DIPLOMA GUIDE

Access to Higher Education

gateway qualifications

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Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

Access to HE Diploma
(Computer Game Design and Development)

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About this Access to HE Diploma guide

This Access to HE Diploma specification is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff within Gateway Qualifications Access to HE approved providers/or prospective providers.

It sets out what is required of the student in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma (s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this Access to HE Diploma you must be a Gateway Qualifications recognised centre and approved to offer Access to HE Diplomas.

If your centre is not yet recognised, or diploma approved, please contact our Development Team to discuss

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

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1. Diploma Information

1.1 Overview of the Access to Higher Education Diploma

The Access to Higher Education (HE) Diploma is a nationally recognised qualification with common requirements relating to the description of learner achievement. The Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency (QAA) for Higher Education
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- a graded qualification, as determined by the Access to HE Grading Scheme.

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma specification 2013.

Individual named diplomas are identified by separate titles and are validated at by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular diploma. The common grading requirements apply to all individual diplomas.

1.2 About this Diploma

The diploma allows learners to undertake study related to computer game design and development. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes within the sector. Many learners join these types of degrees after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies.

Learners will complete mandatory units which cover computer games design and an understanding of different games engines, which provide an important introduction to the programme. They will be able to research an area of interest to them in more depth. They will study a range of optional units covering concept art, animation, graphic design, games storyboarding, virtual and augmented reality, program design and testing as well as a unit which explores the industry.

Ungraded units include units which will support access to higher education whilst supporting study and personal skills.

1.3 Purpose

The primary purpose of Access to HE Diplomas is to provide higher education progression opportunities for adults who, because of social, education or individual circumstances, may have achieved few, if any, prior qualifications.

1.4 Aims

The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE
- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career
- address issues of widening participation and social inclusion
- raise learner awareness of the opportunities that a return to study and lifelong learning can bring.

1.5 Objectives

The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare learners for HE level study generally and in subject areas appropriate to an intended HE course destination
- demonstrate appropriate levels of competence in subject specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

1.6 Sector Subject Area

6.1 ICT Practitioners

1.7 Target groups

- Adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications and wish to progress to HE
- Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to HE.

1.8 Delivery methods

Delivery methods for this diploma can include:

- Face to face
- Blended learning

Work placements would also be beneficial and visits to software or games design companies would widen opportunities.

Assessment methods will include designing and testing games, exam, controlled assessment, projects e.g. creating programmes and games including developmental notes, data dictionaries, presentations, self-evaluation, SWOT analysis, case studies analysis, short answer questions, reports, design diagrams and test plans.

Learners will need access to computer labs, JavaScript (server) and appropriate software to facilitate all modules.

1.9 Achievement methodology

The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

1.10 Geographical coverage

This qualification has been approved by for delivery in England.

1.11 Progression opportunities

Progression routes are into a range of degrees including:

- Game Art and Design FdA
- Computer Games Design and Production FdA
- Games Technologies FdSc
- Games and Interactive Design FdA
- Creative Digital Practice (Games Development) FdA
- Computer Games Design: Story Development BA (Hons)
- Computer Games Enterprise BSc (Hons)
- Computer Games Design BSc
- Computer Games Design and Development BSc (Hons)
- Computer Games Art BA (Hons)
- Computer Games Programming BSc
- Computer Games Technology BSc (Hons)
- BSc (H) Software Engineering

The qualification does not provide guaranteed entry to UK higher education.

1.12 Equality, Diversity and Inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities and so meet the organisation's legal responsibilities to prevent discrimination.

In accordance it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Age

The course is designed to meet the needs of adults who have been out of full time education for a significant period of time and who have not achieved some or any formal qualifications. This generally would apply to learners over the age of 19.

2.2 Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.

Learners will probably require a pass in maths and English at GCSE level or a Functional Skills qualification in English and Maths to progress onto a degree course.

Providers may ask learners for GCSEs as a mark of ability at Level 2 as an appropriate entry requirement to a Level 3 course.

2.3 Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at Level 3.

2.4 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a learner with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript

- use of assistive software where the software does not influence the learners' ability to demonstrate the skills, knowledge or understanding e.g. use of spellchecker in an English assessment
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy and Procedures.

2.5 Additional requirements/guidance

Learners must have a UK address (including BFO) to be registered on an Access to HE Diploma.

2.6 Recruiting learners with integrity

It is vital that providers recruit with integrity. Providers must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the provider undertaking the assessment of each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3. Achieving the Access to HE Diploma

3.1 Qualification specification

The generic requirements for the Access to HE Diploma are that learners must achieve a total of 60 credits of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded. It is recommended you include no more than 6 ungraded 'academic subject content' credits. The ungraded credits can be mandatory or optional within the Diploma. The approved Rules of Combination for this qualification are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 12 weeks of the start of the course or before application to UCAS, whichever is soonest.

3.2 Rules of Combination

The structure sets out the units required to be achieved the Access to Diploma, comprising of:

- Graded Academic mandatory units – Level 3
- Graded Academic optional units - Level 3
- Graded Research units - Level 3
- Ungraded units – Level 2/3.

Learners must achieve a total of 60 credits and meet unit group requirements.

Learners must complete at total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded.

Learners must complete 12 credits must be taken from the two mandatory units. A maximum of 6 credits must be taken from the Research optional group. The remaining 27 credits must be taken from the Optional Graded Academic Units group. Learners must complete 15 credits of ungraded units with 9 credits from the Mandatory ungraded group and 6 credits from the optional ungraded group.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU028432	Computer Game Design	3	6	Academic	5, 7	Report Presentation Game design document	750 words 10 mins + 5 mins Q&A 1500 words
QU028436	Game Engines	3	6	Academic	1, 3, 5, 7	Report Game Design and Game	2000 words 500 words annotated development diary

Graded Units: Research

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU028871	Research: Practical Investigation Project for Gaming	3	6	Academic	2, 3, 4, 6, 7	Risk assessment Project diary Project proposal Research review Report Evaluation	250 words 500 words 250 words 500 words 1250 words 250 words
QU028873	Research Project for Computer Gaming – Methodology	3	6	Academic	2, 3, 4, 5, 7	Research plan Research report Evidence of research carried out	200 words 2500 words 300 words

