

# BTEC Level 3 National 540 Diploma in Creative Media Practice: Games Technology

*Course Handbook 2024-2025*

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## Welcome to Confetti from the Head of FE

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Dear Students, Parents, and Carers

I'm Nathan Levi Simpson, Head of Further Education here at Confetti.

It's great to have you as part of our Confetti community, and we look forward to supporting you on your creative industry journey. This handbook gives you with all the essential information you'll need throughout the year.

Inside, you'll find our guidelines and policies, as well as specific information related to your course. From academic expectations and support services to course schedules and assessments, this handbook is your go-to resource. Whether you are a new or returning student, we encourage you to take the time to familiarize yourself with its contents.

This handbook is designed to help you navigate your time at Confetti confidently, ensuring that you have the information and tools necessary to succeed.

The year ahead is brimming with possibilities, and I am confident it will be a time of academic achievement, personal growth, and creative exploration.

For our new students, this is the start of an exciting journey. You are joining an institution that values dedication, creativity, innovation and excellence. For our returning students, welcome back! We look forward to seeing you build on the strong foundation you've already established, continuing to uphold the high standards that make Confetti such a special place.

We are committed to supporting you every step of the way, providing the highest quality education and resources to help you achieve your full potential. Thank you for choosing Confetti as your place to learn, grow, and succeed.

Here's to a fantastic year ahead, welcome, and let's make it one to remember!

## An Introduction to your Course

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First and foremost, welcome to L3 Games Technology! Across the two years with us you will learn a variety of industry standard techniques, practices and interpersonal skills to support your aspirations of working within the incredibly rewarding games industry.

During your time you'll have the opportunity to explore the Unreal Engine, model your own assets inside Autodesk Maya, analyse and break apart games and most significantly develop a portfolio of your skillset to use within the industry to support your applications for employment.

Games is a demanding industry to be a part of and we all want you to collectively achieve your goals. It is incredibly important to spend time away from your sessions practicing and refining your trade to be the best version of you and to show why you deserve those roles! Do make sure you spend the same amount of time from within your sessions outside on your work and showcase to us how amazing you can be!

We look forward to supporting you on your journey through the world of video games!

## Meet the Team

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**Chris Walton – Course Leader:**

*chris.walton@confetti.ac.uk*

I am your L3 Games Technology Course Leader and your Games Production tutor. Outside of work, you'll find me following Nottingham Forest home and away so talking football with me is always a positive! In terms of games, the game of choice is Street Fighter!



**Martin Haythornthwaite – Tutor:**

*martin.haythorn@confetti.ac.uk*

I am your 3D Development Tutor. Outside of work, you'll find me climbing! Games I like and play are Beat Star while commuting to work and other mobile games.



**Lewis Spicer – Tutor:**

*lewis.spicer@confetti.ac.uk*

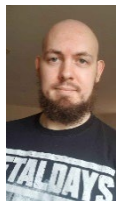
I'll be delivering your Graphics Implementation sessions. Now that the glow of summer has faded, you'll find me 3D modelling, drawing or playing almost any game. Some of my all-time favourite games include Fallout 3, TES: Oblivion, Stardew Valley and Rimworld.



**Brandon Temple-Wood – Tutor:**

*brandon.temple-wood@confetti.ac.uk*

Hey! I'm your L3 Games Technology Tutor and I'll be leading your Game Design sessions! In my spare time, I love to read, draw, and write comics, and I'm always working on one project or another. I'm a big fan of games in all forms, and my current favourite is Monster Hunter! I'm looking forward to meeting you!



**Robert Paton – Tutor:**

*robert.paton@confetti.ac.uk*

I am your Game Development tutor. I enjoy programming game mechanics and experimenting with different game systems. Away from the computer screens I like to build and paint miniatures. Gaming wise I'm usually questing in Monster Hunter, but my favourite game is Bloodborne.

