Qualification specification

NCFE Level 2 Certificate in Creative Media (Games pathway)
QN: 601/4761/1
This qualification is now withdrawn

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v4.0	Nov 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1. Additional paragraph added regarding external quality assurance for graded qualifications in section 2. Information regarding the aggregation methods and grade thresholds added to Section 3.
v4.1	January 2022	Paragraph added regarding external quality assurance for graded qualifications.
v4.2	June 2022	Updates added to: • entry requirements section – clarification as opposed to changes • assessment and assessment evidence section – assessment and evidence must be presented in English – clarification as opposed to changes • inclusion of information regarding the mandatory support handbook.
v5.0	November 2023	The grading descriptor for unit 10 AC2.3 has been updated.
v5.1	December 2023	Removal of any reference to the NCFE Level 3 Diploma in Creative Media (Games Pathway) (601/4762/3/GAM) due to the withdrawal of this qualification.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Creative Media (601/4761/1).

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Creative Media (Games).

About this qualification

These are regulated qualifications. The regulated number for this qualification is 601/4761/1.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Things you need to know

Certificate

- Qualification number (QN): 601/4761/1
- Aim reference: 60147611
- TQT: 320
- Guided learning hours (GLH): 260
- Credit value: 32
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of this qualification

This qualification aims to:

- develop further technical skills and knowledge in games
- develop learners' collaborative working and entrepreneurial awareness.

The objectives of this qualification is to help learners progress onto a Level 3 qualification in Creative Media or other related qualifications, with a view to progressing into higher education or employment.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Entry guidance

This qualification is designed for learners who wish to develop advanced technical skills and knowledge in Creative Media and specialise in Games.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Learners should be aged 16 or above to undertake this qualification. Centres need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Creative Media (601/4761/1), learners are required to successfully complete **1** core unit and **3** optional units.

This qualification consist of 2 **graded** core units:

- Unit 01   Understanding the creative media industry (8 credits)
- Unit 02   Plan and produce work to a design brief (8 credits).

and 8 **graded** optional units:

- Unit 03   Working in the games industry (8 credits)
- Unit 04   Concept art for computer game (8 credits)
- Unit 05   Creating art for 2D games (8 credits)
- Unit 06   2D game design (8 credits)
- Unit 07   2D game production (8 credits)
- Unit 08   Sound production for computer games (8 credits)
- Unit 09   3D modelling for computer games (8 credits)
- Unit 10   Story development for computer games (8 credits).

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 33).

To achieve the Level 2 Certificate in Creative Media, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 26).

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Pathways within this qualification

When registering learners for this qualification, centres should use the NCFE qualification number followed by the relevant pathway code, for example 601/4762/3/GAM. As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific pathway they will be registered against. Centres must carefully consider which pathway they want to register the learner onto, as the registration fee will be applied to each pathway.

When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg Y/506/7519) to indicate which units the learners have achieved.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Certificate in Creative Media Production
- Level 3 qualifications in social media, interactive media, digital marketing etc.

It may also be useful to learners studying qualifications in the following sectors:

- Media and Communication
- Arts, Media and Publishing.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. The blank Evidence and Grading Tracker template can be downloaded free of charge from the NCFE website. You don't have to use this document – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers – including learners – using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 5 (page 118) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 5 (page 118).

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Creative Media is internally assessed.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 33).

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Supporting learners

Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

For knowledge- and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the learner understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between Assessors in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the learner's own work can be clearly judged
- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving Merit and Distinction grades.

Presenting evidence

Written work

Written work may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded evidence

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the learner clearly identifies themselves at the start of any recording
- the exact timing of the start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

To help our Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the External Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.
Venue: school hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – James Doyle (blonde hair, front of stage)
Drummer – Diana Nisbett
Guitar 1 – Deepak Lahiri (black hair, blue jumper)
Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:
Lead male – Su Jin
Lead female – Maya Solomon

Choir:
Caterina Petracci (black hair, back row 3rd from left)
Leonard Kalymniou (brown hair, back row 5th from left)
Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

Late submissions

Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed (and, where relevant, graded) by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. The first unit grades you submit for the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if the External Moderator disagrees with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to resubmit the updated grade to NCFE for further external moderation.

Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In any case, the centre would be required to assess, grade and internally moderate all learners' work again.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

Internal moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on the NCFE website.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Customer Support Guide.

Section 3
Grading information

Grading information

Grading has been introduced to make sure that this qualification reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit in this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Grading internally assessed units

The grading descriptors for each graded internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement in Section 6 (page 121) of this qualification specification.

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the work must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the overall unit. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Awarding the final grade

The final grade for this qualification will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every graded unit, demonstrating the learners' exceptional knowledge, understanding and skill at Level 2.

For the NCFE Level 2 Certificate in Creative Media learners are required to successfully achieve 1 graded core unit and 3 graded optional units. This equates to 4 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit Grades (4 units)				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade.

Overall qualification standard for a level 2 learner

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

Tasks

At Level 2 tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a pass.

Overall qualification grading descriptors (cont'd)

Pass
The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes. A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.

Merit
The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices. The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process. Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.

Overall qualification grading descriptors (cont'd)

Distinction
The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will select and use appropriate skills and processes, justifying their choices. Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes. Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.

Distinction*
The learner will have achieved a Distinction grade for all units of the qualification, demonstrating consistent work at the level of the qualification.

Section 4

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional
- an indication of whether a unit is graded or not.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

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Unit summaries

Unit 01 Understanding the creative media industry (Y/506/7500)

In this unit learners will explore a wide selection of elements in the creative media industry, ranging from what makes an organisation successful through to employment within these organisations and their process of ideas generation and communication. Learners will gather the tools and knowledge on the industry that will be useful both later in their chosen pathway and in the professional sector.

Guided learning hours: 65
Credit value: 8
Level: 2
This is a **core unit**
This unit is **graded**

Unit 02 Plan and produce work to a design brief (D/506/7479)

In this unit learners will experience the realities of producing work to the professional level required by employers by working to a clearly specified brief. Learners will prepare a work schedule, as well as producing and developing ideas in response to the brief. This unit provides a chance to explore current industry practice.

Guided learning hours: 65
Credit value: 8
Level: 2
This is a **core unit**
This unit is **graded**

Unit summaries (cont'd)

Unit 03 Working in the games industry (J/506/7492)

In this unit learners will understand the games industry by looking into the job roles and career paths that are common within the games industry. Learners will examine the relationships between companies involved in the games industry and the departments within organisations. Learners will explore issues that affect game development and content, as well as gaining a key insight into recruitment processes and job applications for the games industry.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit 04 Concept art for computer games (J/506/7475)

In this unit learners will explore how concept art is used in the development and creation of computer games, as well as identifying tools for the production of concept art and external factors that may impact on this work. Learners will then use these tools to produce and develop their own concept art to industry standard. This unit allows learners to present their finished work for feedback and then review the completed process for further development.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit summaries (cont'd)

Unit 05 Creating art for 2D games (H/506/7483)

In this unit learners will explore a range of artwork styles that are used to give 2D games their identity, as well as identifying the tools and techniques used in the industry to produce this artwork. Learners will then take an in-depth look at a range of ideas for the creation of art for 2D games and use this knowledge to produce and develop their own work. This unit allows learners to present their finished work and obtain feedback for evaluation.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit 06 2D game design (A/506/7487)

In this unit learners will research key factors, considerations and software tools relating to the design and production of 2D games. Learners will identify, develop and refine ideas for a 2D game proposal, before preparing game documentation for the final game proposal. This unit allows learners to obtain feedback on their work for review and further development.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit summaries (cont'd)

Unit 07 2D game production (F/506/7488)

In this unit learners will produce and maintain an industry level production schedule and use this to construct a 2D game prototype. Learners will then perform play testing and development on the prototype to produce and present a final 2D game construction. This unit allows learners to obtain feedback on their produced material in order to review their own work and use it for further development.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit 08 Sound production for computer games (J/506/7489)

In this unit learners will take an in-depth look at how sound is used in games, the techniques used in the industry to produce these sounds and external factors that may impact on their production. Learners will then produce and refine sound assets for a game sequence using this knowledge and post-production editing techniques. The finished work will then be used by learners to obtain feedback and evaluate the outcome in order to aid their future development.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit summaries (cont'd)

Unit 09 3D modelling for computer games (A/506/7490)

In this unit learners will take an in-depth look at 3D modelling techniques, their limitations and external factors that may affect their use in computer games. Learners will then explore and produce concept art for 3D models and use this knowledge to construct a 3D model for use in a computer game. This unit allows learners to review their work and obtain feedback for future development.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit 10 Story development for computer games (F/506/7491)

In this unit learners will discover storytelling and narrative techniques and how these are used in reference to a range of computer game genres, while also exploring external factors and considerations that may impact development. Learners will then produce and develop an idea for a games story, supplementing this with visual aids of their own design. This unit allows learners to produce a sample script and obtain feedback to enable further development.

Guided learning hours: 65
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit 01 Understanding the creative media industry (Y/506/7500)

The learner will:

1   Understand a chosen creative media industry

The learner can:

1.1   Describe the types of organisation within the chosen **creative media industry**
1.2   Explore successful organisations and **enterprises** within the chosen creative media industry
1.3   Explain what makes them successful
1.4   Describe the types of customer within the chosen creative media industry

The learner will:

2   Understand employment opportunities within a chosen creative media industry

The learner can:

2.1   Explore **employment opportunities** within the chosen creative media industry
2.2   Describe the requirements of a role in the chosen creative media industry
2.3   Identify own strengths and areas for development within the chosen creative media industry
2.4   Produce an action plan for personal/professional development within the chosen creative media industry

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

The learner will:

3   Understand the process of idea generation within a chosen creative media industry

The learner can:

3.1   Identify tools for the generation of ideas
3.2   Describe how **collaboration** can support the generation of ideas
3.3   Describe how feedback can support the generation of ideas

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The learner will:

4   Understand methods of communication used within a chosen creative media industry

The learner can:

4.1   Describe a range of **communication methods**
4.2   Describe suitable communication methods for different audiences

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Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

1.1   **creative media industry** includes organisations and individuals within television, film, animation, interactive media, radio, social media, games, publishing and advertising.
Learners are required to focus on one area of creative media industry and should be encouraged to choose the industry and discipline that they'd like to work within.

1.2   **enterprises** are usually defined as a business that will take risks, show initiative and commit to make things happen.

2.1   **employment opportunities** are diverse within the creative media industry, and learners should be encouraged to use as many different sources as possible to research these. These could include using websites, newspapers and social media. Learners should research opportunities across different sectors and contract types, for example freelance, internships, permanent, voluntary, contractual, part-time and full-time.

