

HIGHER EDUCATION ACHIEVEMENT REPORT (DIPLOMA SUPPLEMENT)



Name: Ștefan-Leonard Simtea
Award: Bachelor of Science with Honours in Games Development (Programming)
Classification: Class III
Award date: 13/07/2023

Contextual Information

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

The purpose of the Supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this Supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

University of Suffolk only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com can be considered valid and verified.

1. Information identifying the holder of the qualification

1.1	Family name	Simtea
1.2	Given names	Ștefan-Leonard
1.3	Date of birth (day/month/year)	01/01/2001
1.4	Student identification number	202447
	HESA identification number	1912102024477
		HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.

2. Information identifying the qualification

2.1	Qualification achieved	Bachelor of Science with Honours in Games Development (Programming) The power to award degrees is regulated by law in the UK.
2.2	Main field(s) of study	Computer games programming
2.3	Name and status of awarding institution	University of Suffolk - a recognised body with degree awarding powers
2.4	Name and status of institution (if different from 2.3) administering studies	As awarding institution
2.5	Language(s) of instruction/examination	English

3. Information on the level of the qualification

3.1	HESA level of qualification	First degree with honours
3.2	Official length of programme	3 year(s) or part-time equivalent

3.3 Programme entry requirements or access

In accordance with the University's Admissions Policy, the University of Suffolk is committed to providing higher education to everyone with the potential to benefit and welcomes applications from candidates from all backgrounds. As such, the University accepts a wide range of educational experiences and recognises a variety of qualifications. The suitability of individual candidates is assessed based on academic achievement, professional and personal experience, and potential to succeed on the intended programme of study.

4. Information on the contents and results gained

4.1. Mode of study

Full Time

4.2 Programme requirements

Minimum standards

To be awarded a Bachelor's Degree with Honours, students must achieve a total of 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 at Level 6.

Programme aims

The aims of the BSc (Hons) Games Development programme are:

- To provide final year undergraduates with extended negotiated projects allowing them opportunities to synthesise their knowledge and generate ideas and concepts that will allow them to design and produce innovative work to the highest standard.
- To offer students the opportunity to develop strong prototyping skills which allow them to represent ideas within an engine independently.
- To provide students with practical experience in gameplay scripting to grant students the opportunity to craft design ideas through a lens of implementability.
- To offer students the opportunity to demonstrate their autonomous control over the production of a range of game related assets for different audiences and purposes.
- To provide extended project opportunities where students can demonstrate their specialist software skills.
- To offer students the opportunity to develop a body of negotiated work that demonstrates closely the link between the practical artefacts being produced and the underpinning theory that has informed it.
- To offer, through extended project work, the opportunities for students to demonstrate fully their abilities to act as independent learners and reflective practitioners.
- To provide, through extended negotiated projects, opportunities for students to demonstrate their developing autonomous skills and command over the production process for game related assets both as individuals and in groups.
- To offer, through extended project work, the opportunities to students to communicate their vision and research skills to diverse audiences.
- To provide students with the opportunities to produce work which relates directly to employment opportunities they have explored within the contemporary games industry.
- To provide extended opportunities for students to demonstrate their ability to act as independent learners, synthesising their knowledge and skills in novel and innovative ways.
- To provide opportunities for students' knowledge, skills and experience to be transferred to others within a clearly structured, supportive and interdisciplinary learning environment.
- To provide graduates who are able to make a contribution to widening access to computer games education in the region, supporting both the strategic regional aims of the University and their key stakeholders.

On successful completion of the core programme, students will be awarded a BSc (Hons) Games Development. To be awarded BSc (Hons) Games Development (Design) students must have completed 360 credits including all mandatory modules plus Design Methods 1, Design Methods 2, and Introduction to Non-Digital Game Design at level 4, plus Digital Scripting for Games, Advanced Design Methods, Level Design, and Rapid Game Development at level 5, plus all modules at level 6.

To be awarded BSc (Hons) Games Development (Programming) students must have completed 360 credits including all mandatory modules plus Algorithms and Data Structures, Maths for Software Development, and Introduction to Programming at level 4, plus Game Engine Development, Tools Programming, Artificial Intelligence, and Programming for Graphics at level 5, plus all modules at level 6.

Learning outcomes

On completion of the programme, graduates will be able to:

1. Demonstrate through a variety of written forms the sustained application of accurate theories and knowledge to the production of game related artefacts and assets.
2. Produce sophisticated artefacts that demonstrate application of contemporary theory and knowledge in their field commensurate with level six undergraduate standard.
3. Critically evaluate the requirements of external briefs prioritising key methods and techniques in the development and delivery of practical game related artefacts.
4. Demonstrate a sophisticated understanding of audiences' requirements for artefacts created.
5. Gather, sort and synthesise detailed relevant information recognising their own current limits to knowledge.
6. Independently negotiate and execute a brief to an advanced standard, applying relevant skills and knowledge.
7. Revise designs in an iterative way based on feedback from multiple sources and to accurately document and audit this process.
8. Critically reflect on, evaluate and communicate to diverse audiences, in a variety of formats, work undertaken.
9. Produce work independently and act proactively to achieve high quality outcomes.
10. Demonstrate advanced understanding of appropriate project management methods through sustained practical application.