## Term Dates

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### Term 1 2024-25

Starts	9 September 2024
Half-Term	28 October – 1 November 2024
Ends	20 December 2024

### Term 2 2024-25

Starts	6 January 2025
Half-Term	17 February – 21 February 2025
Ends	4 April 2025

### Term 3 2024-25

Starts	21 April 2025
Half-Term	26 May – 30 May 2025
Ends	17 July 2025

## Four Rules

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Our Confetti four rules are essential in your journey to employment, and we expect you to take them as seriously as we do:

- Be Here
- On Time
- Stay on Track
- Be Professional

We aim to ensure you have the best possible experience while studying at Confetti and we always welcome your feedback on any aspect of what we do. If you are not meeting these standards, you will be subject to a disciplinary which could lead to your place on the course being placed in jeopardy. If for whatever reason you are unable to attend college on your chosen days, you must call in on our absence line on **0115 993 2315** or email your absence to [absent@confetti.ac.uk](mailto:absent@confetti.ac.uk) – if you are under the age of 18 this will be classed as unauthorised unless your parent / guardian calls on your behalf.

## What you'll need

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To ensure you are ready to learn you should bring the following to each session at Confetti.

- Confetti folder with paper
- Lanyard
- Pen/pencils
- USB stick

Through your Confetti emails you will also have access to 25Gb of storage available free through OneDrive to store your files. Loss of data is something we are not responsible for, and it is your job to ensure that you back up your files to avoid this. **YOU WILL NOT BE GIVEN EXTRA TIME ON YOUR ASSESSMENTS IF YOU LOST YOUR WORK!**

## Email & the Internet

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As a student at Confetti, you will be given access to an e-mail account and the Internet. You are expected to use these business tools in a mature and responsible way. Please check your email daily. Students found to be misusing them may have access taken away and be subject to disciplinary procedures. Your email address is your first name dot surname at student dot confetti dot ac dot uk. For example, [joe.bloggs@student.confetti.ac.uk](mailto:joe.bloggs@student.confetti.ac.uk) with the password being your two digits followed by the hyphen and your full date of birth. For example, AB-01012001.

## Moodle

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[All our sessional resources are placed on a virtual learning environment \(VLE\) called Moodle.](#) You should be checking this regularly for your sessional content and your assessment briefs. This is also where you will submit your coursework. Each assessment brief will be issued on a Monday morning via Moodle and a submission expected by the Friday deadline once again through the VLE.

## Keeping in Touch

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As well as one-to-one tutorials and phone calls, your tutors may keep you informed of your progress, useful information, events, experience opportunities and feedback via email. All discussions with your course team should be handled through your Confetti Live Email account, and not your personal, to ensure your email is clearly identifiable.

## Health & Safety

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Matters regarding your Health & Safety, including your responsibilities as a student of Confetti are included within the College Handbook and available on the college intranet. There are specification additional matters relating to your health & safety on this program of study, particularly in relation to safe studio practice. These issues will be covered during the first part

of your course and as part of your modules.

## Student Services

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The Student Services Team are based behind Confetti Main Reception in our DMH building. Our staff are available from 08:30-18:00, Monday-Friday (excluding Bank Holidays and Christmas Closure).

The team consists of Safeguarding leads, Welfare officers, an Information, Advice and Guidance (IAG) Officer and Student Services Administrators. We can offer advice and support around a host of topics and provide help both practically and emotionally. Our remit includes:

- Safeguarding
- Mental Health Issues / Concerns
- Wellbeing Support such as bereavement, family problems, identity issues, anxieties etc
- Finance, funding and bursaries
- Information and Guidance such as volunteering opportunities, careers, UCAS, progression etc
- C-Card Registration

We offer confidential support meetings to students in a 1:1 setting, as a group or jointly with your curriculum team

You can contact us by dropping in during our usual working hours or alternatively, via the below methods:

- Phone: 0115 952 2075
- Email: [studentservices@confetti.ac.uk](mailto:studentservices@confetti.ac.uk)
- Online: [Self-referral](#)

## Safeguarding

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**Confetti is committed to the support and protection of children and vulnerable adults. Detailed and rigorous policies are in place to support all students in achieving their full potential.**

Safeguarding is the action that is taken to promote the welfare of children and vulnerable adults and protect them from harm.

Safeguarding means:

- protecting children and vulnerable adults from abuse and maltreatment
- preventing harm to children and vulnerable adults' health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children, young people and vulnerable adults to have the best outcomes

The Safeguarding Team at Confetti also holds responsibility for the Prevent Duty and concerns around radicalisation and extremism are dealt with as a safeguarding issue. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent vulnerable people from being radicalised in to terrorism.