3.2   **collaboration** is the process whereby 2 or more individuals or businesses work together, usually having similar interests and goals. Types of collaborative projects vary and can be small or large scale. An example within the creative media industry could be an animator, graphic designer and sound designer working together to produce an advertisement.

4.1   **communication methods** are the ways in which people give a message to others – this could be verbal, written, face-to-face, online or visual. Learners will need to consider different audiences within the creative media industry and consider the different communication methods used. Learners will also need to consider the target audience when choosing appropriate methods of communication for their own projects.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment guidance

Types of evidence: research notes, written reports, PowerPoint presentation, blog entries, annotated screenshots, case studies, justified lists

Assessment criteria: 1.1–1.4

Additional information:

1.1 Learners will describe the types of organisation within a chosen creative media industry. Learners should research current organisations within one area (eg TV, radio or interactive media). Learners should explain each aspect of the organisation as comprehensively as possible. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insight where they're able.

1.2 Learners will identify successful organisations and enterprises within a chosen creative media industry. Learners will choose one area (eg TV, radio, interactive media). Learners should be guided as to which organisations and enterprises are suitable for this task and should use their research from 1.1.

1.3 Using the organisations and enterprises identified in 1.2 learners will explain what makes them successful. Learners should explain each aspect of the organisation as comprehensively as possible, referencing strengths and weaknesses. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insight where they're able to.

1.4 Learners will describe the types of customer within the chosen creative media industry, research from 1.1–1.3 should be used to inform this assessment criterion. Customer types may vary from small to large scale and learners should consider how customers are able to purchase products and services. Customer accessibility, communication and feedback should also be considered in order to demonstrate a thorough analysis.

Evidence for these assessment criteria may be combined within one or more other assessment criteria; however, all evidence must be clearly referenced for assessment as 1.1–1.4.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment guidance (cont'd)

Types of evidence: research notes, written reports, PowerPoint presentation, blog entries, annotated screenshots, case studies, justified lists, SWOT analysis, action plans

Assessment criteria: 2.1–2.4

Additional information:

2.1 Learners will explore employment opportunities within a chosen creative media industry. Learners will choose one area (eg TV, radio, interactive media). Learners should be guided as to which sectors are suitable for this task and should select the industry they'd like to work within or have chosen for their pathway. Learners should fully research opportunities within their chosen sector and contract types which could include freelance, permanent, internships, voluntary, contractual, part-time and full-time. They should be encouraged to use a variety of sources to demonstrate initiative.

2.2 Learners will describe the requirements of a job role in their chosen creative media industry. Learners should use their research from 2.1 and select one example of a relevant job role in their chosen sector. They should explain in detail the responsibilities of the job role and consider the staff structure of the organisation where appropriate. They should also explain the contract type, which could include freelance, permanent, internship, voluntary, contractual, part-time and full-time. They should be encouraged to use a variety of sources to demonstrate initiative.

2.3 Learners will identify their own strengths and areas for development within a chosen creative media industry. They could do this by creating a SWOT analysis or using other relevant evidence to demonstrate that they've considered their current skills, qualifications and experience compared to those required within the chosen industry.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment guidance (cont'd)

2.4 Learners will produce an action plan for personal/professional development within a chosen creative media industry. Learners must develop the action plan based on their findings and evidence from 2.1–2.3. This could be in the form of a table or other relevant format that demonstrates that they've made a plan to become employable within their chosen creative media industry. The plan should include both short- and long-term goals/achievements and should be realistically achievable.

Types of evidence: notes, annotated screenshots, mind maps, written statements, blog entries, feedback sheets, observation records, justified lists and written evaluations

Assessment criteria: 3.1–3.3

Additional information:

3.1 Learners will identify tools for the generation of ideas. Learners could research software applications that assist this process, or consider alternative methods such as hand-drawn mind maps or those created with software applications.

3.2 Learners will describe how collaboration can support the generation of ideas. Learners should explain what collaboration is and demonstrate good practice within the creative media industries. They should explain how working with others can influence the generation of ideas and generate further opportunities.

3.3 Learners will describe how feedback can support the generation of ideas. Learners will use their evidence from 3.1 and 3.2 to inform this task. Learners could obtain feedback on their own ideas and show how others have improved their ideas or allowed for alternate solutions. Learners should be encouraged to evidence sophisticated insights where they're able to.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment guidance (cont'd)

Types of evidence: notes, annotated screenshots, written statements, blog entries, justified lists

Assessment criteria: 4.1, 4.2

Additional information:

4.1 Learners will describe a range of communication methods. They will identify what communication methods are and explain how each is used within the creative media industry. Learners should be encouraged to use at least 3 methods within their explanations and evidence sophisticated insights where they're able to.

4.2 Learners will describe suitable communication methods for different audiences. Learners will use the methods of communication from 3.2 to explain how these are used with different audiences within the creative media industry. Learners will use at least 2 different audiences (for example online and cinema) within the explanations. Chosen audiences should be suitable for the chosen sector.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500)

- Learning outcome 1: Understand a chosen creative media industry
- Learning outcome 2: Understand employment opportunities within a chosen creative media industry
- Learning outcome 3: Understand the process of idea generation within a chosen creative media industry
- Learning outcome 4: Understand methods of communication used within a chosen creative media industry

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the types of organisation within the chosen creative media industry	Learners will describe the types of organisation within the chosen creative media industry	Learners will describe in detail the types of organisation within the chosen creative media industry	Learners will thoroughly describe the types of organisation within the chosen creative media industry
1.2 Explore successful organisations and enterprises within the chosen creative media industry	Learners will explore successful organisations and enterprises within the chosen creative media industry	No Merit for this AC	No Distinction for this AC
1.3 Explain what makes them successful	Learners will explain what makes them successful	Learners will explain what makes them successful, showing critical understanding	Learners will explain what makes them successful, showing critical judgement

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.4 Describe the types of customer within the chosen creative media industry	Learners will describe the types of customer within the chosen creative media industry	Learners will describe in detail the types of customer within the chosen creative media industry	Learners will thoroughly describe the types of customer within the chosen creative media industry
2.1 Explore employment opportunities within the chosen creative media industry	Learners will explore employment opportunities within the chosen creative media industry	Learners will explore employment opportunities within the chosen creative media industry, showing initiative	No Distinction for this AC
2.2 Describe the requirements of a role in the chosen creative media industry	Learners will describe the requirements of a role in the chosen creative media industry	Learners will describe in detail the requirements of a role in the chosen creative media industry	Learners will thoroughly describe the requirements of a role in the chosen creative media industry
2.3 Identify own strengths and areas for development within the chosen creative media industry	Learners will identify own strengths and areas for development within the chosen creative media industry	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Produce an action plan for personal/professional development within the chosen creative media industry	Learners will produce an action plan for personal/professional development within the chosen creative media industry	Learners will produce a detailed action plan for personal/professional development within the chosen creative media industry	Learners will produce a sophisticated action plan for personal/professional development within the chosen creative media industry
3.1 Identify tools for the generation of ideas	Learners will identify tools for the generation of ideas	No Merit for this AC	No Distinction for this AC
3.2 Describe how collaboration can support the generation of ideas	Learners will describe how collaboration can support the generation of ideas	Learners will describe in detail how collaboration can support the generation of ideas	Learners will thoroughly describe how collaboration can support the generation of ideas
3.3 Describe how feedback can support the generation of ideas	Learners will describe how feedback can support the generation of ideas	Learners will describe in detail how feedback can support the generation of ideas	No Distinction for this AC

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Describe a range of communication methods	Learners will describe a range of communication methods	Learners will describe in detail a range of communication methods	Learners will thoroughly describe a wide range of communication methods
4.2 Describe suitable communication methods for different audiences	Learners will describe suitable communication methods for different audiences	Learners will describe in detail suitable communication methods for different audiences	Learners will thoroughly describe suitable communication methods for different audiences

Unit 02 Plan and produce work to a design brief (D/506/7479)

The learner will:

1   Be able to understand and research a brief

The learner can:

1.1   Describe the requirements of the **brief** and its specifications
1.2   Research the client and the market in which they operate
1.3   Evaluate the **visual and contextual characteristics** of the research

The learner will:

2   Be able to plan a solution to a brief

The learner can:

2.1   Prepare and maintain a work schedule for production to meet the brief
2.2   Develop ideas in response to the brief
2.3   Select suitable methods and techniques to create the solution
2.4   Present ideas to the client and obtain feedback
2.5   Review and revise ideas in response to feedback

The learner will:

3   Be able to produce and evaluate work in response to a brief

The learner can:

3.1   Produce work in response to the brief
3.2   Follow health and safety procedures within the working environment
3.3   Present finished work in response to the brief
3.4   Evaluate finished work against the brief, identifying areas for improvement

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

1.1   a **brief** is the initial document that a client uses to communicate their requirements. A brief should ideally include details of themes, scenarios, costs, company information, target audience, technical requirements, dimensions and timescales. Designers of all disciplines will work with the brief to generate ideas for solutions, which may involve meeting with the client a number of times before agreeing on a solution.

1.3   **visual characteristics** consider the way an object looks and **contextual characteristics** will be determined by the design brief and client requirements, such as the media product, market, audience, platform and customer. Learners are required to undertake research regarding a possible product based on the client's brief. When researching possible products they'll consider client needs in terms of visual and contextual characteristics, keeping notes of potential ideas and solutions.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

Assessment guidance

Types of evidence: brief, research notes, written statements, video diaries, blog entries, justified lists, annotated screenshots

Assessment criteria: 1.1–1.3

Additional information:

1.1 Learners will describe the requirements of the brief and its specifications. Learners should explain each aspect of the brief as comprehensively as possible and describe what they think the client wants and how they've interpreted their needs. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insights where they're able to.

1.2 Learners will research the client and market in which they operate, using current examples. They should use appropriate creative media sectors within their research, but should be aware that sectors can overlap depending on the media product. They must state the current market that the client operates within and give examples of the products and services offered.

1.3 Learners will evaluate the visual and contextual characteristics of the research. To do this, they will need to identify what research needs to be done regarding a product or service and use the client's brief to determine visual and contextual characteristics of potential solutions. Learners must then evaluate possible solutions in regards to strengths and weakness and how their solutions meet the brief.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

Assessment guidance (cont'd)

Types of evidence: planning documents, schedules, tables, production plans, timelines, written notes, annotated sketches, mind maps, written evaluations, selected ideas, video diaries, blog entries, annotated screenshots, feedback sheets, observation records, witness statements, meeting minutes, PowerPoint presentations

Assessment criteria: 2.1–2.5

Additional information:

2.1 Learners will prepare and maintain a work schedule for a production to meet the brief. Learners will create a production plan for the creation of a media product that meets the client's brief. Plans should include all relevant production stages, time constraints and milestones – interim deadlines should be realistic and well thought out. Learners should also include resources and the personnel required for the production to ensure full consideration of the media assets. Learners should be encouraged to evidence as much detail as possible where they're able to.

