**FETAC**

Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna

## Module Descriptor

# Games Studies

## Level 5    C20240

www.fetac.ie

# Level 5 Module Descriptor

## Summary of Contents

| | |
|---|---|
| **Introduction** | Describes how the module functions as part of the national vocational certificate framework. |
| **Module Title** | Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie. |
| **Module Code** | An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework. |
| **Level** | Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6. |
| **Credit Value** | Denotes the amount of credit that a learner accumulates on achievement of the module. |
| **Purpose** | Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies. |
| **Preferred Entry Level** | Recommends the level of previous achievement or experience of the learner. |
| **Special Requirements** | Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment. |
| **General Aims** | Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module. |
| **Units** | Structure the learning outcomes; there may be no units. |
| **Specific Learning Outcomes** | Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module. |
| **Portfolio of Assessment** | Provides details on how the learning outcomes are to be assessed. |
| **Grading** | Provides details of the grading system used. |
| **Individual Candidate Marking Sheets** | List the assessment criteria for each assessment technique and the marking system. |
| **Module Results Summary Sheet** | Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements. |
| **Appendices** | Can include approval forms for national governing bodies. |
| **Glossary of Assessment Techniques** | Explains the types of assessment techniques used to assess standards. |
| **Assessment Principles** | Describes the assessment principles that underpin FETAC approach to assessment. |

# Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

| 1 | **Module Title** | **Games Studies** |
|---|---|---|

| 2 | **Module Code** | **C20240** |
|---|---|---|

| 3 | **Level** | **5** |
|---|---|---|

| 4 | **Credit Value** | **1 credit** |
|---|---|---|

| 5 | **Purpose** | The module is designed to provide the learner with the knowledge and skills to analyse and critique computer based games and create their own computer based games. |
|---|---|---|

| 6 | **Preferred Entry Level** | Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences. |
|---|---|---|

| 7 | **Special Requirements** | None. |
|---|---|---|

| 8 | **General Aims** | |
|---|---|---|

*Learners who successfully complete this module will:*

| 8.1 | demonstrate an understanding of computer based games |
|---|---|
| 8.2 | be familiar with the various popular genres of computer games |
| 8.3 | develop an ability to analyse and critique computer based games and will have written critical reviews of contemporary computer games |
| 8.4 | communicate with team members about a games concept |
| 8.5 | demonstrate an ability to conceptualise and create elementary level computer games |

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| 9 | **Units** | **The specific learning outcomes are grouped into [X] units.** |
|---|---|---|

| **Unit 1** | **Concepts of Games Studies** |
|---|---|
| **Unit 2** | **Games Critique and Analysis** |
| **Unit 3** | **Games Concept Development** |
| **Unit 4** | **Practical Game Development** |

# 10 Specific Learning Outcomes

## Unit 1      Concepts of Games Studies

*Learners should be able to:*

10.1.1      demonstrate an understanding of the key developments of the ludology time line

10.1.2      identify and appreciate seminal computer games

10.1.3      trace the development of the major computer game genres and distinguish between them

10.1.4      understand how the underlying diverse technologies drive games development

## Unit 2      Games Critique and Analysis

*Learners should be able to:*

10.2.1      understand the terminology of computer game reviews

10.2.2      trace the development of computer game analysis

10.2.3      critique a game pre-determined based on criteria

10.2.4      review a computer game, based on the criteria

## Unit 3      Games Concept Development

*Learners should be able to:*

10.3.1      appreciate the importance of brainstorming

10.3.2      understand the concept of storyboarding

10.3.3      identify the specific roles of team members within a game development team

10.3.4      be aware of the role of the various organisations in the development cycle from concept to shelf (publisher, distributor, licenser etc.)

10.3.5      conceive game 'progression challenges' appropriate to game style and genre

10.3.6      construct a development plan for their own elementary game

## Unit 4      Practical Game Development

*Learners should be able to:*

10.4.1      use appropriate software to implement his or her own game concept

10.4.2      identify various methods of distribution

10.4.3      be aware of the legal framework in which games are developed

10.4.4      publish their own work on the web

10.4.5      appreciate the social impact of computer games on popular culture

# 11     Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

| Summary | | |
|---|---|---|
| **Assignment** | | **20%** |
| **Learner Record** | | **30%** |
| **Project** | | **50%** |

**11.1 Assignment** The internal assessor will devise a project brief that requires the candidate to produce evidence of an ability to adhere to criteria to conduct, compose and present a review. This should include:

- Quality of graphics
- Quality of sound
- Target audience
- Playability
- Level of difficulty
- Creativity
- Value for money

**11.2 Learner Record** The internal assessor will devise guidelines for candidates on gathering a learner record that demonstrates evidence of a range of specific learning outcomes. In order to achieve this module candidates are required to present evidence of course work to show that they have developed an understanding and appreciation of genres studies.

