills.
5   Develop collaboration and team working skills.
6   Develop employment skills.
7   Stimulate interest in Science, Technology, Engineering and Mathematics (STEM) among learners.
8   Encourage learners to consider careers in computer science.
9   Provide a stimulating and enjoyable learning experience.

3.2   Specific aims of the qualifications

The following specific aims are additional to the general aims or contextualise the general aims in terms of computer games development.

1   Update the contents of the unit specifications to reflect contemporary technologies and techniques in computer games development.
2   Develop skills in writing computer games software.
3   Develop vocational skills relevant to careers in software development in a games context.
4   Facilitate progression to further study in computer games development or related fields.

4   Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

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Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ Basic computing knowledge and skills (Level 4 entry)
♦ Corresponding NPA award at lower level (Level 5 and 6 entry)
♦ Computing Science at National 4, National 5 or Higher
♦ Any appropriate grouping of National units.

The NPA at Level 4 and Level 5 can be undertaken without previous experience of computer games development. However, it is recommended that learners have some prior knowledge and experience of computer games development before attempting the Level 6 award.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1   Mapping of qualification aims to units

The core of the qualification is writing computer games, and that is reflected in the mapping of the aims to the units (see table below). The unit entitled *Computer Games: Development* contributes to every aim of the award; the other units contribute to specific aims.

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
HX9V 44	Computer Games: Design	X				X	X	X		X	X			X
HX9W 44	Computer Games: Media Assets	X				X	X	X		X	X			X
HX9X 44	Computer Games: Development	X	X	X	X	X	X	X	X	X	X	X	X	X
HX9V 45	Computer Games: Design	X				X	X	X		X	X			X
HX9W 45	Computer Games: Media Assets	X				X	X	X		X	X			X
HX9X 45	Computer Games: Development	X	X	X	X	X	X	X	X	X	X	X	X	X
HX9V 46	Computer Games: Design	X				X	X	X		X	X			X
HX9W 46	Computer Games: Media Assets	X				X	X	X		X	X			X
HX9X 46	Computer Games: Development	X	X	X	X	X	X	X	X	X	X	X	X	X

5.2   Mapping of National Occupational Standards (NOS)

There are a number of National Occupational Standards (NOS relating) to software development and the creative industries. These standards are maintained by Tech Partnership.

The following table shows how the component units in this award contribute to the standards.

Code	Unit title	National Occupational Standard						
HX9V 44	Computer Games: Design							
HX9W 44	Computer Games: Media Assets							
HX9X 44	Computer Games: Development	ESKITP5022v2						
HX9V 45	Computer Games: Design							
HX9W 45	Computer Games: Media Assets							
HX9X 45	Computer Games: Development	ESKITP5022v2						
HX9V 46	Computer Games: Design							
HX9W 46	Computer Games: Media Assets							
HX9X 46	Computer Games: Development	ESKITP5023						

It is likely that learners will undertake activities that contribute to the following performance criteria within these standards.

ESKITP5022v2 Perform software development activities under direction

P1 Follow organisational standards for the systems development lifecycle
P3 Correctly use specified software development procedures, tools and techniques to create software that meets given designs
P4 Functionally test that given designs have been met
P5 Use naming conventions and standards in line with organisational standards
P6 Use appropriate programming constructs to produce effective software
P7 Document own software development activities

ESKITP5023 Software Development Level 3 role

P1 Follow organisational standards for the systems development lifecycle
P3 Assist in specifying precisely how the software that has been developed functions
P4 Assist with the documentation of software development activities
P5 Correctly use software development procedures, tools and techniques, as directed by superiors
P6 Comply with any relevant legislation, regulation and external standards relating to software development activities
P7 Create software that incorporates the full range of design specifications, for example those relating to data and HCI, in order to produce effective software
P8 Functionally test that the processing and functional needs specified within logical and physical software design deliverables have been met
P9 Use naming conventions and standards in line with organisational standards
P10 Use appropriate programming constructs to produce effective software

5.3 Mapping of Core Skills development opportunities across the qualifications

The award does not embed any Core Skills. However, all of the component units will provide opportunities to develop Core Skills (indicated by 'S', for sign-posting, in the table below).

