Gareth Lewis & Brian McDonald

*"A lot of indie developers who became 'Overnight Successes' were working at it for ten years."*

*- Dan Adelman*



*"We do not learn from experience ... we learn from reflecting on experience"*

*- Dan Adelman*

*"Self-reflection is the school of wisdom"*

*- Balthasar Gracian*

## Introduction

For this assessment you will write a **1000-word evaluation** of your work on your game development so far and you will also write a **1000-word market evaluation** where you will provide a plan of how you would get your game to market.

## Development Evaluation

You can use this part of assessment to reflect on the development's progress so far, how it is going and your contribution to it, as well as to think forward to what you need to do to, revise, edit, or do differently, on the next game project in **3rd year**. You will need to list a plan or set of actions that you could feed-forward into the **3rd year project**.

This assessment allows you to reflect on your working processes and critically evaluate what you have learnt so far on the project.

Evaluations are an extremely important part of the learning process and should not be taken lightly. These key points should always be born in mind:
- You must critically appraise both your work and your approach to and understanding of that work.
- Do not write a narrative. Pick 3-5 points you consider to be important and explore these in depth critically and reflectively.
- As you work on your projects, make a note of interesting points that the evaluation may discuss.
- Include a plan or set of actions for your final project in **3rd year**. These should arise from your evaluation.

## Business Evaluation

For this part of the assignment you should provide a plan for how to get your game to market. In the report you should evidence the following:

- Demonstrate an understanding of the audience/market
- What is unique about your game
- How your specialism will help to deliver the game
- Evidence an understanding of your place in the games sector and your value to the project
- Provide a plan of how to get the game to market

The assignment consists of the following parts:

## Part A

Work with your team to develop your game during the first semester. As the project progresses, be sure to record your contributions and the impact that those contributions have had on the product you are making, your team and yourself. Use reflective practice to make sense of what has happened on the project and how you can develop your hard and soft skills for the future.

## Part B

This is a single summative submission. To complete this part, **combine** the **Development Evaluation** and **Business Evaluation** into a single document. Submit your report it to learning space. Your submission will be assessed against the rubric at the end of this document.

You will receive formal feedback within 3 weeks

# Additional Guidance

Writing a reflective or evaluative report at the end of body of work can often become a fraught process as it can become difficult accurately remember what has happened, to whom and what outcomes occurred. Therefore, maintaining a private account of your project experiences will help you to remember what has happened.

It can be helpful to use models of reflective practice to help you frame your analysis and insights, Kolb, Argyris and Schon and Gibbs are three models that may prove helpful.

Do not just dwell in what has happened for your evaluation, use your experiences to help you plan for the future and how you can develop your professional practice for **3rd year**. SMART is a particularly useful framework for future-planning.

For the business aspects of the report, you will receive support for this in You will receive support for above points in the **Business Development Lectures** and **Marketing Exercises**.

# FAQ

- **What is the deadline for this assignment?**
  Falmouth University policy states that deadlines must only be specified on the MyFalmouth system.

- **What should I do to seek help?**
  You can email your tutor for informal clarifications.