2.2 Learners must explore, evaluate and develop ideas for a media product. Learners must evidence that at least 2 ideas have been fully considered with regard to the chosen media product and platform. Learners should be encouraged to show their ability to deconstruct, analyse and evaluate their ideas – forming constructive conclusions.

2.3 Learners will select suitable methods and techniques to create the solution; appropriate software and tools must be used in order to demonstrate learners' ability. Evidence for this criterion should be experimental and show technical competence (ideas don't have to be finalised at this stage). Evidence should also show how the learners have justified their decisions in preparation for the production stages. When screenshots are used they should be annotated by learners to demonstrate skill development and include subject terminology. Learners should be encouraged to evidence as much detail as possible where they're able to.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

Assessment guidance (cont'd)

2.4 Learners will present ideas to the client and obtain feedback. They'll do this by using their selection from 2.3 to communicate more than one idea. Evidence could be in the form of written notes, meeting minutes or observation records. Learners must demonstrate how they've presented their ideas to provide possible solutions to the brief. Ideas at this stage should show how the proposed product meets the brief.

2.5 Learners will review and revise ideas in response to client feedback. In order to do this, they will use the client feedback received in 2.4 to inform ideas for a production that meets the client brief. Evidence will show the revisions and modifications based on the feedback.

Types of evidence: final media product, annotated screenshots, prototypes, written statements, video diary, blog entries, feedback sheets, observation records, health and safety records, risk assessment and written evaluations

Assessment criteria: 3.1–3.4

Additional information:

3.1 Learners will produce work in response to the brief. Learners must produce their chosen media product using appropriate software and tools to demonstrate this. Evidence for this criterion should be of the practical production and show technical competence (ideas should be finalised at this stage). Evidence should also show how the learners have used the decisions made during preparation in the production stages. When screenshots are used they should be annotated using subject terminology to demonstrate skill development and competence. Learners should be encouraged to evidence as much detail as possible where they're able to.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

Assessment guidance (cont'd)

3.2 Learners will follow health and safety procedures within the working environment. Learners must demonstrate how they've done this within their chosen creative media discipline. Evidence should show preparation and maintenance of health and safety procedures.

3.3 Learners are required to present the final product in an appropriate form. This could be as a functioning prototype or a final product. The product must function as intended and learners must demonstrate its usability. Learners must obtain feedback on their product to inform the evaluation in 3.4.

3.4 Learners will evaluate the product in comparison to the brief, their initial intentions and purpose. Evaluations should show how the learners developed their skills, maintained the work schedule and used client feedback. Learners should be encouraged to evidence sophisticated insights where they're able to and must also identify improvements for future practice.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479)

- Learning outcome 1: Be able to understand and research a brief
- Learning outcome 2: Be able to plan a solution to a brief
- Learning outcome 3: Be able to produce and evaluate work in response to a brief

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the requirements of the brief and its specifications	Learners will describe the requirements of the brief and its specifications	Learners will clearly describe the requirements of the brief and its specifications	Learners will provide an advanced description of the requirements of the brief and its specifications
1.2 Research the client and the market in which they operate	Learners will research the client and the market in which they operate	Learners will independently research the client and the market in which they operate	Learners will thoroughly research the client and the market in which they operate
1.3 Evaluate the visual and contextual characteristics of the research	Learners will evaluate the visual and contextual characteristics of the research	No Merit for this AC	No Distinction for this AC
2.1 Prepare and maintain a work schedule for production to meet the brief	Learners will prepare and maintain a work schedule for production to meet the brief	Learners will prepare and maintain a coherent work schedule for production to meet the brief	No Distinction for this AC
2.2 Develop ideas in response to the brief	Learners will develop ideas in response to the brief	Learners will develop ideas in response to the brief, showing experimentation	Learners will skilfully develop ideas in response to the brief

Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Select suitable methods and techniques to create the solution	Learners will select suitable methods and techniques to create the solution	No Merit for this AC	No Distinction for this AC
2.4 Present ideas to the client and obtain feedback	Learners will present ideas to the client and obtain feedback	Learners will confidently present ideas to the client and obtain feedback	Learners will present ideas to the client convincingly and obtain feedback
2.5 Review and revise ideas in response to feedback	Learners will review and revise ideas in response to feedback	No Merit for this AC	No Distinction for this AC
3.1 Produce work in response to the brief	Learners will produce work in response to the brief	Learners will produce work in response to the brief, showing experimentation	Learners will skilfully produce work in response to the brief
3.2 Follow health and safety procedures within the working environment	Learners will follow health and safety procedures within the working environment	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.3 Present finished work in response to the brief	Learners will present finished work in response to the brief	Learners will confidently present finished work in response to the brief	Learners will skilfully present finished work in response to the brief
3.4 Evaluate finished work against the brief, identifying areas for improvement	Learners will evaluate finished work against the brief, identifying areas for improvement	Learners will evaluate finished work against the brief, identifying areas for improvement and showing critical understanding	Learners will evaluate finished work against the brief, identifying areas for improvement and showing critical judgement

Unit 03 Working in the games industry (J/506/7492)

The learner will:

1   Understand organisational structures, funding and job roles common to the games industry

The learner can:

1.1   Describe businesses and organisational structures common to the games industry
1.2   Describe funding and financial issues relating to games development
1.3   Outline job roles and career paths within the games industry

The learner will:

2   Be able to explain legal and ethical issues affecting the games industry

The learner can:

2.1   Describe legal and ethical issues affecting games development studios and publishers
2.2   Describe legal and ethical issues affecting the generation of ideas and content for a game

The learner will:

3   Know how to locate and respond to job opportunities within the games industry

The learner can:

3.1   Describe recruitment methods and job opportunities within the games industry
3.2   Explain key requirements and attributes for a given job position
3.3   Produce an application for a job vacancy in the games industry

Unit 03 Working in the games industry (J/506/7492) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, written accounts, research, essay, evaluations, case studies, analysis

Assessment criteria: 1.1–3.2

Additional information:

1.1 Learners will show they understand business and organisational structures that are common in the games industry. This will include describing the function and relationships between companies involved in the games industry (eg platform holders, publishers, development studios, independent studios, distribution, retail), and departmental structures within organisations that are involved in game

development (eg design, production, programming, quality assurance, localisation, marketing, distribution, legal, human resources, finance, IT support).

1.2 Learners could explore and discuss areas that include business models, avenues of funding, budgetary systems, financial penalties linked to development milestones, deadlines, Metacritic scores, the impact of licensing existing IP and developing franchises, distribution/development costs, royalty payments, market and industry trends and so on. Learners should look to link areas of research and show the agreement or contradictions between them.

1.3 Learners should primarily focus on roles found in game development functions (ie games development studios) and look to discuss departmental structures, staffing hierarchies, and specific job roles (eg producer, game designer, level designer, artist, 3D modeller, animator, audio engineer, scriptwriter, programmer, quality assurance tester, localisation engineers).

Unit 03 Working in the games industry (J/506/7492) (cont'd)

Assessment guidance (cont'd)

2.1 Learners should describe legal/ethical issues and constraints affecting game development studios and publishers. This will include looking at contractual legislation (eg licensing, copyright infringement, intellectual property rights, contract negation and clauses/penalties), and statutory legislation (eg PEGI age rating, Equality Act, health and safety directives). Learners should discuss and explain prohibited behaviours and the consequences of not adhering to relevant legislation or contractual agreements.

Learners could also discuss ethical considerations, describing how they could bring game development studios and publishers into legally precarious scenarios, generate negative publicity, cause damage to brand and result in loss of sales etc.

2.2 Learners will explain how legal issues and constraints affect generation of ideas and actual content for a game. This will include looking at any legislation in relation to the licensing and use of industry standard software packages, contractual agreements (eg employment and development agreements, non-disclosure and confidentiality agreements, collaboration agreements), copyright legislation (copyright laws and infringement, look and feel, intellectual property rights, licensing considerations and restrictions) and statutory legislation (eg health and safety directives, employment law). Learners should discuss and explain prohibited behaviours and the consequences of not adhering to relevant legislation or agreements.

As a part of this process, ethical considerations should also be highlighted and discussed where they bring the development and production of ideas and content for a game into legally precarious scenarios, or could generate negative publicity, cause damage to brand and result in loss of sales etc.

Unit 03 Working in the games industry (J/506/7492) (cont'd)

Assessment guidance (cont'd)

3.1 Learners should understand recruitment methods and how to seek out potential employment opportunities within the games industry. Learners should identify and explain recruitment methods, including specialist recruitment agencies, adverts in public and trade publications, the internet, networking – including word of mouth, personal contacts and membership of professional bodies, conferences and trade fairs.

3.2 Learners should understand the skills and qualifications required for specific job roles. This will include identifying the required levels of education and training, formal qualifications, experience, personal attributes and interpersonal skills.

Types of evidence: practical task – production of job application materials (eg CV, covering letter, portfolio information)

Assessment criteria: 3.3

Additional information: learners should produce a range of materials to support an application for employment in a specific job role. This will involve identifying a job vacancy (ideally a junior or entry position) from an established recruitment source and preparing documentation in support of their application, including a letter of application and CV.

It's recognised that at this level of study learners will not necessarily have the required qualifications, skills or experience for the role they've identified and allowances should be made for this when assessing their work. For example, rather than producing a portfolio of work, learners should discuss the importance of a work portfolio, identifying what types of information would be included within it, and provide examples to illustrate their discussions. Learners should highlight what qualifications they would need (and aspire to obtain in the future) as part of the application process, even if they don't hold the relevant qualifications at the time of writing. Learners should look to explain and rationalise how the documentation they've identified would be required to support their application.