Optional Units: Graded Academic Subject Content

Learners must achieve 27 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU028657	Concept Art and Digital Graphics for Computer Games	3	6	Academic	1, 2, 3, 5, 7	Report Portfolio of concept art and digital graphics, with supporting annotations	1000 words 750 words
QU029029	Create 3D Game Models	3	6	Academic	3, 7	Portfolio of models with supporting annotations	750 words
QU027879	Game Design Storyboarding	3	6	Academic	3, 7	Storyboard, annotated games character design Computer game story	750 words 1250 words
QU028477	Games Project	3	6	Academic	2, 3, 5, 7	High concept design Project management report	2000 words 1000 words
QU027881	Graphic Design	3	3	Academic	2, 3, 6, 7	Demonstrate comprehensive understanding of graphic design through portfolio evidence to showing creative inspiration, process and chronology. To include evidence of hand rendered and computer techniques Self reflection	1000 words and design portfolio 500 words
QU011416	Graphics and Animation	3	3	Academic	3, 7	Controlled assessment	2 hours open book

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment methods	Assessment Volume
QU006757	Introduction to Life Drawing	3	3	Academic	3, 7	Design portfolio with supporting annotation	500 words
QU028475	Introduction to Virtual and Augmented Reality	3	6	Academic	1,3, 5, 7	Report VR or AR experience	2000 words 1000 words
QU026125	Mathematics for Computing	3	3	Academic	3, 7	Exam	2 hours closed book
QU028434	Mobile Games Development	3	6	Academic	1, 2, 3, 7	Report, design document Mobile game	2000 words Mobile game developed
QU028483	Procedural Programming	3	6	Academic	3, 6, 7	Project – Plan, code and test a procedural program	2000 words
QU027872	Program Design	3	3	Academic	3, 6, 7	Design portfolio	1500 words
QU027875	Software Fundamentals – Object-Oriented Programming	3	3	Academic	1, 3, 7	Creation of program with development notes Test data plan	250 words 250 words
QU028479	Understanding the Computer Games Industry	3	6	Academic	1, 3, 7	Report	3000 words
QU028481	Website Design and Development	3	3	Academic	2, 3, 5, 7	Project – multipage webpage created with development notes	Website with at least 5 pages and development notes – 400-500 words

Mandatory Units: Ungraded

Learners must achieve 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU025532	Preparation for Higher Education	3	3	Other	Research, Application form and Personal Statement, Prepared Q&A	Review of research, course and decision 500 words, application form, Personal Statement 750 words, prepared Q&A 250 words
QU029031	Relational Database	3	3	A	Controlled assessment	1.5 hours open book
QU026155	Writing Reports	3	3	Other	Report plan Presentation of report plan Report	Plan 2-3 minutes 1000 words

Optional Units: Ungraded

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay Plan Essay	300 words 200 words 1000 words
QU007486	Application of Number-Presenting and Interpreting Information	3	3	Other	Controlled assessments on maths skills	2 x 60 minutes
QU007560	Communication – Speaking and Listening	3	3	Other	Oral presentation Group discussion Self evaluation	15 minutes 15-20 minutes, supporting materials – 500 words 200 words
QU026150	Computer Data Protection	3	3	Academic	Structured questions Case study analysis	750 words 750 words

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment methods	Assessment Volume
QU025278	Developing Professional Attributes	3	3	Other	SWOT analysis Professional development plan Essay	200 words 300 words 1000 words
QU008279	Introduction to 3D	3	3	Other	Storyboard/portfolio presentation pages	Portfolio presentation pages (concept, fabric/colour page, line up, progress of ideas) documenting the creative process
QU010767	Introduction to the Grammar of English	3	3	Other	Structured questions	1500 words
QU018352	Presentation Skills	3	3	Other	Notes from a range of sources Presentation Presentation lecture notes and handouts	300 words 200 words 1000 words
QU029036	Principles of Object-Oriented Programming	3	3	Other	Controlled assessment	2 hours closed book
QU018630	Problem Solving in the Workplace	3	3	Other	Project	1500 words – Analyse and propose solutions to at least two workplace problems including justification for selected solution
QU025796	Professional Interpersonal Skills	3	3	Other	SWOT analysis Case study Reflective account	250 words 750 words 500 words
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU033854	Sustainability Project	3	3	Academic	Report, including project plan and reflection	1000 words
QU033880	The Fundamentals of Environmental Sustainability	3	3	Academic	Report	1500 words
QU025609	Work Placement	3	3	Other	Report	1500 words

3.3 Additional completion requirements

Learners will probably require a pass in maths and English at GCSE level or a Functional Skills qualification in English and Maths to progress onto a degree course.

Delivery providers should make learners aware of HEI course entry requirements.

3.4 Recognition of Prior Learning

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

For further information please refer Annex C, Access to HE Diploma Specification, https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Diploma-Specification.pdf

4. Access to HE Units of Assessment

4.1 Unit specification

A common unit specification applies to all units with Access to HE Diplomas the unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- grade descriptors
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

4.2 Academic subject content

A unit is classified as having academic subject content, if the unit's knowledge and skills are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or mathematics, or study skills.

4.3 Graded and ungraded units

Graded units – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. Learner achievement for graded units is recorded as Pass, Merit or Distinction for each unit, as set out in the QAA Access to HE Grading Scheme, 2012. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad generic grade descriptors which are used as the basis for all grading judgements on all courses:

1 Understanding the subject
2 Application of knowledge
3 Application of skills
4 Use of knowledge
5 Communication and presentation
6 Autonomy / Independence
7 Quality.

The seven grade descriptors are not subject specific. They can, however, through careful selection and in appropriate combinations, be used on all courses, with all units and for all

assignments. The descriptors to be used with a particular unit are selected with reference to the main aspects of learner performance that need to be taken into account when grading decisions are made for that unit. They are formally assigned to the unit when it is validated.

Each of the seven grade descriptors comprises two sets of components, one which describes characteristics or qualities typical of performance at merit, and a parallel set of components which describes typical performance in the same areas at distinction. (There are no components for pass, because a pass grade is gained when a learner meets the learning outcomes but does not achieve the standard required for merit.) Some of these components are more relevant to certain subjects than others and some particular terms are also more relevant for use with particular types of assessment than others. In order to ensure the grade descriptors are relevant for specific assignments, tutors identify the components of the descriptors being used that are most relevant for the particular assignment. The selected components of the descriptors (at merit and distinction) are then included in the assignment brief(s).