The safeguarding team consists of five members of staff who work within Student Services. They are contactable from 08:30-18:00, Monday-Friday (excluding Bank Holidays and Christmas Closure).

If you are concerned about yourself or somebody else and/or feel that someone may be at risk, you can contact us as per below:

- Email: [safeguarding@confetti.ac.uk](mailto:safeguarding@confetti.ac.uk)
- Phone: 07752 729566

**If you or someone else is at risk and you require urgent support outside of Confetti's working hours, please speak to a trusted adult (such as a parent or guardian), call your GP during their usual working hours, present at your local A&E Department or dial, 999 for the relevant emergency service.**

Accessible version:

**Are you worried about yourself or someone else? Do you need to talk?**

Contact our safeguarding team  
Email [safeguarding@confetti.ac.uk](mailto:safeguarding@confetti.ac.uk)  
Phone +44 (0) 7752 729 566

Emma Talbot | Safeguarding Lead    Rebecca Machin | Safeguarding Officer    Natalie Brewster | Safeguarding Officer    Lee Callen | Safeguarding Officer    Hannah Sisson | Safeguarding Officer

Are  
you

worried about yourself or someone else? Do you need to talk? Contact our safeguarding team – email [safeguarding@confetti.ac.uk](mailto:safeguarding@confetti.ac.uk) or phone 07752729566.

Team:

- Emma Talbot – Safeguarding Lead
- Rebecca Machin – Safeguarding Officer
- Natalie Brewster – Safeguarding Officer
- Lee Callen – Safeguarding Officer
- Hannah Sisson – Safeguarding Officer



## Student Services: Access & Inclusion Support Offer

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The Student Services pathway of support provides a graduated approach to promoting independence, personal development and supporting individual needs. We have the below offers of support for students:

Universal open to all students:

- Study Zone / LRC drop ins throughout the week.

*Study Zone is in our Learning Resources Centre which is open Monday- Friday 9-5pm where students can work in a quiet space, with access to an A&I tutor.*

By referral:

All referrals are triaged to ensure that you are signposted to the most appropriate pathway of support. Some students will be signposted to universal services, others will have an initial assessment, and will be referred to group-based support services, according to need. Access & Inclusion services by referral can include:

- Study Zone / LRC drop ins, group study (FE), check in appointments and regular 1:1 sessions if identified.

Tutors and support staff can make a referral, with your permission, you can also [self-refer through the website on the support page](#).

Targeted:

Sometimes a short-term, focussed, support intervention is needed to overcome particular challenges. This can range from a 1-hour session up to a 6-week block of structured support.

We aim to identify barriers and work towards positive outcomes. We may create a support plan, in which goals and targets are set with you.

1:1 Structured support strategies may include can cover:

Study Skills Strategies

- Reading strategies (comprehension, reading at speed, decoding strategies)
- Planning for assignments
- Organisation and time management, including workspace organisation
- Academic writing skills
- Accurate thought presentation / writing with clarity
- Note taking techniques
- Using assistive technology
- Research / Presentation techniques
- Citing references

- Developing critical analysis skills
- Spelling, punctuation and grammar
- Proof reading strategies
- Memory strategies

#### Mentoring strategies

- Managing change and transition
- Strategies for coping with anxiety and stress
- Encouragement to explore and use course materials independently
- Clarifying course expectations
- Exploring appropriate study strategies including organisation and time management
- Developing communication and social interaction skills
- Confidence building
- Strategies for maintaining focus and motivation
- Finding a healthy work / life balance
- Encouraging independence / self-management
- Help in accessing other areas of college life (e.g. library)
- Managing classroom concerns

#### Individual Support:

Some students are eligible for individualised support. This is determined through disclosure evidence and may include those with an EHCP (High Needs Funding).

This may, depending on individual needs and course level, include:

- support plans
- support to access the curriculum and Confetti Community

If you have an EHCP you will have an EHCP practitioner at Confetti that you can discuss any support needs with as well your tutors, course leader and LSAs in session.