The 'Learner Record' will include the following:
- Evidence of individual research
- Notes on game play
- Cuttings of reviews and articles of influence and interest
- Visual research
- Minutes of group meetings
- Evidence of idea and concept progression

**11.3 Project** The Internal Assessor will devise a brief that requires the candidate to take a games design concept through to implementation, and should include:
- Concept brief
- Storyboard
- Games progression challenges
- Interactive and navigation controls
- Elemental interface design
- Integration of game elements using software as specified
- Producing an executable version of the project

## 12      Grading

|             |              |
|-------------|--------------|
| Pass        | 50 - 64%     |
| Merit       | 65 - 79%     |
| Distinction | 80 - 100%    |

| Individual Candidate Marking Sheet 1 | Games Studies C20240 Project 50% |
|---|---|

**Candidate Name:** _____ **PPSN:** _____

**Centre:** _____ **Centre No.:** _____

| Assessment Criteria | Maximum Mark | Candidate Mark |
|---|---|---|
| **Pre-Production**<br><br>? Concept Brief<br><br>? Story Board<br><br>? Games Progression Challenges | | |
| **Production**<br><br>? Interactive and Navigational Controls<br><br>? Interface Design<br><br>? Integration of elements using software as specified | | |
| **Post Production**<br><br>? Producing an executable version of the project<br><br>? Presentation | | |
| **TOTAL MARKS**<br>*This mark should be transferred to the Module Results Summary Sheet* | **50** | |

*Internal Assessor's Signature:* _____ *Date:* _____

*External Authenticator's Signature:* _____ *Date:* _____

| Individual Candidate Marking Sheet 2 | Games Studies C20240 Learner Record 30% |
|---|---|

**Candidate Name:** _____ **PPSN:** _____

**Centre:** _____ **Centre No.:** _____

| Assessment Criteria | Maximum Mark | Candidate Mark |
|---|---|---|
| **Evaluation of Learning Experience**<br><br>· Evidence of Game Play and Analysis<br><br>· Coherent Notes<br><br>· Comprehensive Individual Research<br><br>· Good Understanding of Games structure | | |
| **Presentation**<br><br>· Clear Presentation of notes and Sketches<br><br>· Effective use of visual material to convey notes and ideas | | |
| **TOTAL MARKS**<br>*This mark should be transferred to the Module Results Summary Sheet* | **30** | |

*Internal Assessor's Signature:* _____ *Date:* _____

*External Authenticator's Signature:* _____ *Date:* _____

| Individual Candidate Marking Sheet 3 | Games Studies C20240 Assignment 20% |
|---|---|

**Candidate Name:** _____ **PPSN:** _____

**Centre:** _____ **Centre No.:** _____

| Assessment Criteria | Maximum Mark | Candidate Mark |
|---|---|---|
| **Presentation**<br><br>? Preparation<br><br>? Visual Aids and handouts<br><br>? Ability to articulate an informed opinion | | |
| **Written Work**<br><br>? Appreciation of the vocabulary of Games reviews journalism<br><br>? Ability to critique and analyse game as an artistic and technical text | | |
| **TOTAL MARKS**<br>*This mark should be transferred to the Module Results Summary Sheet* | **20** | |

*Internal Assessor's Signature:* _____ *Date:* _____

*External Authenticator's Signature:* _____ *Date:* _____

**FETAC Module Results Summary Sheet**

**Module Title:** **Games Studies**
**Module Code:** **C20240**

| | | Mark Sheet 1 | Mark Sheet 2 & 3 | Total Marks | Grade* |
|---|---|---|---|---|---|
| **Assessment Marking Sheets** | | | | | |
| **Maximum Marks per Marking Sheet** | | **50%** | **50%** | | |
| *Candidate Surname* | *Candidate Forename* | | | | |
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*Signed:*

*Internal Assessor:* _____ *Date:* _____

**This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.**

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U:  0 - 49%
W: candidates entered who did not present for assessment

# Glossary of Assessment Techniques

**Assignment**       *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of
Work**          *A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

**Examination**       *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**    *A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

**Project**	*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

 research – requiring individual/group investigation of a topic
 process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor.  The brief will include broad guidelines for the candidate.  The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.


**Skills Demonstration**	*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

# FETAC Assessment Principles

**1**    Assessment is regarded as an integral part of the learning process.

**2**    All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

**3**    The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

**4**    Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

**5**    The reliability of assessment techniques is facilitated by providing support for assessors.

**6**    Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

**7**    To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

**8**    Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

**9**    Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.