The grading scheme is not based on an assumed one-to-one relationship between the grade descriptors and learning outcomes (although it is possible that in some units, because of the way the learning outcomes have been structured, something close to a one-to-one relationship may emerge). In general, however, judgements about learner work in relation to grading apply across the work for a unit, whether that unit is assessed through one, or more than one, assignment.

The full Grade Descriptors can be accessed by the following link, which also provides detailed information on grading:

http://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Grading-Scheme-Section-B.pdf

4.4 Revisions to Access to HE Units of Assessment

Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units, providers are required to use updated versions where units are replaced.

5. Assessment and Quality Assurance

5.1 Provider requirements

Providers must be approved by Qualifications as centre and are required to ensure that:

- the main base is in the UK
- systems are in place to ensure that only learners with a UK address (including BFO) are registered for an Access to HE Diploma
- there are clear arrangements for the day-to-day operational management and coordination of Access to HE delivery.
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- arrangements are in place to provide pre-course guidance to applicants and criteria for selection and admission to Access to HE Diplomas and are consistent with QAA requirements with respect to admissions. https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Guidance-admission-of-learners-AHE-07.pdf.
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications' Access to HE Provider Handbook for further information on centre requirements.

5.2 Staffing requirements

Providers are required to ensure that:

- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- staff have expertise to provide information, advice and guidance on HE applications and progression opportunities.

5.3 Facilities and resources

Providers will need to ensure that learners have access to computer labs, JavaScript (server) and appropriate software to facilitate all modules.

5.4 Quality Assurance Requirements

Gateway Qualifications applies a quality assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications comprising of centre moderation and subject moderation.

These processes are set out within Quality Assurance section of the Gateway Qualifications' Access to HE Provider Handbook.

5.5 Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

Unit Code:	QU028432		
Title:	Computer Games Design		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Report ~ 750 words Presentation ~ 10 minutes plus 5 minutes Q&A Game Design Documentation ~ 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Be able to analyse the fundamentals of game design.	1.1 Use the BrainHex test to develop an understanding of the fundamentals of: • game design • player types 1.2 Conduct research into different visual styles used in video games. 1.3 Review different gameplay mechanics of existing video games. 1.4 Evaluate the effectiveness of these gameplay mechanics for the player.
2 Be able to generate ideas for a computer game concept.	2.1 Create a set of rules for an original game. 2.2 Create high concept ideas for a game.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Be able to present a games pitch to stakeholders.	3.1 Prepare the game concept to be delivered to stakeholders. 3.2 Deliver a games pitch to stakeholders. 3.3 Review feedback received following the pitch.
4 Be able to create game design documentation.	4.1 Expand the game idea to structure the final deliverable into a game treatment document. 4.2 Create game design documentation based on industry conventions and professional standards.

Access to HE Diploma Unit

Unit Code:	QU028436		
Title:	Game Engines		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD1-Understanding the subject • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Report ~ 2000 words Game Design & Game ~ 500 words annotated development diary		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the purposes of game engines	1.1 Describe the different types of game engines: 2D, 3D, mobile. 1.2 Explain the purposes and functions of game engines: • rendering, • animation, • programming, • physics, • effects, • sound, • artificial intelligence.
2 Understand the use of game engines in the games industry	2.1 Explain the game engines used by large games companies and indie games companies *Include both off-the-shelf and bespoke games engines.* 2.2 Analyse the role of game engines in the games industry.
3 Be able to create a prototype game level using a 2D or 3D game engine	3.1 Design at least one level for a prototype 2D or 3D game. 3.2 Source or create assets for the prototype game.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	3.3 Create at least one level using a 2D or 3D game engine based on the design and using the assets sourced or created. 3.4 Add basic gameplay using visual or text-based coding.

Graded Research Units

Access to HE Diploma Unit

Unit Code:	QU028871		
Title:	Research: Practical Investigation Project for Gaming		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD6-Autonomy/Independence • GD7-Quality		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Be able to plan a practical investigation project.	1.1 Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma. 1.2 Produce a hypothesis and clear aims for the investigation project. 1.3 Identify any ethical, practical or safety issues and how these will be managed/overcome. 1.4 Produce a risk assessment. 1.5 Maintain a record of project progress through all stages of research, development and completion.
2 Be able to undertake a practical investigation.	2.1 Carry out research from a wide range of sources. 2.2 Develop an appropriate investigation. 2.3 Identify the variables and explain how they can be controlled, where necessary.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	2.4 Carry out the investigation safely, using appropriate practical skills and techniques. 2.5 Analyse the results of the investigation with reference to relevant theory.
3 Know how to present the project.	3.1 Present the body of work in a style appropriate to the knowledge domain with clear conclusions. 3.2 Use appropriate technical terminology fluently. 3.3 Reference all findings using a recommended style of referencing.
4 Be able to evaluate own research project.	4.1 Reflect on the design and methodology of the project. 4.2 Evaluate the body of work in relation to aims and hypothesis. 4.3 Identify recommendations for the future.

Access to HE Diploma Unit

Unit Code:	QU028873		
Title:	Research Project for Computer Gaming- Methodology		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Research project; Research plan ~ 200 words Research report ~ 2,000 words Presentation ~ 10 minutes Evidence of research carried out ~ 300 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to plan a research project.	1.1 Identify and agree a research topic located within a knowledge domain relevant to the named diploma. 1.2 Produce and explain the aims of the research. 1.3 Develop, test, evaluate and refine appropriate research methodology. 1.4 Identify any ethical, practical or safety issues and how these will be managed/overcome.
2. Be able to conduct research.	2.1 Use a valid and appropriate method of investigation. 2.2 Identify and conduct detailed research from a wide range of sources. 2.3 Review research and relevant theory.
3. Be able to interpret research findings.	3.1 Interpret findings and draw appropriate conclusions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
4. Know how to present research findings.	4.1 Produce a research report. 4.2 Select and use the most appropriate format to present results. 4.3 Summarise information coherently in a conventional style, appropriate to the knowledge domain. 4.4 Reference all findings using a recommended style of referencing.
5. Be able to evaluate own research project.	5.1 Reflect on the project design and methodologies. 5.2 Evaluate findings in relation to aims, previous research and relevant theory. 5.3 Identify recommendations for the future.