Unit code	Unit title	Communication — Written (Reading)	Communication — Written (Writing)	Communication — Oral	Numeracy — Using Number	Numeracy — Using Graphical Information	ICT — Accessing Information	ICT — Providing/Creating Information	Problem Solving — Critical Thinking	Problem Solving — Planning and Organising	Problem Solving — Reviewing and Evaluating	Working with Others — Working Co-operatively with Others	Working with Others — Reviewing Co-operative Contribution
HX9V 44	Computer Games: Design			S (4)			S (4)	S (4)	E (4)	S (4)	S (4)	S (4)	S (4)
HX9W 44	Computer Games: Media Assets			S (4)			S (4)	E (4)	E (4)	S (4)	S (4)	S (4)	S (4)
HX9X 44	Computer Games: Development						S (4)	E (4)	E (4)	S (4)	S (4)	S (4)	S (4)
HX9V 45	Computer Games: Design			S (5)			S (5)	S (5)	E (5)	S (5)	S (5)	S (5)	S (5)
HX9W 45	Computer Games: Media Assets			S (5)			S (5)	E (5)	E (5)	S (5)	S (5)	S (5)	S (5)
HX9X 45	Computer Games: Development						S (5)	E (5)	E (5)	S (5)	S (5)	S (5)	S (5)
HX9V 46	Computer Games: Design			S (6)			S (6)	E (6)	E (6)	S (6)	S (6)	S (6)	S (6)
HX9W 46	Computer Games: Media Assets			S (6)			S (6)	E (6)	E (6)	S (6)	S (6)	S (6)	S (6)
HX9X 46	Computer Games: Development						S (6)	E (6)	E (6)	S (6)	S (6)	S (6)	S (6)

For example, the *Computer Games: Development* unit, at all three levels, will provide opportunities for learners to develop their ICT, problem solving and collaborative skills through the various activities involved in writing software.

5.4   Assessment strategy for the qualifications

The qualification can be assessed in one of a number of ways.

1   Unit by unit
2   Level by level
3   Topic by topic

All three approaches are valid.

The first approach would involve assessing each unit separately. The evidence requirements in each unit defines the specific evidence that learners must produce. Separate assessments will be required to produce this evidence. If this approach is adopted, at least three assessment activities (one for each unit) would have to be produced (at each level). The second approach would involve assessing each level. A single assessment activity would generate all of the required evidence for the award (at one level). For example, a single assessment activity would combine the evidence required for the *Computer Games: Design*, *Computer Games: Media Assets* and *Computer Games: Development* units at one level. The third approach would involve assessing each topic. A single assessment activity would permit learners to generate the required evidence at any one of the three levels in a specific domain. This would require three assessments: one for *Computer Games: Media Assets*, one for *Computer Games: Design* and one for *Computer Games: Development*.

The recommended assessment strategy is to assess by level (the second approach). This approach is more natural and more holistic than the alternative approaches since each assessment would span the full development process (capture, design and development). It is more fully explained below.

Unit	Assessment 1	Assessment 2	Assessment 3
Computer Games: Design	X		
Computer Games: Media Assets	X		
Computer Games: Development	X		
Computer Games: Design		X	
Computer Games: Media Assets		X	
Computer Games: Development		X	
Computer Games: Design			X
Computer Games: Media Assets			X
Computer Games: Development			X

Assessment 1 would require learners to source assets, design and create a simple computer game. A suitable instrument of assessment would be a **practical exercise**. Although the assessment activity would be holistic, learners would produce a range of artefacts so that learners may satisfy the evidence requirements of each component unit at Level 4 if they are unable to pass the assessment as whole.

Assessment 2 would require learners to source assets, design and create a computer game. A suitable instrument of assessment would be a **practical assignment**. Although the assessment activity would be holistic, learners would produce a range of artefacts so that learners may satisfy the evidence requirements of each component unit at Level 5 if they are unable to pass the assessment as whole.

Assessment 3 would require learners to source assets, design and create a complex computer game. A suitable instrument of assessment would be a **project**. Although the assessment activity would be holistic, learners would produce a range of artefacts so that learners may satisfy the evidence requirements of each component unit at Level 6 if they are unable to pass the assessment as whole.

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The assessments must be carried out under controlled conditions, although learners may undertake some assessment activity outside of a formal learning environment so long as their work is authenticated. The assessment would take place once formal teaching and learning is complete. It is anticipated that the assessment would be undertaken over an extended period of time, during the second half of the allocated time. Access to reference material is permissible.