Unit 03 Working in the games industry (J/506/7492) (cont'd)

Assessment guidance (cont'd)

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 03 Working in the games industry (J/506/7492)

- Learning outcome 1: Understand organisational structures, funding and job roles common to the games industry
- Learning outcome 2: Be able to explain legal and ethical issues affecting the games industry
- Learning outcome 3: Know how to locate and respond to job opportunities within the games industry

Assessment criteria	Pass	Merit	Distinction
1.1 Describe businesses and organisational structures common to the games industry	Learners will describe businesses and organisational structures common to the games industry	Learners will provide a detailed description of businesses and organisational structures common to the games industry	Learners will provide a thorough description of businesses and organisational structures common to the games industry
1.2 Describe funding and financial issues relating to games development	Learners will describe funding and financial issues relating to games development	Learners will provide a detailed description of funding and financial issues relating to games development	Learners will provide a thorough description of funding and financial issues relating to games development
1.3 Outline job roles and career paths within the games industry	Learners will outline job roles and career paths within the games industry	No Merit for this AC	No Distinction for this AC
2.1 Describe legal and ethical issues affecting games development studios and publishers	Learners will describe legal and ethical issues affecting games development studios and publishers	Learners will provide a detailed description of legal and ethical issues affecting games development studios and publishers	No Distinction for this AC

Grading descriptors – Unit 03 Working in the games industry (J/506/7492) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Describe legal and ethical issues affecting the generation of ideas and content for a game	Learners will describe legal and ethical issues affecting the generation of ideas and content for a game	Learners will provide a detailed description of legal and ethical issues affecting the generation of ideas and content for a game	No Distinction for this AC
3.1 Describe recruitment methods and job opportunities within the games industry	Learners will describe recruitment methods and job opportunities within the games industry	Learners will provide a detailed description of recruitment methods and job opportunities within the games industry	Learners will provide a thorough description of recruitment methods and job opportunities within the games industry
3.2 Explain key requirements and attributes for a given job position	Learners will explain key requirements and attributes for a given job position	Learners will clearly explain key requirements and attributes for a given job position	Learners will provide a thorough explanation of the key requirements and attributes for a given job position
3.3 Produce an application for a job vacancy in the games industry	Learners will produce an application for a job vacancy in the games industry	Learners will produce a detailed application for a job vacancy in the games industry	Learners will produce a thorough application for a job vacancy in the games industry

Unit 04 Concept art for computer games (J/506/7475)

The learner will:

1   Understand the use of concept art in games development

The learner can:

1.1   Describe how concept art is used in the development and creation of computer games
1.2   Identify art tools and techniques suitable for the production of concept art
1.3   Describe legal issues to consider when producing concept art for games

The learner will:

2   Be able to create and review concept art for a game idea

The learner can:

2.1   Use tools and techniques to produce concept art in response to a brief
2.2   Review concept art and identify areas for improvement
2.3   Refine concept art produced to ensure that it meets the requirements of the brief

The learner will:

3   Be able to evaluate concept art for a game idea

The learner can:

3.1   Present and record feedback on completed concept art
3.2   Evaluate the completed concept art

Unit 04 Concept art for computer games (J/506/7475) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, written accounts, research, essay, evaluations, case studies, analysis

Assessment criteria: 1.1–1.3, 3.1, 3.2

Additional information:

1.1 Learners should describe, discuss and show their awareness of areas including the basic principles and goals associated with the production of concept art, skills required to produce concept art and how concept art is used in different aspects of game design and development (eg levels, environments, characters, assets, storyboards, promotional work). As part of this process learners could also look to build up a collection of reference material (examples of concept art) that they can use for inspiration and guidance in their own work.

1.2 Learners will identify art tools and techniques suitable for the production of concept art. Learners could include traditional art techniques, choice of artistic media, digital approaches, proposed use/purpose of artwork (eg quality vs speed, internal/external consumption). As part of this process learners could be encouraged to develop and practice basic drawing techniques (eg perspective drawing, basic shading, fundamentals of anatomy and proportion etc).

1.3 Learners should describe legal and ethical issues and constraints affecting the design and development of concept art for a game, this will include looking at copyright legislation (copyright laws and infringement, artistic copyright, look and feel, scènes à faire, intellectual property rights, licensing considerations and restrictions), prohibited behaviours and the consequences of not adhering to relevant legislation or agreements.

Unit 04 Concept art for computer games (J/506/7475) (cont'd)

Assessment guidance (cont'd)

3.1 The work produced from 2.3 will be the learner's final response in relation to the brief and should be presented in a variety of formats to best illustrate the work and obtain feedback (rendered images, portfolio, PowerPoint etc). All feedback must be recorded and fully documented.

3.2 Learners could produce a written evaluation of their completed concept art. The work should be evaluated for its success with reference to its production, relevance against the requirements of the brief, and feedback received. Potential improvements should also be recorded and justified in the context of the production and planning.

Types of evidence: learners' working process, practical outcomes, practical samples, sketches, artistic experimentation and drawn designs, evidence of research and inspiration, digital experimentation, planning, written accounts/essays, annotation, professional discussion

Assessment criteria: 2.1–2.3

Additional information:

2.1 Learners should experiment with a variety of art mediums and techniques to illustrate ideas and create a number of preliminary concept art pieces appropriate to the requirements of a game-related brief.

2.2 Learners should review the work produced in 2.1 with a view to identifying areas of good practice and those requiring improvement. Learners should fully document this process, ensuring they clearly record and evidence their thoughts and justifications for keeping or changing aspects of their work.

Unit 04 Concept art for computer games (J/506/7475) (cont'd)

Assessment guidance (cont'd)

2.3 Based on observations made during activities linked to 2.2 learners should select and refine specific pieces of concept art to the best of their abilities, ensuring they're both appropriate to the requirements of a game-related brief and of a standard where they can be presented for feedback.

As part of this process learners could look to select and refine a minimum of at least three pieces of work to a state where they'd be considered complete and ready for presentation and feedback.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 04 Concept art for computer games (J/506/7475)

- Learning outcome 1: Understand the use of concept art in games development
- Learning outcome 2: Be able to create and review concept art for a game idea
- Learning outcome 3: Be able to evaluate concept art for a game idea

Assessment criteria	Pass	Merit	Distinction
1.1 Describe how concept art is used in the development and creation of computer games	Learners will describe how concept art is used in the development and creation of computer games	Learners will provide a detailed description of how concept art is used in the development and creation of computer games	Learners will provide a thorough description of how concept art is used in the development and creation of computer games
1.2 Identify art tools and techniques suitable for the production of concept art	Learners will identify art tools and techniques suitable for the production of concept art	Learners will clearly identify art tools and techniques suitable for the production of concept art	No Distinction for this AC
1.3 Describe legal issues to consider when producing concept art for games	Learners will describe legal issues to consider when producing concept art for games	Learners will provide a detailed description of legal issues to consider when producing concept art for games	Learners will show a thorough understanding of legal issues to consider when producing concept art for games
2.1 Use of tools and techniques to produce concept art in response to a brief	Learners will use tools and techniques to produce concept art in response to a brief	Learners will use and show experimentation of tools and techniques to produce concept art in response to a brief	No Distinction for this AC
2.2 Review concept art and identify areas for improvement	Learners will review concept art and identify areas for improvement	Learners will review concept art produced and justify areas for improvement	Learners will review concept art and show critical judgement in identifying areas for improvement

Grading descriptors – Unit 04 Concept art for computer games (J/506/7475) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Refine concept art appropriately to ensure that it meets the requirements of the brief	Learners will refine concept art appropriately to ensure that it meets the requirements of the brief	Learners will confidently refine concept art appropriately to ensure that it meets the requirements of the brief	Learners will skilfully refine concept art appropriately to ensure that it meets the requirements of the brief
3.1 Present and record feedback on completed concept art	Learners will present and record feedback on completed concept art	No Merit for this AC	No Distinction for this AC
3.2 Evaluate completed concept art	Learners will evaluate the completed concept art	Learners will produce a detailed evaluation of the completed concept art	Learners will produce a thorough evaluation of the completed concept art

Unit 05 Creating art for 2D games (H/506/7483)

The learner will:

1   Understand techniques used to create artwork for 2D games

The learner can:

1.1   Describe a range of visual characteristics and styles used to give artwork used in 2D games its
         identity
1.2   Identify software suitable for the production of artwork used in 2D games
1.3   Describe techniques used to create art assets and animated graphics used in 2D games
1.4   Outline technical issues and constraints when producing art assets for 2D games

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The learner will:

2   Be able to develop ideas for art assets for use in a 2D game

The learner can:

2.1   Identify sources that could be used to inform the design of art assets for use in a 2D game
2.2   Explore and evaluate a range of ideas for the creation of art assets for use in a 2D game
2.3   Prepare and maintain a work schedule for creating art assets for use in a 2D game

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The learner will:

3   Be able to produce, present and evaluate art assets for use in a 2D game

The learner can:

3.1   Produce art assets using techniques including:
         - tile sets
         - static sprites
         - animated sprites (animation sprite frames)
3.2   Present finished work and obtain feedback
3.3   Evaluate completed art assets

Unit 05 Creating art for 2D games (H/506/7483) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, research, essay, written accounts, evaluations, case studies, analysis

Assessment criteria: 1.1–1.4, 3.2, 3.3

Additional information:

1.1 Learners will describe a range of visual characteristics and styles used to give artwork used in 2D games an identity. This could contain a discussion of areas that include 2D bitmap and vector-based graphics, drawing views (eg flat 2D, isometric view, 2.5D), camera view (eg fixed view, top down view, side scrolling, vertical scrolling, omnidirectional), simulation of depth (eg isometric and oblique projection, parallax scrolling, z-scaling, use of reflection, shading and shadow), graphic styles (eg realism and abstraction; photo-realistic imagery, detailed imagery, 8bit/retro images, cel-shaded imagery, cartoon or comic styling, psychedelic or abstract styling, monochrome and silhouette styling) art styling (eg anime, steampunk, cyberpunk) and conventions typical to particular genres of game.

As part of this process learners could also look to build up a collection of reference material (eg examples of artwork, screen shots, videos of game play) that they can use for inspiration and guidance in their own work, for example 2.1.

1.2 Learners will identify software tools and techniques suitable for the production of artwork in 2D games. They could discuss and show their understanding of different software packages, compare tools and features offered by different software packages, and the potential advantages and disadvantages of their use in connection with the creation of 2D art assets.

Unit 05 Creating art for 2D games (H/506/7483) (cont'd)

Assessment guidance (cont'd)

1.3 When describing the processes and techniques used to create art assets and animated graphics in 2D games, learners could explore and document techniques relating to the production of pixel art, the creation of sprites and tile sets, seamless/tiled backgrounds, production of animated graphics and sprite sheets etc. As part of this process learners could be encouraged to develop and practice basic 2D art asset techniques (eg outlining, colouring, shading, dithering, anti-aliasing, principles of animation, onion-skinning, walk cycles, frame rates).

1.4 Learners could explore and discuss technical issues and constraints and include factors such as resolution, file size, frame rate, colour palette, transparency, common file formats used by 2D game engines, import and display/playback of images in game engines etc.

