OCR
Oxford Cambridge and RSA

Unit Title:	**Computer games development**
OCR unit number:	4
Unit reference number:	A/601/3164
Level:	2
Credit value:	4
Guided learning hours:	28

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit aim

The aim of this unit is that learners will:

- Know computer game components and the computer games industry

- Know how to develop a computer game specification

- Implement a component of a computer game

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

The Learner will:
1 Know computer game components and the computer games industry
	The Learner can:
	1.1 Identify the hardware and software components of a video game system
	1.2 Identify the activities required to develop modern computer games
	1.3 Describe the features of an existing computer game
		• the hardware, display devices, any storage media and interface devices
		• the capabilities of the devices
		• the different platforms that could be used for games
		• features of existing computer games to include:
		  - game objectives
		  - game structure
		  - genre
		  - narrative structure
		  - any characters
		  - visual style
		  - sounds
		  - scoring system
		  - legal and ethical issues to include:
		    o age restrictions
		    o appropriateness of content
		    o copyright
		    o PEGI

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

2 Know how to develop a computer game specification	2.1 Contribute to the production of a pre-production proposal document for a computer game project
	2.2 Identify the components required to develop a computer game
	2.3 Contribute to the production of an implementation plan for a computer game development
		• how to document their ideas based on the requirements of the project
		• how to identify the activities to be carried out including:
		  - proposed timescales
		  - deadlines
		  - assets to be sourced
		  - equipment to be used
		• how to review the plan against the project requirements making changes as required

3 Implement a component of a computer game	3.1 Design a component of a computer game
	3.2 Develop a component of a computer game
		• how to create the design using a recognised format to meet the needs of the project for example:
		  - detailed storyboard
		  - flow chart
		• how to create a prototype of a component of the game in the given project

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through

- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on the OCR website www.ocr.org.uk .