See the support materials section of this document for further information about assessment.

6 Guidance on approaches to delivery and assessment

The qualification is designed for young people, and others, who wish to gain knowledge and skills in the field of computer games development. The award is most popular in schools and colleges, where is it offered to broaden the curriculum (schools) or provide vocational education (colleges). In both environments, the award will provide stimulating and intellectually engaging activities, which will develop a wide range of important skills in preparation for further studies or employment.

The qualification, at each level, comprises three component units:

1   *Computer Games: Design*
2   *Computer Games: Media Assets*
3   *Computer Games: Development*

The *Computer Games: Design* units cover the customisation of assets so that they can be included in a specific games environment. The *Computer Games: Media Assets* units cover the identification and capture of the media elements required to assemble computer games, such as sounds, images and videos. The *Computer Games: Development* units cover the creation of code to actually create the games that incorporate these customized assets.

Each unit is one credit, which requires **40 hours** to complete. The award (at each level) will require **120 hours**. This can be timetabled across one term or across an entire session.

6.1   Sequencing/integration of units

It is recommended that the component units are delivered in the following sequence.
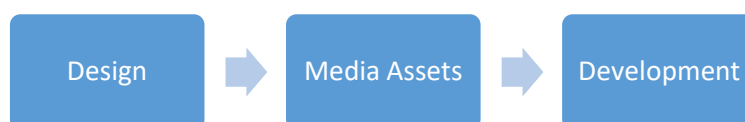
The knowledge and skills gained as part of the *Computer Games: Design* unit can be used within the *Computer Games: Media Assets* unit to enable learners to create complete games in the *Computer Games: Development* unit.

There is significant scope to integrate the knowledge and skills across all three units. This would involve combining the outcomes in all of the units (at one level) into a single syllabus that would span capture, design and development. The recommended assessment strategy adopts this approach.

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6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

Where learners have previous experience of developing computer games, this could be used to satisfy some or all of the evidence requirements. In such circumstances, authentication would be vital.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The main means of progression is **internal progression** within the qualification framework. The suite of awards has been designed for easy progression from one level to the next.

Level 4 ➡ Level 5 ➡ Level 6
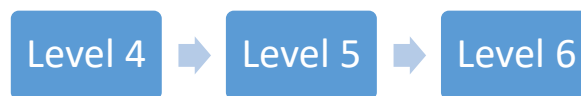
The qualification is **hierarchical**, which means that learners can mix units across levels and gain the group award. For example, a learner who completes the *Computer Games: Media Assets* unit at Level 6, the *Computer Games: Design* unit at Level 6 and the *Computer Games: Development* unit at Level 5, would gain the group award at Level 5.

External progression is possible to a number of qualifications, such as the National Certificate in Computer Games Development, which is available at SCQF levels 4, 5 and 6. Learners who gain the Level 5 or Level 6 awards would be considered for entry into **HNC/D Computer Games Development** at college. Learners who gain the Level 6 award, together with appropriate National Qualifications at Higher, would be considered entry to degree courses at university.

6.2.2 Professional recognition

There is no professional recognition for this award.

6.2.3 Transitional arrangements

The revised units will replace the existing units in **August 2020**. Until that time, the following transitional framework will be used for learners who possess units in the existing award.

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National Progression Award in Computer Games at SCQF level 4, 5 and 6 (transitional framework)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HX9V	44	Computer Games: Design **OR**	1	6	4
F915	10	Computer Games: Design			
HX9W	44	Computer Games: Media Assets **OR**	1	6	4
F916	10	Computer Games: Media Assets			
HX9X	44	Computer Games: Development **OR**	1	6	4
F917	10	Computer Games: Development			
HX9V	45	Computer Games: Design **OR**	1	6	5
F915	11	Computer Games: Design			
HX9W	45	Computer Games: Media Assets **OR**	1	6	5
F916	11	Computer Games: Media Assets			
HX9X	45	Computer Games: Development **OR**	1	6	5
F917	11	Computer Games: Development			
HX9V	46	Computer Games: Design **OR**	1	6	6
F915	12	Computer Games: Design			
HX9W	46	Computer Games: Media Assets **OR**	1	6	6
F916	12	Computer Games: Media Assets			
HX9X	46	Computer Games: Development **OR**	1	6	6
F917	12	Computer Games: Development			

This transitional framework is based on the credit transfer arrangements detailed in the following section.