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

Unit Code:	QU028657		
Title:	Concept Art and Digital Graphics for Computer Games		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	1000 word report including a portfolio of concept art and digital graphics with supporting annotations of 750 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the purpose of concept art, the types of digital graphic images and graphical file formats for computer games	1.1 Explain the purpose of concept art for computer games. 1.2 Describe drawing styles and drawing media used for concept art. 1.3 Explain vector and bitmap graphics and their use within computer games. 1.4 Explain how different types of graphical images relate to file formats. 1.5 Discuss the impact that file formats, compression techniques, image resolution and colour depth have on file size and image quality.
2 Know how to draw concept art for computer games	2.1 Research ideas to meet a client brief. 2.2 Draw preliminary designs for a client brief using an appropriate drawing technique and style

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	2.3 Apply shading and colour to the preliminary designs for a client brief.
3 Be able to digitise concept art for computer game graphics	3.1 Create digitised versions of concept art using appropriate technologies. 3.2 Develop digital variance of concept art using tools and techniques of industry standard software. *Includes both bitmap and vector.* 3.3 Export finalised digital graphics that are fit for purpose for computer games
4 Be able to evaluate and modify computer game graphics	4.1 Present digital graphics to a defined audience 4.2 Modify digital graphics as a result of peer/client feedback 4.3 Explain the potential legal implications of using, creating and editing digital graphics.

Access to HE Diploma Unit

Unit Code:	QU029029		
Title:	Create 3D Game Models		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Portfolio of models with supporting annotations 750 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the process of creating a 3D character.	1.1 Using 3D modelling tools, create a bipedal game character, showing the developmental stages. 1.2 Correctly map colours and texture maps to the bipedal 3D character model, showing the developmental stages. 1.3 Using 3D modelling tools, create a quadruped game character and show the stages of development. 1.4 Apply colours and texture maps to the quadruped 3D character model to include bump maps and specularity maps where appropriate. 1.5 Produce an output of the bipedal and quadruped 3D game models in a suitable format.
2. Understand the process of creating a 3D vehicle	2.1 Using 3D modelling tools, create a vehicle with four or more wheels and show the developmental stages. 2.2 Apply colours and texture maps to the 3D model vehicle, showing the stages of development. 2.3 Produce an output of the 3D game model in a suitable format.

Access to HE Diploma Unit

Unit Code:	QU027879		
Title:	Game Design Storyboarding		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Storyboard, annotated character design ~ 750 words Computer Game story ~ 1250 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Know the principles of character back-story and game character concept art.	1.1 Explain the characteristics of a game character along with back-story including special abilities. 1.2 Compare different perspectives used in concept artwork for computer games.
2 Be able to design a game character.	2.1 Using a combination of primitive shapes, select and draw one game character mannequin based on the game character. 2.2 Using the drawn game character, add muscle contours, shadow and colour to enhance facial and body features.
3 Be able to create a Computer Game story.	3.1 Create a short computer game story based on a three act structure including action sequences and game play elements.
4 Be able to storyboard for a computer game.	4.1 Create a storyboard based on a computer game story you have created including the timings for each event. 4.2 Create a storyboard for an action sequence that is the introduction to a

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	computer game including the timings for each event. 4.3 Create a storyboard for the end of game sequence in a computer game including the timings for each event.

Access to HE Diploma Unit

Unit Code:	QU028477		
Title:	Games Project		
Unit Level:	Level 3	**Unit Credit:**	Click here to enter text.6
Grading type:	Graded		
Grade Descriptors:	• GD2-Application of knowledge • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	High Concept Design of basic game idea ~ 2000 words (max 4 pages) Project Management Report ~ 1000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand client brief and needs of client	1.1 Analyse and document the product requirements provided by the client 1.2 Identify and document the target audience of the potential games product 1.3 Review and document time restrictions of the product development phase, provided by the client
2 Understand roles within a team	2.1 Research and discuss existing roles that exist within the industry. 2.2 Assign and/or justify ideal roles given to the team based on professional judgement.
3 Be able to plan, develop and produce a series of designs within a project.	3.1 Produce and/or contribute to gantt chart related planning materials that specifies individual job roles and tasks. 3.2 Produce planning materials specific to own job role within the team.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	3.3 Develop content materials related to the product based upon own job role within the team. 3.4 Produce content materials related to the product based upon own job role within the team.
4 Be able to identify problems and solutions encountered during the project's development.	4.1 Discuss issues encountered during the planning, development and production of the product. 4.2 Discuss solutions identified to the issues encountered during the planning, development and production of the product.

Access to HE Diploma Unit

Unit Code:	QU027881		
Title:	Graphic Design		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD2-Application of knowledge • GD3-Application of skills • GD6-Autonomy/Independence • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Demonstrate comprehensive understanding of graphic design through portfolio evidence to showing creative inspiration, process, and chronology. To include evidence of hand rendered and computer techniques. Design portfolio with 500 words annotations. 300 words self reflection.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the scope of research from primary and secondary sources for a graphic design project. .	1.1 Carry out research for a graphic design project using a range of sources. 1.2 Analyse and reference the work of other graphic designers to inform own ideas.
2 Be able to research and develop ideas relevant to graphic design.	2.1 Produce innovative thumbnail sketches and visuals. 2.2 Use a computer to insert text on images.
3 Be able to realise experimental ideas to achieve a final outcome/s.	3.1 Produce graphic outcome/s relevant to research and development that employs use of: • hand-rendered techniques • computer based techniques. 3.2 Explore own personal themes to produce further creative outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	3.3 Record variations in techniques which have affected own outcomes.
4 Be able to critique own work.	4.1 Critically evaluate the graphic design outcomes produced in terms of reflecting current practices.

Access to HE Diploma Unit

Unit Code:	QU011416		
Title:	Graphics and Animation		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Controlled assessment ~ 2 hours open book		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the nature of a graphics package and its use in a variety of contexts.	1.1 Discuss the differences between bit-map and vector images 1.2 Contrast the typical characteristics of a simple graphics package and a powerful graphics package. 1.3 Describe appropriate uses of a range of graphics packages and discriminate contexts where their use may be limited. 1.4 Discuss a range of graphics file formats used to optimise file characteristics.
2 Be able to use the main features of graphics packages to create graphics objects of different file formats.	2.1 Construct an appropriate folder tree structure to load, save and restore graphics files in different formats. 2.2 Select suitable dimensions and backgrounds for graphical solutions. 2.3 Use a range of toolbox components and menu options to create, amend and group complex graphics objects. 2.4 Use the editing facilities to cut, copy, paste and insert in a variety of situations. 2.5 Create a sequence of at least six frames to form a movie and adjust timelines to produce a smooth animation.