## Disciplinaries

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As part of your studies at Confetti we expect you to abide by the Four Rules. Failure to abide by these rules can result in disciplinary actions taking place. Disciplinaries are designed to be supportive to ensure you get the most out of your education with us but do have several stages that can be moved between. You can jump between stages while some activities will yield a higher level of disciplinary than others. For those of you under the age of 18 disciplinary actions from Stage 2 will involve your parent / guardian.

## Disciplinary Stages

- **Stage 1** *Initial Concern*  
Meeting with Group tutor
- **Stage 2** *First Formal Warning*  
Meeting with Course Leader
- **Stage 3** *Second Formal Warning*  
Meeting with FE manager & Course Leader
- **Stage 4** *Final Formal Warning*  
Meeting with FE Manager & Head of FE

### Suspension

You can jump between stages & suspension can happen at any time. Anything considered Gross Misconduct or persistent failure to meet agreed disciplinary targets could result in this action.

Accessible version below:

#### **Disciplinary stages:**

- Stage 1 – Initial concern: Meeting with group tutor
- Stage 2 – First formal warning: Meeting with Course Leader
- Stage 3 – Second formal warning: Meeting with FE Manager and Course Leader
- Stage 4 – Final formal warning: Meeting with FE Manager and Head of FE

Suspension: You can jump between stages and suspension can happen at any time. Anything considered Gross Misconduct or persistent failure to meet agreed disciplinary targets could result in this action.

## Teaching, learning and assessment

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Your course is a BTEC Level 3 National 540 Diploma in Creative Media Practice. You can read [the full specification](#), however this handbook contains the most important bits.

The Level 3 qualification covers a wide range of aspects relating to Games Technology in the modern market. The course is aimed at passionate students who want to create and produce Games, while considering and looking at the technology required and available behind this.

The UK Games Market was valued at £7.82 billion in 2023 (UKIE, 2024), with approximately 4,769 companies across the country (UK Games Map, 2024), and is one of the most competitive markets within the creative media industries. Our Level 3 Games Technology course focuses on the creation and production of Games, 2D and 3D, using the most relevant and up to date industry standard software to bring those ideas to fruition.

Throughout a two-year programme you will be required to learn both the theoretical and practical techniques required to design, practice and produce game ready components and sequences. You will also apply industry standardised methodologies and principles into your projects.

Through individual, and group based, projects you will explore, refine and apply your skillset across the industry roles through regular feedback opportunities to allow you to develop the skills required to be successful. Not only will you have the opportunity to build your portfolio, demonstrating your technical and cognitive skills, but also to expand your industry contacts through dedicated events.

Your submissions will be holistically assessed throughout the academic year to give you the chance to constantly improve and be accurately rewarded for your development through dedicated “formal” assessment briefs supported by “projects”.

This will culminate in presenting your work professionally as portfolio pieces to demonstrate your comprehension, advancement of skillset and application to showcase your desire to work within the games industry within the appropriate fields.

## Course Overview

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### Term 1

#### Explore and Develop

During the first term you'll be introduced to a variety of skills required in the games industry from the fundamentals of Game Design and overall management practices through to Engine implementation and scripting practice. Throughout your initial steps on your journey, you will also be able to supplement your skills by being able to plan produce and document the processes required to produce game ready components.



#### Units Studied

A1 – Skills Development

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### Term 2

#### Skills Development

Building on your previous experience you'll continue to refine, and hone, your skills to showcase your developmental progress. You will produce several game components while considering active feedback and client requirements to ensure your outcomes are appropriate. With your fundamental understanding you will present your final outcomes demonstrate your progression through the form of your Skills Development as your first formal submission piece.



#### Units Studied

A1 – Skills Development

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### Term 3

#### Creative Project

To highlight your developmental successes, and flaws, you'll produce, and present, your showpiece project for the academic year. You'll demonstrate your preferred skill in a project designed to test your capabilities and to show how far you have come. You'll present your work at the end of year Celebrate showpiece and look back at all that you have achieved across the first year of your study – reflection is key!



#### Units Studied

A2 – Creative Project

## Timetable

Your timetable shows the time, location and tutor of each session. If you attend GCSE Maths and/or English, you do not need to attend the Professional and Personal Development session. If you have achieved a C or above in GCSE maths and English you do not need to attend those sessions, and you will go to Professional and Personal Development.