# Marking Rubric

| Learning Outcome Name | Learning Outcome Description | Criteria | Weighting | Clear Fail | Near Pass | 3rd | 2:2 | 2:1 | 1st | >1st |
|---|---|---|---|---|---|---|---|---|---|---|
| Analysis / Reflect | Plan your post-graduation pathway, with reference to how you will overcome obstacles, and how you will build a personal brand that highlights your professional attributes. | BIZ EVAL: How thoughtful has the student thought about their game and the Marketing it is situated in. | 10% | No consideration | Very limited understanding of the market | Generally a broad analysis of the market but with significant gaps in terms of understanding of their game in the market | Reasonably clear marketing analysis. The student has demonstrated an understanding of where their game is in the market but it may have slight errors or omissions | Fairly clear market analysis with very little gaps in the range of analysis of the market. | Clear and Insightful market analysis. The student has completed a very further review of the current market. | Excellent market analysis. The student has situated their game in the market and has even provided realistic sales estimate and other key performance indicators |
| | | BIZ EVAL: Has the student identified the unique selling points of their game? | 10% | No consideration | Very Limited understanding of the unique selling points of the game | Generally broad definition of the unique selling points of the game. | Reasonably clear unique selling points of the game. There is some analysis of USP of other games. | Fairly clear unique selling points of the game. There is some comparative analysis of the USP of the rival games | Clear identification of the unique selling points of the game. There is some analysis of USP of other games. | Excellent identification of the unique selling points of the game. The student has clearly specified what makes the game unique amongst its competitors. |
| | | BIZ EVAL: How thoughtful has the student been in describing the role of their specialism in delivering the game to market | 10% | No consideration | Very limited understanding of your specialisms role of delivering the game to market | Generally broad understanding of their role in delivering the game to market. | Reasonably clear understanding of their role in delivering the game to market. The student has provided some concrete examples of work carried out which aids in completing the game. | Fairly clear understanding of their role in delivering the game to market. The student has shown an understanding of their specialism but also provided examples of t-shaped roles on the project. | Clear understanding of their role in delivering the game to market. The student has demonstrated an understanding of the t-shaped nature of their role in delivering the game to market. | Excellent understanding of their role in delivering the game to market. |
| | | BIZ EVAL: How detailed is the plan to get the game to market? | 20% | No plan | Little or no market planning | Generally broad plan, which feels more like a narrative rather than a plan. | Reasonably clear plan which has some actions for the team to deliver the game to market. The plan is missing some key facts and figures. | Fairly clear plan which hits most of the key areas for the team to deliver the game to market. There are some attempts to align the plan with key stats such as sales, break even points etc | Clear plan which hits all the key areas for the team to deliver the game to market. There is a clear link between the plan and stats provided such as sales, break even points etc | Excellent Market plan which provides confidence to the marker that the student has set a realistic set of goals for the team. This backed up with a detail set of stats which have led the development of the plan. |
| | | DEVELOPMENT EVAL: How thoughtfully and perceptively has the student reflected on their contribution to the game development? | 10% | No consideration | Very limited reflection on personal contribution | Generally broad personal analysis with limited reflection across areas of importance or missing areas of true significance. | Reasonably clear and insightful analysis and reflection of involvement and performance over the semester Reflection tends to be | Fairly clear and insightful analysis and reflection of involvement and performance over the semester Reflection tends to be | Clear and insightful analysis and reflection of involvement and performance over the semester Reflection is narrow and | Reflection is extremely insightful and captures key involvement and performance issues over the semester |

| Criteria | % | | | | | | | |
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| | | | | | broad rather than narrow, missing the opportunity for appropriate depth in some areas | narrow, but may miss out key issues / areas | deep rather than trying to address all issues. | |
| DEVELOPMENT EVAL: How thoughtfully and perceptively has the student reflected on the progress of their game development across the module? | 10% | No consideration | Very limited reflection on game development, very few areas considered and/or no depth of consideration | Generally broad development analysis with limited reflection across areas of importance or missing areas of true significance. | Reasonably clear and insightful analysis and reflection of game development over the semester<br><br>Reflection tends to be broad rather than narrow, missing some appropriate depth | Fairly clear and insightful analysis and reflection of game development over the semester<br><br>Reflection tends to be narrow, but may miss out key issues / areas | Clear and insightful analysis and reflection of game development over the semester<br><br>Reflection is narrow and deep rather than trying to address all issues. | Reflection is extremely insightful and captures key game development issues over the semester |
| DEVELOPMENT EVAL: How much depth of analysis is demonstrated in the evaluation? | 10% | No consideration | Very limited analysis | Analysis is fairly shallow, with some references to industry practice and academic references | Analysis is tending towards deep rather than broad and drawing from industry best-practice and suitable academic references | Analysis is generally deep drawing from industry best-practice and suitable academic references | Analysis is deep and insightful typically drawing from industry best-practice and suitable academic references | Deep analysis that focuses on key industry arguments / best practice and has suitably reference key sources |
| DEVELOPMENT EVAL: How well has the student used the evaluation to come up with a plan or set of actions for Semester Two to ensure completion of the game development? | 20% | No plan | Little or no planning<br><br>No real relationship between self- and game reflections, analysis and plans | Some evidence of a plan, aims and objectives broad and ill-defined<br><br>Some consideration of SMART and other suitable planning templates & frameworks<br><br>Little relationship between plans and work for 3rd year | Clear evidence of a plan with some structure, though aims and objectives are not necessarily achievable<br><br>Consideration of SMART and other suitable planning templates & frameworks<br><br>Some relationship between plans and work for 3rd year | Some evidence of a realistic and achievable plan that is shows signs of currently being undertaken.<br><br>Plans developed using SMART or other suitable planning templates & frameworks<br>Fairly clear relationship between plans and work for 3rd year | Clear evidence of a realistic and achievable plan that is shows signs of currently being undertaken.<br><br>Plans developed using SMART or other suitable planning templates & frameworks<br><br>Clear relationship between plans and work for 3rd year | Clear evidence that planning is part of a larger plan that has been in place for a large part of the semester already.<br><br>Plans developed using SMART or other suitable planning templates & frameworks<br><br>Strong and existing relationship between plans and work for 3rd year |