3.2 The work produced from 3.1 should be the learner's final response to the brief and should be presented in a variety of formats to best illustrate the work and obtain feedback (eg rendered images, screen-grabs, screen mock-ups, PowerPoint, playback via a game engine). All feedback must be recorded and fully documented.

3.3 Learners should produce a written evaluation of their completed 2D art assets. Their work should be evaluated for its success with reference to its production, relevance against the requirements of the brief and the feedback received. Potential improvements should also be recorded and justified in the context of the production and planning.

Unit 05 Creating art for 2D games (H/506/7483) (cont'd)

Assessment guidance (cont'd)

Types of evidence: learners' working process, practical outcomes, practical samples, sketches, artistic experimentation and drawn designs, evidence of research and inspiration, digital experimentation, planning, written accounts/essays, annotation, professional discussion

Assessment criteria: 2.1–2.3, 3.1

Additional information:

2.1 Learners should be encouraged to identify a variety of sources of information and reference material that could be used to inform the design of art assets for use in a 2D game. As part of this process learners could look to collate examples of artwork, screenshots, and videos of game play that can be used for inspiration and guidance in their own work. In particular, learners may want to highlight details relating to elements such as aesthetic qualities, the use of background images, tile sets, static and animated sprites, the combined use of elements to make up screens and so on. Generation of evidence for this criterion could be linked to evidence collected as part of 1.1.

2.2 Learners should be encouraged to explore, develop and evaluate a broad range of ideas in response to a design brief for the production of 2D art assets for a 2D game. Learners should show how their ideas are relevant and contribute to the requirements of the brief and the development of a 2D game. Learners may want to consider including ideas and good practice identified as a result of their exploration of concepts in 1.1 and 1.3. As part of this process learners may also develop preliminary sketches and diagrams as they refine their ideas.

2.3 Learners should prepare and maintain a work schedule, detailing the process/steps to be followed in the creation of art assets for use within a 2D game. As part of this, learners should clearly identify deliverables, steps and tasks involved in their creation, estimation of timescales, milestones and deadlines.

Unit 05 Creating art for 2D games (H/506/7483) (cont'd)

Assessment guidance (cont'd)

3.1 Learners should produce a selection of art assets that could be used within a 2D game using appropriate software tools and techniques. Learners **must** create a minimum of:
- one background image
- 8 tiles to form a tile set (used for backgrounds and scene layouts)
- static sprites (miscellaneous scene objects)
- one sprite set for a character, containing animation frames that show – **standing stationary** (facing left and right), **walking or running** (left and right), and **at least one other movement sequence** (eg jumping, ducking or climbing).

The design brief (presented to learners as part of 2.2) should include the minimum number of assets as listed above.

The design brief should also make clear to learners that art assets being created are to be produced so they could be imported and used within a 2D game, and the work produced as part of 3.1 should reflect this.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 05 Creating art for 2D games (H/506/7483)

- Learning outcome 1: Understand techniques used to create artwork for 2D games
- Learning outcome 2: Be able to develop ideas for art assets for use in a 2D game
- Learning outcome 3: Be able to produce, present and evaluate art assets for use in a 2D game

Assessment criteria	Pass	Merit	Distinction
1.1 Describe a range of visual characteristics and styles used to give artwork used in 2D games its identity	Learners will describe a range of visual characteristics and styles used to give artwork used in 2D games its identity	Learners will provide a detailed description of visual characteristics and styles used to give artwork used in 2D games its identity	Learners will provide a comprehensive description of visual characteristics and styles used to give artwork used in 2D games its identity
1.2 Identify software suitable for the production of artwork used in 2D games	Learners will identify software suitable for the production of artwork used in 2D games	No Merit for this AC	No Distinction for this AC
1.3 Describe techniques used to create art assets and animated graphics used in 2D games	Learners will describe techniques used to create art assets and animated graphics used in 2D games	Learners will provide a detailed description of the techniques used to create art assets and animated graphics used in 2D games	Learners will provide a sophisticated description of the techniques used to create art assets and animated graphics used in 2D games
1.4 Outline technical issues and constraints when producing art assets for 2D games	Learners will outline technical issues and constraints when producing art assets for 2D games	Learners will clearly outline technical issues and constraints when producing art assets for 2D games	No Distinction for this AC

Grading descriptors – Unit 05 Creating art for 2D games (H/506/7483) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Identify sources that could be used to inform the design of art assets for use in a 2D game	Learners will identify sources that could be used to inform the design of art assets for use in a 2D game	No Merit for this AC	No Distinction for this AC
2.2 Explore and evaluate a range of ideas for the creation of art assets for use in a 2D game	Learners will explore and evaluate a range of ideas for the creation of art assets for use in a 2D game	Learners will explore and evaluate, using critical understanding, a range of ideas for the creation of art assets for use in a 2D game	Learners will explore and evaluate, using critical judgement, a range of ideas for the creation of art assets for use in a 2D game
2.3 Prepare and maintain a work schedule for creating art assets for use within a 2D game	Learners will prepare and maintain a work schedule for creating art assets for use within a 2D game	Learners will prepare and maintain a detailed work schedule for creating 2D art assets suitable for use in a 2D game	No Distinction for this AC
3.1 Produce art assets using techniques including: **• tile sets** **• static sprites** **• animated sprites (animation sprite frames)**	Learners will produce art assets using techniques including: • tile sets • static sprites • animated sprites (animation sprite frames)	Learners will confidently produce art assets using techniques including: • tile sets • static sprites • animated sprites (animation sprite frames)	Learners will skilfully produce art assets showing competent use of techniques: • tile sets • static sprites • animated sprites (animation sprite frames)

Grading descriptors – Unit 05 Creating art for 2D games (H/506/7483) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Present finished work and obtain feedback	Learners will present finished work and obtain feedback	No Merit for this AC	No Distinction for this AC

3.3 Evaluate completed art assets	Learners will evaluate completed art assets	Learners will produce a detailed evaluation of the completed art assets	Learners will produce a thorough evaluation of the completed art assets

Unit 06 2D game design (A/506/7487)

The learner will:

1　　Understand factors and considerations relating to the design of 2D games

The learner can:

1.1　　Describe factors and considerations relating to the design of 2D games
1.2　　Describe software tools and techniques required for the production of a 2D game
1.3　　Describe legal and ethical considerations related to the design of 2D games

The learner will:

2　　Be able to develop ideas for a 2D game proposal

The learner can:

2.1　　Produce ideas for a 2D game
2.2　　Evaluate the ideas that could be developed into a 2D game
2.3　　Develop an idea into a 2D game proposal

The learner will:

3　　Be able to produce, present and evaluate a concept for a 2D game

The learner can:

3.1　　Produce a proposal for a 2D game concept including:
- summary of game
- target platform
- description of gameplay
- game characters or playable items
- goals
- win lose conditions
- controls
- scoring
- list of assets required
3.2　　Present and record feedback on the 2D game proposal
3.3　　Evaluate the completed 2D game proposal

Unit 06 2D game design (A/506/7487) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, written accounts, research, essay, evaluations, case studies, analysis

Assessment criteria: 1.1–1.3, 3.2, 3.3

Additional information:

1.1 Learners will describe factors and considerations relating to the design of 2D games.

This could include a discussion of areas such as game genres, target audience, aesthetic qualities, the use of visual or audio elements, how the game's constructed to promote or prevent player actions, core game mechanics, identification of game rules, player strategy, placement of objects, pickups and hazards, physical layout, the pace and level of difficulty, repetition, maintaining interest, challenge and reward, controls, scoring, win or lose conditions, or use of back story and narrative.

As part of this process learners could also look to build up a collection of reference material (eg notes based on game play, examples of artwork, screen shots, videos of game play) that they can use for inspiration and guidance in their own work.

1.2 Learners will describe software tools and techniques suitable for the production of 2D games. Learners could discuss their understanding of different software packages, comparison of tools and features offered by different software packages and potential advantages/disadvantages of their use in connection with the creation of 2D games. Learners could investigate both asset creation tools (eg software to create graphics, sprites, animated sprites, tile sets, backgrounds, audio) and 2D game engines (including programming environments).

When evaluating 2D game engines learners should look to discuss factors that include features and toolsets, ease of use, the learning curve required, suitability for given projects, common approaches, stages and workflows used to design a game, game design documentation and so on.

Unit 06 2D game design (A/506/7487) (cont'd)

Assessment guidance (cont'd)

Learners could experiment with one or more 2D game engines as part of this process so that they can better assess the technical aspects of developing an idea for a game.

1.3 Learners will describe legal and ethical issues and constraints affecting the design of 2D games, this will include looking at copyright legislation (copyright laws and infringement, look and feel, intellectual property rights, licensing considerations and restrictions), prohibited behaviours and the consequences of not adhering to relevant legislation or agreements. Learners should also consider ethical considerations relating to the design of a 2D game that could cause legally precarious scenarios, negative publicity, damage to brand or loss of sales.

3.2 The work produced from 3.1 should be the learner's final response to their chosen 2D game proposal and be presented in a variety of formats to best illustrate the work and obtain feedback (rendered images, screen-grabs, screen mock-ups, audio samples, PowerPoint, design document, simple prototype made using a game engine etc). Presentations and feedback must be recorded and fully documented.

3.3 Learners should produce a written evaluation of their completed 2D game design proposal. The work should be evaluated for its success with reference to its production, relevance against requirements of the brief and feedback received. Potential improvements should also be recorded and justified in the context of the production and planning.

Unit 06 2D game design (A/506/7487) (cont'd)

Assessment guidance (cont'd)

Types of evidence: learners' working process, practical outcomes, practical samples, sketches and drawn designs, evidence of research and inspiration, digital experimentation, planning, written accounts/essays and annotation, professional discussions, digital outcomes, observations

Final client feedback and responses for 3.2 should be recorded by either the learner or client in written or audio/visual form.

Assessment criteria: 2.1–2.3, 3.1

Additional information:

2.1 Learners should look to compile a body of evidence that they can use to inform their own ideas. As part of this process learners could research and document a range of relatively simple and straightforward 2D games that will both inspire their own ideas and reflect the level of technical competence they are working at.

2.2 Learners will explore and evaluate a range of ideas that could be developed into a 2D game. Learners should show they've used evidence gathered as part of 2.1 to inform and refine their potential game ideas. Learners may also consider including ideas and good practice identified as a result of their exploration in 1.1 and 1.2 as part of this process.

Learners should focus on researching and developing a range of relatively simple and straightforward 2D game ideas that reflect the level of technical competence they are working at.

2.3 Learners should refine and narrow down ideas into a more cohesive design using a variety of techniques to produce supporting documentation (eg the use of sketches, diagrams, charts, tables, written summaries/documentation or simple software prototypes). As part of this process learners may consider including concepts and good practice identified as a result of their research in 1.1 and 1.2.