We aim to keep timetables the same from term to term, however if this isn't possible there may be changes.

### GS24-1 (Games Technology)

		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
GS24-1 (Games Technology)	Mon						GAMES DEVELOPMENT Robert Paton C200			PERSONAL DEVELOPMENT EMPLOYABILITY Lewis Spicer C200
	Tue	GAMES DESIGN Brandon Temple-Wood C307 (Gaming Suite)				GRAPHICS IMPLEMENTATION Lewis Spicer C307 (Gaming Suite)	FUNCTIONAL SKILLS ENGLISH (L2) Antony Brown C201 (English) EFS2-A01			
	Wed									
	Thu					TECHNICAL PRACTICE Chris Walton C200	3D DEVELOPMENT Martin Haythornthwaite C200			
	Fri	GCSE ENGLISH Richard Chapman C202 (English) EGCS-A17								

Accessible version:

#### Monday

- 2pm-5pm: Games development, Robert Paton, C200
- 5pm-6pm: Personal development employability, Lewis Spicer, C200

#### Tuesday

- 9am-11am: Games design, Brandon Temple-Wood, C307 (Gaming Suite)
- 1pm-3pm: Graphics implementation, Lewis Spicer, C307 (Gaming Suite)
- Functional Skills English (L2), Antony Brown, C201 (English)

#### Thursday

- 1pm-3pm: Technical practice, Chris Walton, C200
- 3pm-6pm: 3D Development, Martin Haythornthwaite, C200

## Friday

- 9am-11am: GCSE English, Richard Chapman, C202 (English)

## Lessons

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You will study 2 units to complete the course, with each unit having five sub units, to allow for a grade to be awarded for your studies. These 10 grades are then used to calculate your final achievement through a points conversation system discussed later within this document. These two units are split over several sessions throughout the week to ensure you are covering what is required.

Each week you will have three practical sessions, alongside two theory sessions to support your studies. You will also have a personal and professional development session. For those of you who are required to study maths and or English with us, these sessions will also be listed on your timetable.

## Assessment and Feedback

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When you submit work, it is assessed within two weeks, and written feedback is sent to your Confetti email address.

It is essential you check your email regularly, read your feedback, and take any necessary action, for example you may have not achieved all pass criteria and therefore must complete a resubmission.

Your course leader and tutors will take you through assessments and guide you through the process of producing work and getting feedback. There are a few important things you should be aware of, that are listed here. [They come from a larger document about assessment and feedback.](#)





## Deadline Planner

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The table below highlights all assessments being requested throughout the first year of study on the course.

Assessment Title	Hand Out Date	Due Date	Type
Skills Development Portfolio	24/03/2025	04/04/2025	Portfolio
Creative Project	22/04/2025	23/05/2025	Portfolio

*\* Please note that although only two assessments are listed, you will have several formative feedback points for these pieces, through the aid of small bite sized projects, to assess how you are currently performing before your first summative submission is due. This summative assessment, Skills Development, should be presented to the best of your ability and showcases all your work to this date.*

With only having two formal assessment points to aim for this should not mean that you are simply required to do no work up to these points. Remember you are on a holistically focused course meaning you should always be providing evidence for what you are working on and storing it on a per session basis. When we ask for this work to be presented you should be able to obtain this from your back up locations, memory sticks and online storage, to ensure that you are addressing all the appropriate learning outcomes that are available to you.

These assessment points are made up of several assessment criterion, which will be targeted by a series of miniature projects, that feed into your main assessed piece so please don't be surprised if a tutor supplies you with a document which works you to towards the overall goal. This is expected behaviour.

Term	Projects	Hand Out	Deadline
1	Click to Play	14/10/2024	15/11/2024
1	Platformer	25/11/2024	17/01/2025
2	Tiny Bunker	27/01/2025	21/03/2025

These "projects" as designed to help you provide evidence for the two "formal" submission pieces that you need to present. These also give you perfect opportunities to ask for feedback and guidance on areas that you are uncertain on or want to know how to get better at!

The full breakdown of criterion that you are working towards is listed below for your reference.