Access to HE Diploma Unit

Unit Code:	QU006757		
Title:	Introduction to Life Drawing		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Refer to assessment grid		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand methods of accurately measuring and recording proportion.	1.1 Demonstrate an understanding of different methods of measuring and recording proportion.
2. Be able to use a variety of media to make marks.	2.1 Use and assess dry and wet methods of mark making.
3. Be able to describe form using a variety of media.	3.1 Demonstrate representation of the human in three dimensional form through examples of drawing. 3.2 Evaluate own work.
4. Be able to relate the figures to the background, demonstrating use of negative and positive space.	4.1 Demonstrate relating the figure to the background, describing and evaluating space and form.
5. Be able to evaluate work.	5.1 Critically evaluate work produced with reference to artists working in similar media.
This includes critically evaluating own work, commenting on sources of artistic inspiration, own expressive ideas and reflections on the process and development of own work.	

Access to HE Diploma Unit

Unit Code:	QU028475		
Title:	Introduction to Virtual and Augmented Reality		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD1-Understanding the subject • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Report ~ 2000 words report AR or VR Experience ~ 1000 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the purposes of Virtual Reality (VR) and Augmented Reality (AR)	1.1 Explain the purposes of VR and AR for games, entertainment and in industry. 1.2 Evaluate the current and possible future uses of VR and AR technology and how it may impact society.
2 Analyse the features, functions and components of Virtual and Augmented Reality	2.1 Identify and explain the hardware components of VR and AR. 2.2 Analyse the technological functions of VR and AR. 2.3 Describe the software used for the development of VR and AR. 2.4 Compare the functionality of different VR and AR headsets.
3 Design, create and evaluate prototype Virtual and Augmented Reality experiences	3.1 Design a prototype VR or AR application. 3.2 Implement a prototype VR or AR application. 3.3 Test a prototype VR or AR application. 3.4 Evaluate a prototype VR or AR application.

Access to HE Diploma Unit

Unit Code:	QU026125		
Title:	Mathematics for Computing		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Exam ~ 2 hours closed book		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Know how to represent denary integers in different formats.	1.1 Convert denary numbers into Binary Coded Decimal format and vice versa. 1.2 Convert denary numbers into hexadecimal and vice versa. 1.3 Convert integer into Sign and Magnitude format and store them as 8-bit or 16-bit numbers. 1.4 Convert integers into One's Complement and Two's Complement format. 1.5 Determine whether an overflow occurs for a given format.
2 Know how to perform arithmetic on integers in binary.	2.1 Perform simple arithmetic operations using: (a) binary addition of unsigned integers (b) binary subtraction of unsigned integers (c) binary multiplication of unsigned integers (d) binary division of unsigned integers (e) binary addition of signed integers (f) binary subtraction of signed integers.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	2.2. Explain the effect of word length on the allowable numbers on unsigned and signed formats. 2.3 Explain what the ASCII representation of data is. 2.4 Explain how to convert Hex to ASCII code.
3 Know how to represent integers and numbers with fractional parts in different formats.	3.1 Convert into binary and vice versa: • simple fractions • decimals. 3.2 Use floating point notation to store a decimal number as a 16-bit number. 3.3 Calculate the degree of accuracy given: • a 1-bit sign • 10-bit mantissa • a 5-bit exponent. 3.4 Describe the limitations of representing real numbers in a computer system and how errors occur.

Access to HE Diploma Unit

Unit Code:	QU028434		
Title:	Mobile Games Development		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD1-Understanding the subject • GD2-Application of knowledgeGD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Report ~ 2000 word Mobile game developed		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand mobile technologies, platforms and interfaces	1.1 Explain social and technological trends of mobile games and the impact they have on society. 1.2 Explain how current and emerging mobile technologies impact the design and development of mobile based games. 1.3 Describe the software used in the design and development of mobile games 1.4 Evaluate the global financial market for mobile based games
2 Be able to design a 2D game for mobile devices	2.1 Produce a design document for a 2D based mobile game using industry standard techniques that meet client requirements. 2.2 Review the designs with others to identify and inform refinements.
3 Be able to develop a 2D game for mobile devices	3.1 Develop a 2D game for a mobile device using industry standard software. 3.2 Use appropriate data types and show how they are declared.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	3.3 Use appropriate selection and iteration methods for a game.
4 Be able to evaluate, test and deploy a 2D game for mobile devices	4.1 Using a testing strategy, fully test a 2D game developed to meet a client's requirement 4.2 Evaluate and refine a 2D game based on testing 4.3 Deploy a 2D game to a mobile platform.

Access to HE Diploma Unit

Unit Code:	QU028483		
Title:	Procedural Programming		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD6-Autonomy/Independence • GD7-Quality		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Project ~ plan, code and test a modular program. Report ~ 2000 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand how to design a program with control structures to meet a given specification.	1.1 Identify the data requirements and program control structures required by the specification. 1.2 Describe the processing requirements of a program with control structures in terms of an agreed design notation. 1.3 Produce a top-level structure diagram for the design of the program and hence identify the modules/procedures to be used.
2. Be able to write and compile a program that is divided into modules/procedures.	2.1 Code a program that uses control structures and is divided into suitable modules/procedures, using appropriate syntax to documentation standards. 2.2 Use appropriate data for control, using both simple and complex conditions. 2.3 Code program control structures appropriate to a given specification. 2.4 Code modules/procedures that use value and variable parameters and call them from within a program.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	2.5 Use language translation software to produce runable code. 2.6 Utilise syntax error messages and editing to produce a successful compilation or runtime file.
3. Be able to test a program with control structures and modules/procedures to see if it meets the required specification.	3.1 Design a range of test data and expected results to fully test such a program. 3.2 Run the program with the test data and compare actual results with expected results to determine whether program meets specification. 3.3 Take appropriate action to identify and de-bug program logic errors.