4.3. Programme details, and the individual grades/marks/credits obtained

Programme start date 23/09/2019

Programme end date 13/07/2023

FHEQ LEVEL 4

Module	Taken	Credits	Mark	Result
XMDAST100 Advanced Standing Level 4		120		RPL
TOTAL FHEQ LEVEL 4 CREDITS		120		

FHEQ LEVEL 5

Module	Taken	Credits	Mark	Result
XMDAST200 Advanced Standing Level 5		120		RPL
TOTAL FHEQ LEVEL 5 CREDITS		120		

FHEQ LEVEL 6

Module	Taken	Credits	Mark	Result
IMDGAP301 Game Development Masterclass	22/23	40	55	Passed
IMDGAP302 Professional Practice	22/23	20	44	Passed
IMDGAP304 Portfolio	22/23	20	50	Passed
IMDGAP399 Honours Project	22/23	40	41	Passed
TOTAL FHEQ LEVEL 6 CREDITS		120		
TOTAL CREDITS AWARDED		360		

4.4. Grading scheme and, if available, grade distribution guidance

Modules are assessed by examination, coursework or both, with marks being awarded using a criterion-referenced system.

In accordance with the Framework and Regulations for Undergraduate Awards, modules are marked on a percentage scale, with 40% representing the pass mark.

Up to 40 credits of non-mandatory modules at level 4 and up to 40 credits of non-mandatory modules across levels 5 and 6 may be condoned (i.e. credit awarded) where the overall module mark is at least 35% and the overall average mark for the level is at least 40%.

Credit may also be awarded in recognition of prior certificated or experiential learning, advanced standing or direct entry (recorded as RPL) in accordance with the Recognition of Prior Learning Policy.

Pass/fail modules (i.e. with no marks awarded) and modules achieved by RPL are not used in the overall award classification calculations.

For Honours Degrees, the degree classification is based on the best 100 credits achieved at Level 6 (which must include the dissertation or research project) and the best 100 credits achieved at Level 5 or above (which may include remaining credit at Level 6 not used in the Level 6 calculation), using an arithmetic average of marks weighted according to the credit value to give an overall mark for each level of study. The overall marks for Level 6 and Level 5 and above are weighted 60% and 40% respectively and combined to give an overall degree mark. The overall degree mark (rounded to the nearest integer) is used to calculate the degree classification as follows:

- 70% and above – First Class
- 60-69% – Second Class Upper Division
- 50-59% – Second Class Lower Division
- 40-49% – Third Class

Results are not modified to fit a standard distribution and therefore the number of students achieving a particular classification may vary significantly year by year.

4.5. Overall classification of the qualification (in original language)

Class III

5. Information on the function of the qualification

5.1. Access to further study

This qualification complies with the UK Framework for Higher Education Qualifications (FHEQ). Successful completion will normally enable access to study at the next level, as described in section 8 of this HEAR, subject to the requirements of the admitting institution.

5.2. Professional status (if applicable)

Not applicable

6. Additional information

6.1 Additional Information

This section provides details of any awards and prizes received and any extra-curricular activities undertaken by the student. The University has an agreed set of awards and activities that can be recorded in this section of the HEAR, in accordance with the University's HEAR Additional Information Protocol. All activities, awards and prizes recorded in this section have been verified by the University and/or the Students' Union. The University is not able to verify all extra-curricular activities, and therefore students may have undertaken other activities that are not recorded but which have contributed to their personal and professional development. Such activities may be included in other documentation, such as the student's curriculum vitae or portfolio.

6.2. Further information sources

Further information about the HEAR at the University of Suffolk can be found on the University's website:
www.uos.ac.uk/HEAR

7. Certification of the HEAR

7.1 Date 19/10/2023

7.2 Signature



Fiona Fisk

7.3 Capacity

Academic Registrar

7.4 Official stamp or seal



8. Information on the national higher education system

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other

awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-can-cross-boundaries.pdf>)

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit System

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admissions

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

Diagram of higher education qualification levels in England, Wales and Northern Ireland

Framework for Higher Education Qualifications (FHEQ) ⁵		FQ-EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland ⁶	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges ³		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 rd cycle	Typically not credit rated ¹	Typically not credit rated		Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 nd cycle	180	60-120 ²		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 st cycle	360	180-240		Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced ⁴

¹PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

²A range of 90-120 ECTS is typical of most awards

³1 ECTS credit is typically worth 2 UK credits

⁴The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

⁵For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.

⁶These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

Levels 2, 1
and entry