6.2.4 Credit transfer

The following table defines the credit transfer arrangements between the 'old' and 'new' units.

Existing units		Revised units	
F915 10	Computer Games: Design	HX9V 44	Computer Games: Design
F916 10	Computer Games: Media Assets	HX9W 44	Computer Games: Media Assets
F917 10	Computer Games: Development	HX9X 44	Computer Games: Development
F915 11	Computer Games: Design	HX9V 45	Computer Games: Design
F916 11	Computer Games: Media Assets	HX9W 45	Computer Games: Media Assets
F916 11	Computer Games: Development	HX9X 45	Computer Games: Development

Existing units		Revised units	
F917 11	Computer Games: Design	HX9V 46	Computer Games: Design
F917 11	Computer Games: Media Assets	HX9W 46	Computer Games: Media Assets
F917 11	Computer Games: Development	HX9X 46	Computer Games: Development

The credit transfer is **full** and **two-way**. Learners who possess either existing or revised units can use them (in combination) to contribute to the group award.

6.3   Opportunities for e-assessment

The award can be delivered in a variety of ways, ranging from traditional classroom delivery to online delivery. A wide range of digital resources exist to support teaching and learning, such as YouTube videos that explain various aspects of the course such as game design and media assets.

E-assessment can be used for formative and summative assessment.

6.4   Support materials

There is an Assessment Support Pack (ASP) for each level. Each ASP integrates the knowledge and skills contained within each award at a single level. For example, there is an ASP available for the Level 5 award, which generates the evidence required for the three component units.

The evidence produced by the ASP will take two forms:

1   Knowledge evidence
2   Practical evidence

At level 4, the knowledge evidence is produced through a multiple-choice test included in the ASP. Learners will undertake a single test that will span the knowledge contained within the three component units. Successful completion of this test will satisfy the knowledge requirements for all three units. At levels 5 and 6, the knowledge evidence can be produced through a variety of ways (including oral), but each ASP provides opportunities for this evidence to be gathered.

The practical evidence is produced by undertaking the practical task described in each ASP. Successful completion of this activity will satisfy the practical requirements for all three units.

A **list of existing ASPs** is available to view on SQA's website.

6.5   Resource requirements

Centres will require appropriate resources before undertaking this award. These include:

♦   Sample computer games to permit learners to explore game design and gameplay
♦   Software development environments capable to producing computer programs
♦   Media capture and media editing software
♦   Appropriate hardware, capable of running the above software

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7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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**.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification).

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ learners may not be entered for the group award
♦ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦ the group award will be deleted from the relevant catalogue
♦ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the group award
♦ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

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SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

♦ No new centres may be approved to offer the unit which has been revised.
♦ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
02	Clarification of assessment information provided under sections 6.3 (Opportunities for e-assessment) and 6.4 (Support Materials).	22/01/2020

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9   General information for learners

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

This short, introductory qualification is designed to teach you how to write computer games. It is available at three levels: SCQF level 4 (National 4), SCQF level 5 (National 5) and SCQF level 6 (Higher).

Each level consists of three topics: media assets, design and development. The media assets part of the award focuses on finding and capturing digital media that could be used within a game, such as sounds, images and videos, and customising these assets to fit into a game. The design part of the award focuses on creating a plan for the development of a computer game. The development part of the award focuses on writing code to actually produce the game.

During the award, you will gain a variety of knowledge and skills including the following.

♦   What media assets are available and how to capture them
♦   What makes a good game
♦   How to modify media assets for your game
♦   How to program a computer game
♦   How to design a good game
♦   How to test a game

The games that you are expected to produce will depend on the level. At the lowest level, the games will be simple; at the highest level they will be quite complex. Although you will be expected to write code, the media side is equally important since a good game comprises more than good code.

The award is assessed by a practical task that will require you to actually create a computer game. You are required to do this by yourself but you will learn in a collaborative way, along with other learners.

At the completion of the qualification you could do a higher level (of the same qualification) or progress to different qualifications in this area such as an HNC or HND or a degree course.

Group Award Specification: NPAs in Computer Games Development at SCQF level 4 (GP02 44), Computer Games Development at SCQF level 5 (GP03 45) and Computer Games Development at SCQF level 6 (GP04 46)

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