

Computer Game Design & Development Policy

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1. Context

The Leamington LAMP Computer Game Design and Development Curriculum provides our students, when ready, to study for accredited qualifications with NCFE. These are;

NCFE Level 1 Certificate in Interactive Media

NCFE Level 2 Certificate in Creative Media (Games)

NCFE Level 3 Certificate in Games Design and Development

2.Aims

The Computer Game Design and Development Curriculum at LAMP aims to;

- make links with the PSHE curriculum e.g. by studying games from different genres
- embed skills in English and Maths e.g. writing portfolio entries on their e-portfolios
- ensure students understand the health and safety requirements of the subject

3. Course structure & content for Level 1

Unit 01 Explore interactive media products and processes

In this unit learners will develop basic skills in response to a given design brief and will explore the scope of interactive media, a range of products and software packages. Health and safety is also covered in this unit.

Unit 02 Understand and use computer systems in an interactive media design environment

In this unit, learners will explore computer systems in the interactive media environment to develop an understanding of how hardware and software meet the needs of the design brief. Learners will follow health and safety procedures to ensure that equipment is prepared correctly in line with relevant regulations.

Unit 03 Explore ideas and create interactive media content

In this unit, learners will identify content specifications and acquire or create content appropriate to the design brief. Learners will discuss their ideas with their Tutor and will develop ideas in response to feedback,

constraints and a review of their own work. Using different ways of working, learners will take forward a chosen idea for development.

Unit 04 Assemble interactive media products to produce final work

In this unit, learners will plan and prepare for production of their final work using ideas they have developed. The final interactive product will be produced and learners will review what they have learnt in the context of the whole development process.

Course structure & content for Level 2

Mandatory Units

UNIT 01 Understanding the creative media industry

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.

OR

UNIT 02 Plan and produce work to a design brief

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.

Optional Units

With Core Unit 01:

- Unit 03 Working in the games industry
- Unit 06 2D game design
- Unit 07 2D game production

With Core Unit 02:

- Unit 05 Creating art for 2D games
- Unit 06 2D game design
- Unit 07 2D game production

Course structure & content for Level 3

Unit 01 Games Industry

Investigate and understand organisational structures in the games industry.

Investigate and understand personal and professional development in the games industry.

Investigate and understand legal and ethical considerations affecting the games industry.

Unit 02 Research and pre-production in the games industry

Understand research and pre-production in the design and development of games

Develop games design documentation

Develop supporting materials as part of a games design document

Unit 03 Level design in games

Explain the principles for the development of an engaging level.

Be able to design and review a level in response to a brief

Understand the role of lighting and effects in level design

Unit 04 Animation in games

Understand the principles of animation

Understand the planning and creation of 3D animations

Understand rendering techniques used in 3D animation

Unit 05 Game scripting

Understand the different types of scripting approaches used in game design and development

Be able to script interactions and mechanics in a game engine

Understand functionality testing and quality assurance used in game development

Unit 06 3D modelling in games

Understand 3D modelling fundamentals

Understand materials and texturing techniques required in 3D modelling

Understand processes and industry practices in exporting 3D assets

4. Functional Skills

Functional skills are embedded in the computing course through the following ways;

- Researching games from different genres
- Writing entries to their portfolios

5. Planning

Schemes of work are created with the assessment objectives (AOs) as the focus. The aim is to make sure the students are prepared for any assessments, as well as fostering engagement and enjoyment in the subject.

There are times throughout the course when the SOW must and will be adapted e.g. when class sizes, dynamics and abilities change.

Due to the small class sizes at LAMP and the individual needs of the students, the teacher has a flexible approach to planning each lesson and formal lesson plans are not written. Daily lesson logs are completed by teaching staff which, in turn, form a tracking system on student progression and are used to inform ongoing lesson planning.

6. How is Computer Game Design and Development taught at LAMP?

Classes are taught in small groups in the computer lab. Teaching and Learning is differentiated, and students are able complete activities based around their interests as well as those required for the course.

Where a student is too anxious to study for an accredited qualification or they have been away from education for an extended period, engagement sessions, possibly 1:1, will take place to increase confidence in the subject area.

Classes in are timetabled for both single (1 hour) and double (2 hour) sessions dependent upon student need.

7. Timetabling

Computing at LAMP is currently timetabled as follows;

Computers	Monday, Tuesday, Wednesday, Thursday & Friday: AM1, AM2 and PM1
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8. Assessment

Induction:

When students arrive at Lamp there is an informal induction process to gauge their abilities. This will usually be in the form of an initial conversation about their previous experience with the

subject. A baseline self-assessment questionnaire is then completed in order to gauge the students foundational knowledge. Teachers will also take direction from the student's EHCP and, if available, information provided by the previous school and/or last placement of the student. Once in the classroom, the teacher will continue to assess skills through the tasks completed in class.

Health & Safety is covered as part of the induction process. Students are made aware of ergonomics and posture when using the equipment throughout the course. Part of the curriculum involves researching the health and safety requirements when using computers for long periods of time.

During the course:

Progress and achievements are regularly monitored and discussed with teachers, the IQA and SLT throughout the year. Student reports are written twice yearly and subject staff feed progress update information into the half termly progress reviews that are held with parents, referrers and students.

Tracking sheets are updated at the end of each lesson in order to keep track of progress where each student is on the course.

Google Sites is used to upload the relevant course work to an online portfolio and is marked regularly as each Unit is completed.

At the end of the course:

In order for students to achieve the qualification all sections of Units 1 or 2 as well as 3 of the optional units must be completed to a Level 2 standard.

9. Involvement with other key staff at LAMP

Internal Quality Assessor

The subject leader for Computing works closely with the Internal Quality Assessor, throughout the year, through the close monitoring of the teaching and learning process and outcomes in Computing to ensure that they keep to the requirements of the NCFE specification.

SENCO

The subject leader for Computing works closely with the SENCO to ensure that they are aware of individual student SEN.

Education Quality Manager

The subject leader for Computing works closely with the Quality Manager, throughout the year, through the close monitoring of the teaching and learning process and outcomes.

10. Progression

Students can progress from this course onto a Level 3 qualification in Creative Media or other related qualifications, with a view to progressing into higher education or employment.

11. Links to other policies and documents

- Curriculum Policy
- Timetable
- Computing Curriculum Plan
- Marking Policy
- Teaching & Learning Policy
- Computing Schemes of work