Access to HE Diploma Unit

Unit Code:	QU027872		
Title:	Program Design		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD3-Application of skills • GD6-Autonomy/Independence • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Design portfolio ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand a top down design technique.	1.1 Accurately interpret a top down program design. 1.2 Translate a top-down program design into pseudo-code.
2. Be able to generate a program design using a top down design technique.	2.1 Produce a detailed structured program design.
3. Be able to produce design documentation.	3.1 Produce comprehensive design documents. This may include a data dictionary, diagramming techniques including actions and conditions list as part of the system documentation

Access to HE Diploma Unit

Unit Code:	QU027875		
Title:	Software Fundamentals - Object-Oriented Programming		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD1-Understanding the subject • GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Program and report ~ 750 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand how to design an object-oriented program.	1.1 Explain the data members of super-class and inherited classes required for a specified application. 1.2 Explain the processing members (methods) for super class and inherited classes required for a specified application.
2. Know how to create and compile an object-oriented program.	2.1 Develop super class definitions and inherited classes containing both data and methods to documentation standards. 2.2 Explain objects appropriate to a specified application. 2.3 Develop executable code which the computer can run using language translation software. 2.4 Analyse syntax error messages to edit and produce a successful compilation or runtime file.
3. Know how to test an object-oriented program.	3.1 Design a comprehensive test data plan and calculate expected results to test the program. 3.2 Analyse the result of testing the program with expected results to

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	determine whether program meets specification. 3.3 Explain appropriate action carried out to correct program errors.

Access to HE Diploma Unit

Unit Code:	QU028479		
Title:	Understanding the Computer Games Industry		
Unit Level:	Level 3	**Unit Credit:**	6
Grading type:	Graded		
Grade Descriptors:	• GD1-Understanding the subject • GD3-Application of skills • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Report ~ 3000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the games industry.	1.1 Analyse different types of jobs available in the games industry with real world examples. 1.2 Research the main processes to develop a successful game, supporting choices with real world examples. 1.3 Analyse the PC and console market and how it could influence games development.
2 Understand 2D games produced for mobile devices.	2.1 Analyse and compare Indie and AAA games. 2.2 Identify the top selling games and compare the differences between genre, visual style and audience.
3 Understand the importance of new technologies for the future of video games.	3.1 Research and analyse the importance of Virtual Reality and Augmented Reality technology for the future of video games. 3.2 Analyse a mainstream trend, to evaluate its influence on the videogame industry.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4 Understand regulation within the videogame industry.	4.1 Analyse the importance of investors to the development of videogames. 4.2 Explain the importance of Intellectual Properties and gaming franchises to the development of videogames,

Access to HE Diploma Unit

Unit Code:	QU028481		
Title:	Website Design and Development		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Graded		
Grade Descriptors:	• GD2-Application of knowledge • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality		
Academic subject content/other:	Academic subject content		
Assessment details:	Project - Plan, design and develop interactive website with a minimum of five pages including development notes~ 400-500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know how to use HTML basic tags.	1.1 Explain HTML basics. 1.2 Format HTML document using paragraphs, headings, line breaks, divisions, images and ordered and unordered lists, appropriate to the software that is being used. 1.3 Use HTML hyperlinks to navigate between webpages and external links 1.4 Use CSS in the website and analyse how the use of Cascading Style Sheets (CSS) can improve the look of a website.
2. Be able to design an interactive website.	2.1 Explain the specific purpose and requirements for a website. 2.2 Design a multi-page website to meet stated requirements.
3. Be able to create and test an Interactive website using HTML and CSS.	3.1 Build a functional multi-pages interactive website comprising a complex set of linked web pages including dynamic web pages.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	3.2 Review and test the website produced to assess how closely the site matches the original specification and whether it meets the requirements.

Mandatory Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU007638		
Title:	Preparation for Higher Education		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	Refer to assessment grid.		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand how to identify opportunities for Higher Education.	1.1 Use information sources to research Higher Education courses. 1.2 Analyse processes and procedures necessary to gain entry to Higher Education and be proactive in using them. 1.3 Analyse information on Higher Education courses and make appropriate realistic choices.
2 Understand the process of completing a Higher Education application form.	2.1 Complete an application form with excellent attention to detail, meeting a given deadline. 2.2 Summarise and evaluate personal experiences, achievement and goals and communicate these clearly in a personal statement.
3 Understand preparation required for the interview process.	3.1 Conduct further personal research into courses at relevant institutions. 3.2 Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study.
4 Understand the need to prepare for the transition to Higher Education.	4.1 Analyse the personal and academic qualities needed for successful study

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	in Higher Education and monitor own personal strengths and weaknesses. 4.2 Explain likely practical problems and barriers and seek strategies for overcoming these. 4.3 Analyse the nature of study in Higher Education.

Access to HE Diploma Unit

Unit Code:	QU029031		
Title:	Relational Database		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Refer to assessment grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand basic database structures and conventions.	1.1 Understand the structure of a database including: record structure, fields, data types, tables, and the primary key. 1.2 Identify the steps of the database planning life cycle. 1.3 Explain the activities in the conceptual design phase of a database.
2 Be able to identify the data structure to hold information in a database.	2.1 Create tables and establish relationships between them. 2.2 Design a data entry form.
3 Be able to process information in a database.	3.1 Create queries to combine data from multiple tables 3.2 Perform calculations based on information in queries. 3.3 Display information from tables on a form.
4 Be able to present database information in reports.	4.1 Create menu and sub-menu reports for a database and attach actions to them.

Access to HE Diploma Unit

Unit Code:	QU026155		
Title:	Writing reports		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Grade Descriptors:	• Ungraded		
Academic subject content/other:	Other		
Assessment details:	Report plan Plan Presentation of report plan 2-3 minutes Report 1000 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the significance of the report title in determining the content.	1.1 Analyse the requirements of the question or task. 1.2 Analyse the main points which must be covered, omitting irrelevant detail.
2 Be able to plan and present the plan for a report	2.1 Produce a plan for a report. 2.2 Present the plan for the report.
3 Be able to structure a report.	3.1 Produce an introduction which sets out how the subject will be dealt with in the report. 3.2 Use evidence and examples to strengthen information provided in the report.

	3.3 Use linking sentences in paragraphs to produce a cohesive report. 3.4 Provide a conclusion which sums up the main findings of the report.

4 Be able to write in an appropriate style.	4.1 Write in a detached, balanced, and objective manner. 4.2 Write formal English avoiding emotive language and colloquialisms.