Unit 06 2D game design (A/506/7487) (cont'd)

Assessment guidance (cont'd)

3.1 Learners must produce a proposal for a 2D game concept.

Learners **must** ensure they've included the following information:
- summary of game
- target platform
- description of gameplay
- game characters or playable items
- goals
- win/lose conditions
- controls
- scoring
- list of assets required.

The learners' 2D game proposal should outline their design concept and include diagrams and illustrations to help demonstrate their ideas.

Learners should ensure that their game proposal is realistic and achievable with regards to time constraints, available resources, technical knowledge, skills and limitations.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 06 2D game design (A/506/7487)

- Learning outcome 1: Understand factors and considerations relating to the design of 2D games
- Learning outcome 2: Be able to develop ideas for a 2D game proposal
- Learning outcome 3: Be able to produce, present and evaluate a concept for a 2D game

Assessment criteria	Pass	Merit	Distinction
1.1 Describe factors and considerations relating to the design of 2D games	Learners will describe factors and considerations relating to the design of 2D games	Learners will describe in detail factors and considerations relating to the design of 2D games	Learners will provide a thorough description of factors and considerations relating to the design of 2D games
1.2 Describe software tools and techniques required for the production of a 2D game	Learners will describe software tools and techniques required for the production of a 2D game	Learners will clearly describe software tools and techniques required for the production of a 2D game	No Distinction for this AC
1.3 Describe legal and ethical considerations related to the design of 2D games	Learners will describe legal and ethical considerations related to the design of 2D games	Learners will provide a detailed description of legal and ethical considerations related to the design of 2D games	Learners will provide a thorough description of legal and ethical considerations related to the design of 2D games
2.1 Produce ideas for a 2D game	Learners will produce ideas for a 2D game	Learners will produce detailed ideas for a 2D game	No Distinction for this AC

Grading descriptors – Unit 06 2D game design (A/506/7487) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Evaluate the ideas that could be developed into a 2D game	Learners will evaluate the ideas that could be developed into a 2D game	Learners will provide a detailed evaluation of the ideas that could be developed into a 2D game	Learners will provide a thorough evaluation of the ideas that could be developed into a 2D game
2.3 Develop an idea into a 2D game proposal	Learners will develop an idea into a 2D game proposal	Learners will clearly develop an idea into a 2D game proposal	No Distinction for this AC
3.1 Produce a proposal for a 2D game concept including: • **summary of game** • **target platform** • **description of gameplay** • **game characters or playable items** • **goals** • **win/lose conditions** • **controls** • **scoring** • **list of assets required**	Learners will produce a proposal for a 2D game concept including: • summary of game • target platform • description of gameplay • game characters or playable items • goals • win/lose conditions • controls • scoring • list of assets required	Learners will produce detailed proposal for a 2D game concept including: • summary of game • target platform • description of gameplay • game characters or playable items • goals • win/lose conditions • controls • scoring • list of assets required	Learners will produce a sophisticated proposal for a 2D game concept including: • summary of game • target platform • description of gameplay • game characters or playable items • goals • win/lose conditions • controls • scoring • list of assets required

Grading descriptors – Unit 06 2D game design (A/506/7487) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Present and record feedback on the 2D game proposal	Learners will present and record feedback on the 2D game proposal	Learners will confidently present and record feedback on the 2D game proposal	No Distinction for this AC

3.3 Evaluate the completed 2D game proposal	Learners will evaluate the completed 2D game proposal	Learners will produce a detailed evaluation of the completed 2D game proposal	Learners will produce a thorough evaluation of the completed 2D game proposal

Unit 07 2D game production (F/506/7488)

The learner will:

1   Be able to construct a 2D game and associated assets

The learner can:

1.1   Create a production schedule for a 2D game including:
- construction
- testing
- refinement
1.2   Source and create assets for the production of a 2D game following the production schedule
1.3   Construct a functional 2D game prototype following the production schedule

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The learner will:

2   Be able to test and refine a 2D game

The learner can:

2.1   Outline bug tracking and modifications to game logic using testing techniques
2.2   Conduct play testing to obtain player feedback
2.3   Refine the 2D game prototype based on player feedback
2.4   Complete final construction of a 2D game following the production schedule

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The learner will:

3   Be able to evaluate a 2D game

The learner can:

3.1   Present and record feedback on completed 2D game
3.2   Evaluate the production process and approach to construction of 2D game
3.3   Evaluate the completed 2D game against original outcomes

Unit 07 2D game production (F/506/7488) (cont'd)

Assessment guidance

Types of evidence: learners' working process, practical outcomes, digital experimentation, planning and production schedules, testing documents, player feedback, written accounts and annotation, professional discussions, completed digital outcomes

Assessment criteria: 1.1–1.3, 2.1–2.4

Additional information:

1.1 Learners should compile a work schedule/production plan detailing the key phases, activities and milestones (dates) relating to the production of a 2D game.

Ideally the production plan and completed 2D game should be linked to the work carried out as part of the 2D game design unit – information generated as part of the preliminary design and concept proposal will inform the project planning process.

The schedule will outline tasks and activities to be carried out relating to the construction, testing and refinement phases of production, including details on the sequence in which they will be processed, a list of assets to be sourced/created, milestones, deliverables, associated start/end dates, target dates, deadlines and contingencies and so on.

Learners should use the production schedule to manage the production process when creating their game (1.2,1.3, 2.1–2.4).

Learners should ensure the production schedule they create is referred to, reviewed and amended on a regular basis. Learners may want to create a Gantt chart or use project management software to assist in this process.

1.2 Learners should source and create assets (ie graphics and audio) required for the production of their 2D game. Learners should try to ensure this process is linked to a list of assets created either as part of 1.1, or their game concept proposal outlined in the 2D game design unit. Learners may want to consider use of temporary placeholder assets as part of this process to facilitate early coding and testing of their game, ensuring they've referenced this within their production schedule if they choose to adopt this approach.

Unit 07 2D game production (F/506/7488) (cont'd)

Assessment guidance (cont'd)

1.3 Learners should integrate game assets and scripting/logic to produce a working (ie playable) prototype of their 2D game that demonstrates core game play elements. The prototype should ideally be constructed fairly quickly using placeholder art/sounds to enable the game to be debugged and play tested.

2.1 Learners will create and maintain quality assurance documentation as they build their game in order to track known issues and bugs, bug testing, and bug fixes (revisions and changes).
At this level of study it's envisaged that the testing methodologies used would be relatively straightforward – utilising a common sense approach to ensure the functionality of the game is as intended, and matches desired/expected results (black-box testing).

2.2 Learners will develop and refine their game prototype through a process of self-directed and external play testing. Learners should look to carry out this process in a structured manner, (eg observations, questionnaires, or interviews). Learners should aim to objectively discriminate between observations and feedback that are useful or constructive and those which might offer less valuable advice within the context of the work being produced.
Learners should ensure they document all external play testing and feedback (eg observation, interviews and questionnaires).

2.3 Learners should look to refine their game prototype based on their own observations and on the suggestions and feedback obtained through external play testing. They should clearly record and justify any improvements or changes made to their game.

2.4 Learners will refine and complete the production of their 2D game in accordance with the milestones and deadlines outlined in their production schedule.

Unit 07 2D game production (F/506/7488) (cont'd)

Assessment guidance (cont'd)

Types of evidence: reflective accounts, written accounts, research, analysis, essay, evaluations

Assessment criteria: 3.1–3.3

Additional information:

3.1 The work resulting from 2.4 should be the learner's final response in relation to the production of their game and be presented in a variety of formats to best illustrate the work and obtain feedback (rendered images, screen-grabs, PowerPoint, playback of completed game, video of game play etc).

Where possible, feedback should be obtained from relevant sources with the expertise and skills required to offer useful and constructive opinions. All feedback must be recorded and fully documented.

3.2 Learners should produce a written evaluation of the production process, including the effectiveness of their planning and approach to the construction of the game and their effectiveness in managing and following the production process. Learners should look to suggest potential improvements or changes in the approach to the construction of future games as part of this.

3.3 Learners should produce a written evaluation of their completed game submission, evaluating the games success with reference to intended outcomes (game design and proposal), feedback and/or customer opinions. Learners may want to document their thoughts and suggestions regarding potential improvements to the game as part of this.

Unit 07 2D game production (F/506/7488) (cont'd)

Assessment guidance (cont'd)

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 07 2D Game production (F/506/7488)

- Learning outcome 1: Be able to construct a 2D game and associated assets
- Learning outcome 2: Be able to test and refine a 2D game
- Learning outcome 3: Be able to evaluate a 2D game

Assessment criteria	Pass	Merit	Distinction
1.1 Create a production schedule for a 2D game including: • **construction** • **testing** • **refinement**	Learners will create production schedule for a 2D game including: • construction • testing • refinement	Learners will create a detailed production schedule for a 2D game including: • construction • testing • refinement	No Distinction for this AC
1.2 Source and create assets for the production of a 2D game following the production schedule	Learners will source and create assets for the production of a 2D game following a production schedule	Learners will confidently source and create assets for the production of a 2D game following a production schedule	No Distinction for this AC
1.3 Construct a functional 2D game prototype following the production schedule	Learners will construct a functional 2D game prototype following the production schedule	Learners will confidently construct a functional 2D game prototype following the production schedule	No Distinction for this AC

2.1 Outline bug tracking and modifications to game logic using testing techniques	Learners will outline bug tracking and modifications to game logic using testing techniques	Learners will clearly outline bug tracking and modifications to game logic using testing techniques	Learners will clearly outline bug tracking and modifications to game logic using testing techniques, showing critical judgement

Grading descriptors – Unit 07 2D game production (F/506/7488) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Conduct play testing to obtain player feedback	Learners will conduct play testing to obtain player feedback	Learners will confidently conduct play testing to obtain player feedback	No Distinction for this AC
2.3 Refine the 2D game prototype based on player feedback	Learners will refine the 2D game prototype based on player feedback	Learners will show critical understanding when refining the 2D game prototype based on player feedback	Learners will show critical judgement when refining the 2D game prototype based on player feedback
2.4 Complete final construction of a 2D game following the production schedule	Learners will complete final construction of a 2D game following the production schedule	Learners will confidently complete final construction of a 2D game following the production schedule	Learners will skilfully complete final construction of a 2D game following the production schedule
3.1 Present and record feedback on completed 2D game	Present and record feedback on completed 2D game	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 07 2D game production (F/506/7488) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Evaluate the production process and approach to construction of a 2D game	Learners will evaluate the production process and approach to construction of a 2D game	Learners will produce a detailed evaluation of the production process and approach to construction of a 2D game	Learners will produce a thorough evaluation of the production process and approach to construction of a 2D game
3.3 Evaluate the completed 2D game against original outcomes	Learners will evaluate the completed 2D game against original outcomes	Learners will produce a detailed evaluation of the completed 2D game against original outcomes	Learners will produce a thorough evaluation of the completed 2D game against original outcomes

