

Portfolio

Aoife McGrath Dale Harvey Tony Lowis
Shonie Curtis Karol Marchewka



Assignment Details

**Issued:
22/11/23**

B1: Personal Progression

Pearson BTEC Level 3 Diploma in Creative Media Practice (Games Development)

Assessment Objectives

- ☐ B1.1 Inform ideas for progression into a creative career
- ☐ B1.2 Apply problem solving practice to develop a strategy for career progression
- ☐ B1.3 Create materials for career progression using technical practice
- ☐ B1.4 Demonstrate professional practice and behaviours in relation to career progression aspirations
- ☐ B1.5 Apply communication skills to support progression into a creative career

What to expect...

Over the next few slides, you will see a detailed breakdown of your assignment; this covers the following objectives:

- Inform ideas for progression into a creative career
- Apply problem solving practice to develop a strategy for career progression
- Create materials for career progression using technical practice
- Demonstrate professional practice and behaviors in relation to career progression aspirations
- Apply communication skills to support progression into a creative career

Building a portfolio and understanding career pathways



Common practice within most creative careers is to create a professional portfolio of your work. What's also needed and often overlooked is to have a wider portfolio of documentation you can use to assist you in finding employment and developing your professional skills once you leave education.

This project is designed to make you consider your next steps after leaving further education and also how to access the opportunities you may need for success. This will culminate in an artefact fitting for your career goals.

Evidence Required

This is your final project for the B1 unit and as such encompasses everything you have learnt so far in the creation of an artefact which relates to your intended progression plans. For example, if you wanted to be a 3D artist, you would plan, research, concept, and develop a completed 3D asset. At this stage you have been taught how to complete each task in this project, but if you are aiming for the higher grades you need to display a further level of autonomy by researching techniques and tools in the software you are using.

This project will give you your final grade for the B1 for which resubmissions are only offered in specific cases. **If you do not complete assessment tasks by the planned deadline or submit work that is not your own, then you will not have opportunity to resubmit.** Make sure you are reading the brief properly, completing all tasks, and looking at the descriptors of the Assessment Criteria (on the previous page) to see if you are close to hitting them.

Remember to work on the feedback you have received from your tutors and reflect this in your work.

It is vital during this project that you have a continuous and open dialogue with your tutors and class to receive feedback where appropriate. Utilise the 'Sharing work and peer review' channel on Teams.



Before you begin:

Set up your Miro: we are asking all students this year to make use of a Miro board for documenting their work progression and showing development and thought process. You must share a link with staff after creating it.



Part I: Career progression

Research

The first part of this task should be discussing your career progression goals. This project is the chance for you to specialise and show us what type of role you would like to have in the Games Industry.

You need to consider the skills required to meet your career aspirations. Include inspirational professionals in the role you want and discuss how you would approach their level of skill. Think about tutorials or courses you could follow to help bridge the gap.

You should also be considering potential routes into employment or higher education and what they expect for your chosen role. This should take the form of a short-, medium-, and long-term progression plan.

Consider the following:

- What do you enjoy?
- What are you skilled at?
- What is your timeline?
- Consider different ways to represent your plans
- Do you have a dream studio?

Staff:

Aoife
Tony
Shonie
Karol
Dale

Grading Criteria:

AC1: Informing Ideas

AC2: Problem Solving

AC3: Technical Skills

AC4: Professional Practice

AC5: Communication

Part II: Pre-Production

Development

As you are choosing the direction of this project you should utilise the career progression research to inform the pre-production of your artefact. Your approach and actual artefact need to be approved by the relevant specialist tutor **before** you start working on it.

You should be creating a Miro page to include any relevant sprints and tasks to assist you in completing every part of this project. Sprints need appropriate start and end dates, and Tasks must have estimated time costs. These need to be updated throughout your project and written about on your blog. This is an important professional practice which cannot be overlooked.

Your research should be extensive, utilising various kinds of resources both online and offline (websites, art and design blogs, historical and art design books) and feature a variety of mood boards covering imagery and reference for your artefact. You can use some of the research from your earlier projects, but this needs to be developed and targeted appropriately towards this new project. This needs to be written up.

From your research you will create appropriate designs for the type of artefact you intend to create. For example: an artistic piece, we would expect to see iterative concept art culminating in a final design to be taken forward and produced fully. If you were intending to work within a game engine, then we would expect to see flowcharts and playboards before you start production.

Consider the following:

- The artifact is fitting for your goals
- Peer feedback
- Open dialogue with tutor
- Consistent write up
- Leading into B2

Staff:

Aoife (Programming)

Tony (Art/Design)

Shonie (UI/Theory)

Karol (Art)

Dale (3D)

Part III: Production

Development

You will need to continue the correct industry pipeline to produce your chosen artefact. Your initial career progression work will again inform your production practices.

For an art piece we expect to see that you've used the correct file format, colour mode, layer names, and for it to be ready for web or print depending on its purpose. A game would need to be fully functioning as intended for a player including a usable UI.

Each process should be recorded on your blogs with accompanying imagery or videos, any issues you face during this process should be explained along with any problem solving.

Consider the following:

- How much time is available
- Where you want to push your skills
- Develop old skills or new
- Peer Feedback
- Fitting production methods

Staff:

Aoife
Tony
Shonie
Karol
Dale

Grading Criteria:

AC1: Informing Ideas
AC2: Problem Solving
AC3: Technical Skills
AC4: Professional Practice
AC5: Communication

Part IV: Post-Production

Polish

The post-production work you undertake needs to be appropriate for the type of artefact you intend to create. For example, your game should be packaged correctly and playable using the intended control schemes. It should also include a splash screen using appropriate logos and your own personal branding.

You should be receiving feedback from your peers on the artefact. For a game engine project this could take the form of testing. This feedback should lead to suggested improvements that you could make if this project was taken forward.

Each process should be recorded on your blogs with accompanying imagery or videos, any issues you face during this process should be explained along with any problem solving.

Consider the following:

- Consistent devlogs
- Polished piece
- Focus on completeness
- Fit for purpose
- Portfolio presentable

Staff:

Aoife
Tony
Shonie
Karol
Dale

Grading Criteria:

AC1: Informing Ideas
AC2: Problem Solving
AC3: Technical Skills
AC4: Professional Practice
AC5: Communication

Part V: Supporting Documents

Professional documentation

In addition to the production work part of this assignment we also need to see some professional supporting documents which are:

- CV
- Personal Statement
 - This can be for higher education or employment
- Portfolio
 - Use the platform that is appropriate for your artefact
- Showreel
 - The showreel should include a collection of your work or video of gameplay you've produced
 - It should also have personal branding and logos included

Consider the following:

- Professionalism
- Polished piece
- Focus on completeness
- Fit for purpose

Staff:

Aoife
Tony
Shonie
Karol
Dale

Grading Criteria:

AC1: Informing Ideas
AC2: Problem Solving
AC3: Technical Skills
AC4: Professional Practice
AC5: Communication

BTEC Level 3 540 Diploma and Extended Diploma in Creative Media Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for each assessment unit. See Appendix 2 for larger version..

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: Informing ideas	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: Problem solving	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: Technical skill	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: Professional practice	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: Communication	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.



Hand-in Checklist

- Final Deadline: 2nd February
 - Career Plan (Task 1)
 - Artefact work (Task 2/3/4)
 - Supporting Documents (Task 5)
 - CV
 - Personal Statement
 - Portfolio
 - Showreel
 - Evidence of Feedback (Task 1-5)