5 Know the conventions for acknowledging sources.	5.1 Acknowledge the work of other authors both during the report and in a list of references. 5.2 Use recognised approaches for acknowledging sources.

Optional Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU018346		
Title:	Academic Reading Skills		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	Please refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Be able to demonstrate the use of different reading techniques.	1.1 Annotate text after using skimming, scanning and active reading techniques. 1.2 Summarise text after using skimming, scanning and active reading techniques.
2 Explain, with examples, how language used in texts can reveal assumptions and prejudice.	2.1 Identify and explain instances of opinion and bias in text. 2.2 Analyse the use of objective and emotive language in a text.
3 Demonstrate how to apply critical reading techniques to texts.	3.1 Analyse the strengths and weaknesses of an argument from at least two texts. 3.2 Critically evaluate an argument.

Access to HE Diploma Unit

Unit Code:	QU025276		
Title:	Academic Writing Skills		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	Notes from a range of sources ~ 300 words Essay plan ~ 200 words Essay ~ 1,000 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Be able to record information from a range of sources.	1.1 Use note-taking skills to prioritise key points from a range of sources.
2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.	2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay.
3 Be able to proofread and edit own writing effectively.	3.1 Produce an essay draft which shows evidence of proofreading and editing.
4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.	4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience.
5 Be able to understand and use a standard form of referencing.	5.1 Use accurately a standard form of referencing that reflects a range of sources.

Access to HE Diploma Unit

Unit Code:	QU007486		
Title:	Application of Number - Interpreting and Presenting Information		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic Subject Content		
Assessment details:	2 x controlled assessments 2 x 1 hour assessments		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Know how to obtain and interpret mathematical and statistical information.	1.1 Within a complex task, identify and evaluate possible sources of data, e.g. rate of change, trends, probabilities. 1.2 Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used. 1.3 Evaluate actual or possible sources of error in collecting and recording data. 1.4 Choose and justify the chosen methods of recording data. 1.5 Interpret the main characteristics of the data in relation to the task.
2 Be able to present mathematical and statistical data.	2.1 Choose and use a range of appropriate and effective techniques to present accurately, e.g. the use of probability to describe situations, the presentation and interpretation of upper and lower boundaries of results; statistical diagrams. 2.2 Use correct axes, scales and conversions. 2.3 Justify choice and use of presentation techniques and

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	methods for the original purpose of the task.

Access to HE Diploma Unit

Unit Code:	QU007560		
Title:	Communication - Speaking and Listening		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	Refer to assessment grid.		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Give a short presentation about a straight forward subject.	1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation. 1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience. 1.3 Use appropriate supporting material to illustrate presentation. 1.4 Respond appropriately and sensitively to questions from the audience.
2 Take part in discussions.	2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects. 2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it. 2.3 Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and interpreting other points of view sensitively or inviting others to contribute their views.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
	2.4 Respond appropriately to questions.

Access to HE Diploma Unit

Unit Code:	QU026150		
Title:	Computer Data Protection		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic subject content		
Assessment details:	Structured questions ~ 750 words Case study analysis ~ 750 words		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand current UK legislation relating to the use and protection of data.	1.1 Explain the purpose of legislation related to data protection. 1.2 Evaluate current legislation relating to the use and protection of data when using computers. 1.3 Analyse examples of the application of current data protection legislation.
2 Understand the need for control of data to ensure that it is accurate and secure.	2.1 Evaluate the need for control of data to ensure that it is accurate and secure. 2.2 Use examples to examine when data should or should not be controlled.

Access to HE Diploma Unit

Unit Code:	QU025278		
Title:	Developing Professional Attributes		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	SWOT analysis ~ 200 words Professional development plan ~ 300 words Essay ~ 1,000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand the difference between positive and negative professional attributes.	1.1 Evaluate both positive and negative professional attributes. 1.2 Link positive attributes to the role of a professional.
2 Be able to reflect on own professional attributes and areas for development.	2.1 Produce SWOT analysis of own professional attributes. 2.2 Evaluate SWOT analysis. 2.3 Produce an individual professional development plan linked to the SWOT analysis.
3 Understand which attributes are considered important by employers in a specific sector and are valued in the workplace.	3.1 Analyse which professional attributes are valued highly by employers within a specific sector. 3.2 Analyse why these professional attributes are important in a sector specific workplace.
4 Understand the link between professional attributes and emotional intelligence.	4.1 Analyse the links between professional attributes and emotional intelligence.

Access to HE Diploma Unit

Unit Code:	QU008279		
Title:	Introduction to 3D		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to develop ideas in 2D and 3D.	1.1 Evaluate a range of sources and apply a variety of materials and methods.
2. Be able to demonstrate competence in a range of media and techniques in 3D.	2.1 Use appropriate formats for investigations that provide evidence of problem solving.
3. Be able to explore a wide range of research and experimentation selecting appropriate sources and construction techniques.	3. Be able to explore a wide range of research and experimentation selecting appropriate sources and construction techniques.
4. Be able to identify influences, historical and contemporary, on own practice.	4.1 Undertake sketchbook research using both primary and secondary resources, reflecting a critical understanding of media and materials and including a record of exhibitions.

Access to HE Diploma Unit

Unit Code:	QU010767		
Title:	Introduction to the Grammar of English		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Refer to assessment grid		

This unit has 6 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand what is meant by grammar.	1.1 Explain how the term "grammar" is used in the study of language. 1.2 Analyse at least four grammatical rules of sentence formation in English.
2 Understand word classes.	2.1 Analyse how words are classified according to form, function and meaning. 2.2 Analyse six morphological rules in English.
3 Understand phrase classes.	3.1 Analyse four types of phrase in terms of structure and function. 3.2 Analyse the phrases in a simple sentence.
4 Understand clause components in sentence structure.	4.1 Analyse the clause structure in a straightforward example of a compound and complex sentence. 4.2 Analyse the clause structure of a range of complex and compound structures.
5 Understand function classes in straightforward sentence structures.	5.1 Identify the function classes in a straightforward sentence. 5.2 Analyse at least four typical sentence structures in English.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
6 Understand the grammatical structures in a text.	6.1 Analyse text in terms of one of the following: form classes, function classes and clause structure.