Unit 08 Sound production for computer games (J/506/7489)

The learner will:

1   Understand sound production techniques

The learner can:

1.1   Describe how sound is used in games to communicate information
1.2   Describe sound production techniques for use within computer games
1.3   Describe legal and technical considerations affecting the collection and recording of sound

The learner will:

2   Be able to create and edit sound assets for computer games

The learner can:

2.1   Describe sound assets required for a game sequence
2.2   Produce raw sound assets for a game sequence
2.3   Refine recorded sound assets using appropriate post-production editing techniques

The learner will:

3   Be able to apply and evaluate sound assets for computer games

The learner can:

3.1   Apply finished sound assets to game sequence and obtain feedback
3.2   Evaluate the final sound assets against the planned outcome

Unit 08 Sound production for computer games (J/506/7489) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, written accounts, research, essay, evaluations, case studies, analysis

Assessment criteria: 1.1–1.3, 3.2

Additional information:

1.1 Learners will study and evaluate a range of computer games to identify how sound is used to communicate information. Learners should reflect on areas including the psychology of sound and its effect on the player (such as creating ambience, sentiment, mood, or awareness), as well as the different types of information which sound can convey to players. Learners should make clear reference within their written analysis of how the sources investigated have informed their understanding.

As part of this process learners could also look to build up a collection of reference material (eg recordings of sound effects and game sounds, links to video game play) that they can use for inspiration and guidance in their own work.

1.2 Learners will describe tools and techniques used to develop and create sound assets for use in video games. Learners should explore areas including ways of outlining the use/intended purpose of the sound, describing aural aesthetics, basics of working with digital sound, basic sound recording techniques, recording hard sounds, foley techniques, use of royalty free and licensed sound libraries, synthesised sound generation, use of audio editing and mixing software, audio file formats and quality considerations, MIDI keyboard instruments and sequencing software, royalty free and licensed music.

As part of this process, learners should be encouraged to develop and practice basic audio recording and sound manipulation techniques so they can utilise these skills to create practical outcomes.

Unit 08 Sound production for computer games (J/506/7489) (cont'd)

Assessment guidance (cont'd)

1.3 Learners should describe the legal issues and constraints affecting the development of sound assets for a game. This will include looking at any legislation in relation to the licensing and use of music and sound assets, copyright legislation (eg copyright law and infringement, intellectual property rights, publishing rights, licensing considerations, royalty payments), the use of audio software (licensing issues) and health and safety considerations. Learners should outline within their written analysis the prohibited behaviours and consequences of not adhering to relevant legislation and agreements.

3.2 Learners should produce a written evaluation of their completed sound assets. The work should be evaluated for its success with reference to its production, relevance against the planned outcome and feedback received. Potential improvements should also be discussed and justified in the context of both planning and production.

Unit 08 Sound production for computer games (J/506/7489) (cont'd)

Assessment guidance (cont'd)

Types of evidence: learners' working process, practical outcomes, practical samples, evidence of research and inspiration, practical audio samples, digital recording and digital experimentation, planning, written accounts/essays and annotation, professional discussions, digital outcomes saved and labelled in an appropriate format, observations, written evidence and annotation

Assessment criteria: 2.1–2.3, 3.1

Additional information:

2.1 Learners should compile a list of audio assets required for inclusion within a game or game sequence. The list should include a full description of the intended purpose or use of each audio asset and descriptions of the aural aesthetics and potential audio sources which could be used (recorded/manipulated) to create the finished assets.

2.2 Learners will produce raw (preliminary and unedited) sound assets for a game sequence as outlined in 2.1. Learners should evidence that they've recorded/generated raw audio files (eg unedited or mixed) from a variety of sources. Ideally the audio files should reflect the suggested sources as identified in 2.1.

2.3 Learners will refine the raw sound assets recorded as part of 2.2 (and sounds acquired from other sources) using appropriate editing, manipulation and post-production editing techniques to produce sound assets that meet the requirements of the brief.
Learners should show they've used materials gathered as part of 2.2 to create their final completed sound assets, and illustrate differences between the original audio and the completed audio assets (eg pre- and post-editing).

Unit 08 Sound production for computer games (J/506/7489) (cont'd)

Assessment guidance (cont'd)

3.1 Learners should apply the recorded sound assets within a video game scenario. This could be done by embedding the audio assets within an actual working game or by synchronising audio assets within video footage of a game play. The game sequence could be presented in a variety of formats to best illustrate the work and obtain feedback, (eg PowerPoint, portfolio, web page, or audio CD). All feedback must be recorded and fully documented.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 08 Sound production for computer games (J/506/7489)

- Learning outcome 1: Understand sound production techniques
- Learning outcome 2: Be able to create and edit sound assets for computer games
- Learning outcome 3: Be able to apply and evaluate sound assets for computer games

Assessment criteria	Pass	Merit	Distinction
1.1 Describe how sound is used in games to communicate information	Learners will describe how sound is used in games to communicate information	Learners will provide a detailed description of how sound is used in games to communicate information	Learners will provide a comprehensive description of how sound is used in games to communicate information
1.2 Describe sound production techniques for use within computer games	Learners will describe sound production techniques for use within computer games	Learners will provide a detailed description of sound production techniques for use within computer games	No Distinction for this AC
1.3 Describe legal and technical considerations affecting the collection and recording of sound	Learners will describe legal and technical considerations affecting the collection and recording of sound	Learners will provide a detailed description of the legal and technical considerations affecting the collection and recording of sound	No Distinction for this AC
2.1 Describe sound assets required for a game sequence	Learners will describe sound assets required for a game sequence	Learners will describe in detail sound assets required for a game sequence	No Distinction for this AC

Grading descriptors – Unit 08 Sound production for computer games (J/506/7489) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Produce raw sound assets for a game sequence	Learners will produce raw sound assets for a game sequence	Learners will confidently produce raw sound assets for a game sequence	Learners will skilfully produce raw sound assets for a game sequence
2.3 Refine recorded sound assets using appropriate post-production editing techniques	Learners will refine recorded sound assets using appropriate post-production editing techniques	Learners will confidently refine recorded sound assets using appropriate post-production editing techniques	Learners will skilfully refine recorded sound assets using advanced post-production editing techniques
3.1 Apply finished sound assets to game sequence and obtain feedback	Learners will apply finished sound assets to game sequence and obtain feedback	Learners will apply realistic finished sound assets to game sequence and obtain feedback	No Distinction for this AC
3.2 Evaluate the final sound assets against the planned outcome	Learners will evaluate the final sound assets against the planned outcome	Learners will produce a detailed evaluation of the final sound assets against the planned outcome	Learners will produce a thorough evaluation of the final sound assets against the planned outcome

Unit 09 3D modelling for computer games (A/506/7490)

The learner will:

1   Understand 3D modelling techniques for computer games

The learner can:

1.1   Describe 3D modelling techniques for computer games
1.2   Describe the limitations and special requirements for 3D modelling
1.3   Describe legal considerations when producing 3D models

The learner will:

2   Be able to use 3D modelling techniques for computer games

The learner can:

2.1   Identify sources of inspiration for 3D models suitable for inclusion in a game
2.2   Produce concept art to illustrate 3D models
2.3   Construct simple 3D models for use in a computer game

The learner will:

3   Be able to present and evaluate a 3D model

The learner can:

3.1   Present 3D models and record feedback
3.2   Evaluate 3D models against original outcomes

Unit 09 3D modelling for computer games (A/506/7490) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, written accounts, research, essay, evaluations, case studies, analysis

Assessment criteria: 1.1–1.3, 3.2

Additional information:

1.1 Learners will provide an overview of the 3D modelling tools and techniques used within the games industry to create 3D models for computer games. Learners should reflect on areas such as the basic principles associated with the production of 3D models, popular software tools and workflow. This could contain a discussion of areas, including 3D geometry and modelling basics (eg vertices, edges/lines, triangles/polygons, faces, normals, texturing, surface properties), approaches to modelling (primitive modelling, polygon modelling, curve/nurb modelling and sculpting techniques), key features of popular software packages (3DS Max, Maya, Cinema 4D, Blender, Z Brush), and the steps commonly followed (the workflow) to create 3D models (eg modelling, high and low poly, texturing, UV mapping, texture baking, exporting to game engine).

1.2 Learners will use knowledge gained as a result of their exploration in 1.1 to identify the limitations and special requirements of creating 3D models to be used in computer games. This will include discussion on areas such as optimisation, maximising frame rate, use of low poly models, reasons for using texture baking, and the level of detail.

1.3 Learners should describe the legal issues and constraints affecting the development of 3D models and assets for a game. This will include looking at copyright legislation (copyright laws and infringement, look and feel of visual elements, intellectual property rights, licensing considerations and restrictions), the unauthorised use of existing models, publishing rights, licensing considerations, (eg royalty payments) and the use of software/licensing issues.

Unit 09 3D modelling for computer games (A/506/7490) (cont'd)

Assessment guidance (cont'd)

3.2 Learners should produce a written evaluation of their completed 3D assets. Work should be evaluated for its success with reference to its production, relevance against intended outcomes and feedback received. Potential improvements should also be recorded and justified in the context of the production and planning.

Types of evidence: learners' working process, practical outcomes, practical samples, sketches and drawn designs, evidence of research and inspiration, digital experimentation, planning, written accounts/essays and annotation, professional discussions, digital outcomes

Assessment criteria: 2.1–2.3, 3.1

Additional information:

2.1 Learners should identify a variety of sources of inspiration, information and reference material that could be used to inform the design of 3D models for use in a computer game. Learners should look to compile evidence that they can use to inform their own ideas, focussing on researching examples of relatively simple and straightforward 3D game assets that will both inspire and reflect the level of technical competence they're working at (eg furniture, props and everyday household items – cups, street furnishings etc).

Learners must show research by creating artwork, screenshots, videos of game play etc with accompanying annotation which states how the work has informed their own ideas.

2.2 Learners should produce a series of sketches or examples of concept art that illustrate a number of simple and straightforward 3D game assets they intend to create. As part of this process, learners should show they've used evidence gathered as part of 2.1 to inform and refine potential ideas for 3D models.