## Assessment Unit Assessment Objectives

Assessment Unit	Assessment Objectives
A1: Skills Development	A1.1 Explore and develop investigation skills for informing ideas A1.2 Explore and develop problem solving skills A1.3 Explore and develop creative technical skills A1.4 Explore and develop professional skills and behaviours A1.5 Explore and develop communication skills
A2: Creative Project	A2.1 Inform ideas in response to a creative brief A2.2 Apply problem solving skills in response to a creative brief A2.3 Apply technical skills in response to a creative brief A2.4 Demonstrate professional skills and behaviours in response to a creative brief A2.5 Apply communication skills in response to a creative brief

The team would encourage you to study this information carefully to ensure you know when your assignments are and when you foresee any bottlenecks in content. Use this to plan your time effectively but also to arrange tutorials when you feel they are most needed to support you with your submission achievement. Failure to hand in to deadline will result in serious consequences and your academic performance, and course place, will be at serious risk.

## Resubmissions: Fails

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**If your first attempt is not full and genuine, you will be refused an upgrade resubmission. This includes poor time management and prioritising other commitments like work over your assignments. Submitting an incomplete assessment will result in your work being rejected and you will lose the right for resubmission. For the following to apply you need to have met this statement.**

If the work you submit is not yet at a passing standard, you will be **required** to continue working on it. As your first summative assessment will take place at the end of Term 2, there will be an opportunity to resubmit a second attempt at the summative submission within the timeframe highlighted by your teaching team.

Remember throughout your academic year you will need to present formative reviews which will allow your tutors to feedback, and give commentary, on your portfolios to date. You should maximise these to avoid the use of a resubmission at the conclusion of your projects.

**You can ask for as much feedback as you want on formative submissions but summative we are unable to guide you!**

A resubmission includes any work that you missed or did incorrectly.

You can only resubmit once for each assignment. Each resubmission must be authorised by a Lead Internal Verifier at Confetti.

Resubmissions can only be authorised if:

- ✓ You meet all initial deadlines set in the assignment
- ✓ The assessor judges that you can provide improved evidence without further guidance
- ✓ You will have up to 10 working days to complete the resubmission. IT CANNOT BE ACCEPTED AFTER THIS PERIOD.

**IMPORTANT: Your tutors cannot give you any additional guidance on how to achieve a specific grade. This means we can't tell you specifically what to do to gain a higher grade.**

## Resubmissions: If you wish to improve a pass or merit grade

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We will consider requests to resubmit to improve grades in special circumstances.

Upgrade resubmissions can only be authorised if:

- ✓ You made a full and genuine attempt to the best of your ability at the first submission.
- ✓ You meet all initial deadlines set in the assignment.
- ✓ You apply in writing to the appropriate assessor giving compelling reasons for an upgrade resubmission.
- ✓ The assessor judges that you can provide improved evidence without further guidance.

## Working out your final grade

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When studying a BTEC, you complete units. For each project piece you will achieve a "Working at" Pass, Merit or Distinction grading. Your overall sub unit grade is determined the combination of grades achieved across the collective team for that piece and the holistic grade awarded. These holistic grades are designed to be compensatory so if you did well in one segment but suffered in another you won't be penalised for this as you should be submitting your finest work when it comes to the "formal" summative submissions.

If you add up all the sub unit grade points, you will have your final grade. You will track your grades through the grade calculator issued on Moodle in combination with tutorials but can request an update at any time from your tutors via email. The following table shows the grades achieved for each point value based on Guided Learning Hours (GLH) weighting.

Points Per Assessment Criterion	
	A1 & A2
Unclassified	0
Pass	1
Merit	2
Distinction	3

A grade boundary is the minimum mark at which a grade can be achieved. For example, if the grade boundary for a Distinction is 29, then 29 is the minimum mark at which a Distinction can be achieved. A mark of 28 would therefore be a Merit.

Calculating your final grade works in a similar fashion and allows a threshold value to be used to show the overall grade at the conclusion of the first academic year of study. The following table highlights these thresholds.

540 Diploma		
	540 GLH	UCAS Points
Unclassified	0	-
Pass	10	24
Merit	16	48
Distinction	23	72
Distinction *	29	84

An example grading that can be achieved is highlighted below. Each sub unit has been awarded a holistic grade for the overall unit, as discussed previously, to allow for the final grade to be put forward. In this case the learner has achieved a merit grading overall by two individual point.