Access to HE Diploma Unit

Unit Code:	QU018352		
Title:	Presentation Skills		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other (ungraded)		
Assessment details:	Timed presentation		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Develop and plan a structured presentation.	1.1 demonstrate skills to plan a timed presentation. 1.2 Develop the structure for a presentation.
2 Conduct research for a presentation from a number of sources	2.1 Identify topic and aims of research. 2.2 Select appropriate resources from different sources. 2.3 Select appropriate information pertinent to the topic
3 Demonstrate ability to deliver a presentation on a complex subject	3.1 Convey information on a chosen topic in the form of a presentation to a group. 3.2 Demonstrate effective use of audio-visual aids appropriate to the topic. 3.3 Demonstrate appropriate eye contact and body language. 3.4 Respond effectively to questions and challenges.
4 Evaluate own skills and performance.	4.1 Critically evaluate own presentation. 4.2 Critically evaluate own delivery of the presentation. 4.3 Identify strategies for improvement.

Access to HE Diploma Unit

Unit Code:	QU029036		
Title:	Principles of Object-Oriented Programming		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic Subject Content		
Assessment details:	Refer to assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand data types and data qualifiers.	1.1 Describe the data types: byte, int, float, double, boolean and char. 1.2 Explain the data qualifiers: long, short, signed and unsigned. 1.3 Explain the use of private and public data qualifiers 1.4 Explain the use of String and StringBuffer classes to manipulate strings 1.5 Explain the use of arrays of data type: byte, int, char, float. double.
2 Understand key features of object-oriented programming.	2.1 Explain classes and sub classes used in object oriented programming. 2.2 Explain constructs used within object oriented programming. For example, IF, Else, CASE, iteration and procedural functions
3 Be able to implement an object oriented application.	3.1 Design object oriented application to meet a defined requirement. 3.2 Implement a working object oriented application to meet defined requirements. 3.2 Test an object oriented application.

Access to HE Diploma Unit

Unit Code:	QU018630		
Title:	Problem Solving in the Workplace		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	Refer to assessment grid.		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Understand factors that may influence problem solving in the workplace.	1.1 Analyse factors which influence the choice of solution for problems.
2 Know how to solve problems in the workplace.	2.1 Analyse the nature of specific workplace problems. 2.2 Explain the actions that need to be taken to solve the workplace problems. 2.3 Analyse the potential consequences and impact of proposed actions.
3 Be able to apply solutions to workplace problems.	3.1 Select preferred solution to workplace problems. 3.2 Justify the choice of solution.

Access to HE Diploma Unit

Unit Code:	QU025796		
Title:	Professional Interpersonal Skills		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic subject content		
Assessment details:	SWOT analysis ~ 250 words Case study ~ 750 words Reflective account ~ 500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand how verbal and non-verbal communication is used in a professional interpersonal interaction.	1.1 Analyse the verbal and non-verbal skills used in a range of contexts within a given profession.
2. Understand the importance of an awareness of cultural diversity for a given profession.	2.1 Evaluate the importance of an awareness of cultural diversity across a range of contexts for a given profession.
3. Be able to evaluate own interpersonal skills, analysing strengths and areas to develop.	3.1 Evaluate own interpersonal skills, analysing strengths and areas to develop. 3.2 Evaluate ways of addressing areas to develop.

Access to HE Diploma Unit

Unit Code:	QU028487		
Title:	Promoting Wellbeing and Building Resilience		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	1500 words report		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. Understand the connection between mental wellbeing and resilience.	2.1 Analyse the connection between mental wellbeing and resilience.
3. Understand the factors that can improve wellbeing and build resilience.	3.1 Explain factors that can improve wellbeing. 3.2 Explain factors that can negatively affect wellbeing and how to avoid them. 3.3 Explain the behaviours associated with resilience. 3.4 Explain ways to build resilience.
4. Understand how to manage an individual's mental wellbeing and the support available to them.	4.1 Evaluate the methods for managing and maintaining mental wellbeing and building resilience. To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques. 4.2 Analyse the types of support available from different sources.

Access to HE Diploma Unit

Title:	Sustainability Project		
Unit Code:	QU033854		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Report, including project plan and reflection – 1,000 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to plan a project to promote sustainability within a specific sector.	1.1 Identify a project to promote sustainability within a chosen sector, justifying your choice. 1.2 Produce a project plan for own project including: • Aims and objectives • Time scales • Methods • Resources required • Any health and safety considerations.
2. Be able to carry out a sustainability project.	2.1 Carry out a sustainability project. 2.2 Produce a report on the findings of the sustainability project.
3. Be able to review the success of a sustainability project.	3.1 Evaluate the extent to which the project has met the aim and objectives. 3.2 Evaluate the extent to which the project has met the aim and objectives.

Access to HE Diploma Unit

Title:	The Fundamentals of Environmental Sustainability		
Unit Code:	QU033880		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Academic subject content		
Suggested Assessment details:	Report – 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know the importance of sustainability within a specific sector.	1.1 Explain what is meant by sustainability. 1.2 Explain the importance of supporting environmental sustainability within a chosen sector.
2. Know how environmental sustainability can be supported within the chosen sector.	2.1 Describe environmental issues relevant to a chosen sector. 2.2 Describe the impact of the chosen sector on the environment. 2.3 Explain how these environmental issues could be minimised within a chosen sector. 2.4 Analyse factors to consider when working towards environmental sustainability in a chosen sector.
3. Know how the 3 Rs of sustainability can be applied within the chosen sector.	3.1 Explain the 3 Rs of sustainability. 3.2 Analyse ways that a chosen sector can implement the 3 Rs of sustainability.
4. Understand the importance of waste management within the chosen sector.	4.1 Explain the importance of having a waste management strategy within a chosen sector. 4.2 Explain environmental hazards or risks that could be caused by poor waste management within a chosen sector.

Access to HE Diploma Unit

Unit Code:	QU025609		
Title:	Work Placement		
Unit Level:	Level 3	**Unit Credit:**	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Assessment details:	1500 words report		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1 Be able to analyse own work placement role within a work setting.	1.1 Evaluate own work placement role within the work setting.
2 Understand the structure of the wider organisation.	2.1 Analyse the structure of the wider organisation.
3 Be able to demonstrate how work experience relates to own course of study.	3.1 Evaluate how work experience relates to own course of study. 3.2 Reflect on self-development over the period of the placement.

7. What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation and authorised Access Validating Agency based in Colchester. We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and by the Quality Assurance Agency for the development and approval of Access to Higher Education Diplomas.

gateway qualifications

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