Unit 09 3D modelling for computer games (A/506/7490) (cont'd)

Assessment guidance (cont'd)

2.3 Learners will experiment with a broad range of tools and 3D modelling techniques to produce completed 3D models that could be used in a game or game environment. Learners should look to create a minimum of one 3D model. The quality and complexity of the model should be consistent with the level of qualification, so allowances should be made in terms of the complexity and overall quality of models when compared to professionally created work.

3.1 The work resulting from 2.3 should be the learner's final response to the brief and should be presented in a variety of formats to best illustrate the work and obtain feedback (eg rendered images, PowerPoint, simple 'camera orbit' animation). Learners don't need to place the completed work within a game engine unless they wish to do so. All feedback must be recorded and fully documented.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 09 3D modelling for computer games (A/506/7490)

- Learning outcome 1: Understand 3D modelling techniques for computer games
- Learning outcome 2: Be able to use 3D modelling techniques for computer games
- Learning outcome 3: Be able to present and evaluate a 3D model

Assessment criteria	Pass	Merit	Distinction
1.1 Describe 3D modelling techniques for computer games	Learners will describe 3D modelling techniques for computer games	Learners will provide a detailed description of 3D modelling techniques for computer games	Learners will provide a thorough description of 3D modelling techniques for computer games
1.2 Describe the limitations and special requirements for 3D modelling	Learners will describe the limitations and special requirements for 3D modelling	Learners will provide a detailed description of the limitations and special requirements for 3D modelling	Learners will provide a thorough description of the limitations and special requirements for 3D modelling
1.3 Describe legal considerations when producing 3D models	Learners will describe legal considerations when producing 3D models	Learners will provide a detailed description of legal considerations when producing 3D models	No Distinction for this AC
2.1 Identify sources of inspiration for 3D models suitable for inclusion in a game	Learners will identify sources of inspiration for 3D models suitable for inclusion in a game	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 09 3D modelling for computer games (A/506/7490) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Produce concept art to illustrate 3D models	Learners will produce concept art to illustrate 3D models	Learners will produce realistic concept art to illustrate 3D models	No Distinction for this AC
2.3 Construct simple 3D models for use in a computer game	Learners will construct simple 3D models for use in a computer game	Learners will confidently construct simple 3D models for use in a computer game	Learners will skilfully construct simple 3D models for use in a computer game
3.1 Present 3D models and record feedback	Learners will present 3D models and record feedback	No Merit for this AC	No Distinction for this AC
3.2 Evaluate 3D models against original outcomes	Learners will evaluate their 3D models against original outcomes	Learners will produce a detailed evaluation of the 3D models against original outcomes	Learners will produce a thorough evaluation of their 3D models against original outcomes

Unit 10 Story development for computer games (F/506/7491)

The learner will:

1   Understand narrative and narrative structure of storylines within computer games

The learner can:

1.1   Describe storytelling and narrative techniques
1.2   Outline storytelling and narrative techniques across a range of computer game genres
1.3   Describe how legal issues and considerations relate to the development of stories for computer
         games

The learner will:

2   Be able to develop and present a story idea for use in a computer game

The learner can:

2.1   Explore a range of story ideas for use in a game
2.2   Develop and record an idea for a game story including:
         • theme, setting, back-story
         • plot devices, summary of story orientation, complication, resolution
         • overview of main characters, character attributes, character back-story/history
2.3   Produce visual aids showing a range of possible routes through the game story

The learner will:

3   Be able to produce and evaluate a story for use in a computer game

The learner can:

3.1   Produce a story synopsis/treatment for story idea
3.2   Produce a sample script
3.3   Obtain feedback on the sample script
3.4   Evaluate final story and the story development process

Unit 10 Story development for computer games (F/506/7491) (cont'd)

Assessment guidance

Types of evidence: reflective accounts, written accounts, research, essay, evaluations, case studies,
analysis

Assessment criteria: 1.1–1.3, 3.2–3.4

Additional information:

1.1 Learners will describe storytelling techniques and should reflect on areas including the basic principles of narrative (setting, common themes, context, plot devices, character types, flow and structure), narrative theories and structures (ie Aristotle, Todorov, Propp, Levi-Strauss, Barthes, Freytag, Campbell, Vogler, Field) and seek to illustrate their findings using examples of theories and structures applied to well-known examples (eg film TV, books).

1.2 Learners will explain how narrative and narrative techniques are used and implemented in computer games. Learners should reflect on the similarities, limitations and special requirements of developing narrative in relation to the games industry and how narrative is conveyed across different genres of game. Whenever possible, learners should look to illustrate their discussion using relevant examples from popular video games (eg screenshots, discussions or video footage of gameplay).

1.3 Learners should describe legal and ethical issues and constraints affecting the development of stories for computer games. This should include any legislation in relation copyright laws, including prohibited behaviours and the consequences of not adhering to relevant legislation. Ethical considerations should also be discussed where these bring the design of computer game storylines into legally precarious scenarios, such as negative publicity, damage to brand and loss of sales.

3.2 Learners will produce a short sample script for a computer game based on a scene or event outlined in 3.1. The script should be produced using appropriate scripting conventions used within film, television and gaming industries. The work should be the learner's final response in relation to the narrative design brief.

Unit 10 Story development for computer games (F/506/7491) (cont'd)

Assessment guidance (cont'd)

3.3 The work resulting from 3.1 and 3.2 should be the learner's final response in relation to the brief and be presented in a variety of formats to best illustrate the work and obtain feedback (PowerPoint, presentation, printouts, role-play and acting, animatic etc). Where possible, feedback should be obtained from relevant sources with the expertise and skills to offer useful and constructive opinions.

3.4 Learners should produce a written evaluation of their final story and the process followed during its development. The work should be evaluated for its success with reference to its production, relevance against requirements of the brief and feedback received. Potential improvements should also be recorded and justified in the context of the production and planning.

Types of evidence: learners' working process, practical outcomes, practical tasks, planning, scripts and synopses, digital/practical outcomes, written accounts/essays and annotation, professional discussions and observations

Assessment criteria: 2.1, 2.2, 3.1

Additional information:

2.1 Learners should explore and evaluate a broad range of initial ideas that could be developed into a story as outlined within a project brief. Learners should look to refine ideas and associated planning documentation so elements will form the basis of their final game narrative. Exploration, development and evaluation of ideas must be evidenced as part of this process, with all ideas and annotations regarding their suitability/scope for development being fully documented.

Unit 10 Story development for computer games (F/506/7491) (cont'd)

Assessment guidance (cont'd)

2.2 Learners must develop and record an idea for a game story including detailed information about:

- theme, setting, and backstory
- plot devices, summary of story orientation, complication, and resolution
- overview of the main characters, the character attributes, and the characters backstory.

Learners should look to produce documentation that will clarify and support outcomes created as part of 3.1 and 3.2.

3.1 Learners will produce a story synopsis/treatment that outlines all aspects of their game narrative from beginning to end. The synopsis should be written using established techniques and conventions and should be the learner's final response in relation to the narrative design brief.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 10 Story development for computer games (F/506/7491)

- Learning outcome 1: Understand narrative and narrative structure of storylines within computer games
- Learning outcome 2: Be able to develop and present a story idea for use in a computer game
- Learning outcome 3: Be able to produce and evaluate a story for use in a computer game

Assessment criteria	Pass	Merit	Distinction
1.1 Describe storytelling and narrative techniques	Learners will describe storytelling and narrative techniques	Learners will provide a detailed description of storytelling and narrative techniques	Learners will provide a thorough description of storytelling and narrative techniques
1.2 Outline storytelling and narrative techniques across a range of computer game genres	Learners will outline storytelling and narrative techniques across a range of computer game genres	Learners will clearly outline storytelling and narrative techniques across a range of computer game genres	No Distinction for this AC
1.3 Describe how legal issues and considerations relate to the development of stories for computer games	Learners will describe how legal issues and considerations relate to the development of stories for computer games	Learners will provide a detailed description of how legal issues and considerations relate to the development of stories for computer games	No Distinction for this AC
2.1 Explore a range of story ideas for use in a game	Learners will explore a range of story ideas for use in a game	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 10 Story development for computer games (F/506/7491) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Develop and record an idea for a game story including: • **theme, setting, back-story** • **plot devices, summary of story orientation, complication, resolution** • **overview of main characters, character attributes, character back-story/history**	Learners will develop and record an idea for a game story including: • theme, setting, back-story • plot devices, summary of story orientation, complication, resolution • overview of main characters, character attributes, character back-story/history	Learners will develop and record a detailed idea for a game story including: • theme, setting, back-story • plot devices, summary of story orientation, complication, resolution • overview of main characters, character attributes, character back-story/history	Learners will develop and record a sophisticated idea for a game story including: • theme, setting, back-story • plot devices, summary of story orientation, complication, resolution • overview of main characters, character attributes, character back-story/history
2.3 Produce visual aids showing a range of possible routes through the game story	Learners will produce visual aids showing a range of possible routes through the game story	No Merit for this AC	No Distinction for this AC
3.1 Produce a story synopsis/treatment for story idea	Learners will produce a story synopsis/treatment for story idea	Learners will confidently produce a story synopsis/treatment for story idea	Learners will skilfully produce a story synopsis/treatment for story idea
3.2 Produce a sample script	Learners will produce a sample script	Learners will confidently produce a sample script	Learners will skilfully produce a sample script

Grading descriptors – Unit 10 Story development for computer games (F/506/7491) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.3 Obtain feedback on the sample script	Learners will obtain feedback on the sample script	No Merit for this AC	No Distinction for this AC
3.4 Evaluate final story and the story development process	Learners will evaluate the final story and the story development process	Learners will produce a detailed evaluation of the final story and the story development process	Learners will produce a thorough evaluation of the final story and the story development process

Section 5
Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

Unit 03, 05, 06, 07, 08, 09

ICT

All units

PLTS Independent Enquirers

Unit 01, 02, 04, 05, 09, 10

PLTS Creative Thinkers

Unit 01, 02, 04, 05, 06, 09, 10

PLTS Reflective Learners

Unit 01, 02, 04, 05, 06, 07, 08, 09, 10

PLTS Team Workers

Unit 01, 02, 03, 05, 06, 07, 09, 10

PLTS Self-managers

Unit 01, 02, 03, 04, 05, 06, 07, 10

PLTS Effective Participators

Unit 01, 02, 03, 04, 05, 06, 08, 09, 10

For further information please contact a member of the Content Solutions team.

Section 6
Grading criteria glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 qualifications and may not all appear in this qualification specification.

Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning

Grading criteria glossary of terms (cont'd)

Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

Grading criteria glossary of terms (cont'd)

Distinction	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail

Grading criteria glossary of terms (cont'd)

Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 7
General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**