Assessment Unit	Assessment Point Value	Total Unit Points
<b>A1</b>	<b>AC1 – P (1)</b>	<b>8</b>
	<b>AC2 – M (2)</b>	
	<b>AC3 – P (1)</b>	
	<b>AC4 – M (2)</b>	
	<b>AC5 – M (2)</b>	
<b>A2</b>	<b>AC1 – P (1)</b>	<b>10</b>
	<b>AC2 – M (2)</b>	
	<b>AC3 – M (2)</b>	
	<b>AC4 – D (3)</b>	
	<b>AC5 – M (2)</b>	
<b>Qualification Grade: M</b>		<b>18</b>

As a team we could actively encourage you to gain as much feedback on your “projects”, where possible, to give you the best possible achievement you are capable of when it comes to your “formal” submissions. The higher the grade you achieve will assist you in placing you in a good position for applying to university.

**You are required to achieve at least a passing grade in all units to achieve your qualification. Even if you were on for a merit but had two grades unclassified this would inevitably mean you fail your qualification!**

## UCAS points

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If you wish to go to university, you will need UCAS points. Once you know your predicted grade, you can use the [UCAS points calculator](#) to figure out your grade. When it comes to going to university, you will need to meet entry requirements and may need to work towards a specific grade. Your Grade Calculator also highlights your UCAS Points and final grade achievements for you. Please ensure you are regularly using this to keep track of your progress and to ensure that you are on track of progressing to the university you have applied for.

## Tutorials

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You will have at least one tutorial per term; however you can request more from your personal tutor. During tutorials we discuss your learning, assessment and progress and agree targets to help you to develop skills. Tutorials can also be requested with any additional member of staff to gain feedback, or guidance, on your progress.

## Student feedback

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Confetti strives to offer the best possible service and education thereby providing you with the best chance of success. We expect good conduct whilst you are at Confetti, and you should equally expect high standards from Confetti. We understand that sometimes you may be frustrated or disappointed with a part of the service that you receive, and Confetti is keen to resolve any complaints you may have quickly, so that you can concentrate on your studies without undue frustration.

If you have any comments regarding your experience with any of Confetti's services, we encourage you to complete a customer comments form to notify us. These forms can be found at reception with a closed box for you to post them into. This service can be used anonymously if you wish.

If you have a complaint about a member of staff, please talk to Emma Talbot in Student Services, who can investigate your concerns confidentially and sensitively.

If you have a more serious complaint, it is important that you talk to a member of staff as soon as possible, so that we can help to resolve your issue. If you are not satisfied, there is a grievance procedure in place. If you would like to take your complaint further, you will be required to submit your comments in writing to [complaints@confetti.ac.uk](mailto:complaints@confetti.ac.uk). This will then be passed on to the appropriate committee. This helps to keep any issues clear and will also help to resolve any problems as quickly as possible

## Student Representatives

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Your class will elect a representative who will attend termly meetings to speak directly to your Confetti course leader and senior management and give feedback on all aspects of life at Confetti. Reps are your mouthpiece, so make them your first port of call for any course and Confetti-wide issues

## Industry Opportunities at Confetti

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Whatever you're studying, there will be opportunities for you to volunteer for industry work experience - and this is what Confetti calls **'Do It for Real'**.

These opportunities will be promoted throughout the year, and you'll be able to volunteer via your course tutors, who'll make sure the experience is suitable for you, and you'll get the most out of it. Sometimes you may have to apply for a position which is good practice for when you come to finish your course.

Also keep an eye out on the weekly student notices as some opportunities appear there.

### Ambassadors

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Student ambassadors are hired by Confetti to work at promotional events, to give a first-hand account of the student experience here. We select the best students from a pool of applicants each year. If you are confident and have a lot to say about Confetti, speak to your tutor.

### Enrichment Activities

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In addition to your weekly timetable, you will have the opportunity to take part in many events throughout the academic year. These could include trips, studio visits, production classes, game jams, industry talks and many other events. You will receive information about each event in the weekly student notices and from your tutors. This is an ideal way to make friends with people from other courses and open the doors to industry experiences. We encourage you to be part of the Confetti community.