

# INDIVIDUAL - STUDIO PRACTICE

Version 2.0  
BA Game Development  
GAM330

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*"Nobody in this industry knows what they're doing, we just have a gut assumption."*

- Cliff Bleszinski

## Introduction

For this assignment you will work with several teams to assist them in the development of a game as part of a team and be assessed both in terms of your individual contribution and your team's performance. From the rubrics (below), the *collaborate* learning objective is used to assess how you work as a member of an agile game development team. Conversely, the *deliver* learning objective is used to assess how successfully your team delivers a product based on your own intellectual property.

This assignment is comprised of multiple parts:

## Part A

**Attend the scheduled weekly team meeting with your project supervisor.** Your supervisor meeting details will be stored on the Falmouth timetable, make sure to attend these. There are two types of project meeting: a project review / planning session and an individual review. In the review / planning session, your team will showcase work undertaken on the most recent sprint and present the forthcoming sprint. For the individual review, you and your teammates will review each other's approaches to work over the last sprint. For more information, please read appendix A of the Agile Guide.

In these sessions you will be able to ask for and receive informal feedback concerning the status and implementation approaches of your project.

## Part B

### Work with various teams

Between timetabled supervision meetings, you will have access to staff through the supervised studio practice sessions who will be able to give informal feedback concerning the status and implementation approaches of your project.

Your work on the project during the semester will be used to evaluate your performance for the 'Studio Practice' component of this assignment.

In these sessions you will be able to ask for and receive informal feedback concerning the status and implementation approaches of your project.



*"Golden rule of level design - Finish your first level last."*

- John Romero



cont...

*"You can make an amazing game,  
but you can't make a success. Your  
players make the success."*

*- Irme Jele*



*"Lets optimize for player  
experience rather than what we  
think will make more money."*

*- Ron Carmel*

## Part C

### Produce Promo Materials

You will package all the work you have completed and turn it into a showreel. The purpose of this showreel is to showcase your work to the marking team and be a useful piece for your portfolio.

This showreel can also form the basis of your trailer in your pitch assignment.

## Additional Guidance

This assignment builds on your team development experiences from, all the additional guidance from GAM320 Studio Practice is valid for this assignment.

## 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

## Assignment 2 – Studio Practice

Learning Outcome Name	Learning Outcome Description	Criteria	Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
Collaborate / Collaborate	Produce work as part of a multidisciplinary team critically appraising practices, approaches, and tools; applying them to enhance development pipelines.	Effective team worker	20%	Student has missed a large number of team meetings / SSP sessions  Teammates concerned with lack of presence  Student tends to be highly disruptive / chaotic	Student attends less than 50% of team sessions  Student tends to be disruptive / chaotic	Student attends most sessions.  Delivers acceptable work with occasional major issues  Has issues dealing with some teammates	Student attends most sessions.  Delivers acceptable work without major issues  Has occasional issues dealing with some teammates	Student attends most sessions.  Delivers generally good work with only minor issues	Student attends most sessions.  Inspires some teammates  No noticeable issues dealing with teammates. Tends to promote team harmony	Student is driving the team to achieve great things  Team is highly supportive of leadership direction and approach
		Agile Practitioner	10%	Very low attendance  Team has little to no idea what's going on  Not involved in planning activities	Low attendance  Work always slips Delivers assets for integrate only at end of sprint  Minor involvement in planning activities	Average attendance  Some tendency work to slip, reluctance to share development issues  Struggles to contribute meaningfully to planning	Good attendance  Work is generally delivered, with only occasional slippages. Team is often, but not always made aware of issues.  Often contributes to planning	Good attendance  Work is generally delivered, with only occasional slippages. Team is generally made aware of issues.  Able to provide some support to teammates  Good contributor to planning	Good attendance  Work is delivered, with very few slippages. Team is generally made aware of issues and progress.  Able to provide reasonable support to teammates  Very good contributor to planning	Good attendance  Work is delivered, team is generally made aware of issues and progress.  Able to provide a lot of support to teammates  Extremely good contributor to planning
		Version control practitioner	10%	Student ignores version control at all costs  Only delivers assets outside of version control	Student uses VC with many significant problems for the team  Mainly delivers assets outside of version control	Student uses VC with few problems	Student generally works off mainline of project.  Integration is often problematic	Student is generally working in a single branch with fairly successful integration to mainline  Integration generally works well	Student is generally working across multi-branches to deliver features  Integration works well	Student is successfully working across multiple branches  Student is an enthusiastic adopter of other 'advanced' version control concepts
		Reflective Practitioner	10%	Student fills in few, if any peer review forms for teammates	Student comments are generally lightweight platitudes (gr8 work m8)  Student generally ignores feedback	Student submits feedback that lead to flair ups between team members  Student often ignores feedback, but does take some onboard	Student submits generally reasonable feedback that leads to occasional flair ups between team members  Student acts appropriately to some feedback	Student submits generally meaningful feedback  Student tends to act appropriately to feedback given	Student submits meaningful and emotionally intelligent feedback  Student acts appropriately to feedback given	Student submits wise and highly enlightened feedback that team members are highly appreciative of.  Student seeks out opportunities for self-improvement

## Assignment 2 – Product & Expo Evaluation

Learning Outcome Name	Learning Outcome Description	Criteria	Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
Process / Deliver	Produce prototypes based on your own intellectual property that deliver distinguished experiences, justifying how and why it could engage, immerse an audience, and/or lead to innovation.	Feedback from Teams	20%	The teams did not value your contribution, or your contribution had a negative impact.  You may have caused some blockers to the rest of the team.	Your contribution did not have any impact on the game.	You managed to deliver the work required, but there were issues with the delivery, or you were late in submitting your work to the team.	You delivered the work on time and to the satisfaction of the team.  You managed to integrate in with the team and work well with them.	You delivered the work on time or ahead of schedule.  The team were impressed with the quality of the work.  You managed to integrate in with the team, that you almost felt like an additional team member.	You delivered the work on time or ahead of schedule.  The team felt your work was outstanding  You managed to integrate in with the team, and you acted like an additional member of the team	You delivered the work on time or ahead of schedule.  The team felt your work was outstanding.  You managed to integrate in with the team, and you acted like an additional member of the team.  They would offer you more work in the future.
		Reflection	10%	You have not reflected or reviewed your work for each team or you have filled out very few forms	You have not put in much detail into your reflection.  It feels you have not learned anything from the freelance experience	You have given a narrative of your work but there is only a superficial level of reflection	You have pick out a few key points from each project.  There is a good level of reflection	You have picked out a few key points from each project  There is a very good level of reflection	You have picked out a few key points from each project  There is an excellent level of reflection  You seem to have fed forward feedback from previous projects	You have picked out a few key points from each project  There is an excellent level of reflection  You seem to have fed forward feedback from previous projects
		Showreel	20%	No showreel present	There is a basic showreel which shows off the barest essentials of the work.	The showreel captures the basics of the work carried out.	The showreel captures all the key component of the work carried out.	The showreel captures all the key components of the work.  There is also a breakdown of some of the work carried out, to show the various iterations.	The showreel captures all the key components of the work.  There is also a breakdown of the work carried out, to show the various iterations.  The showreel could be incorporated into a portfolio.	The showreel captures all the key components of the work.  There is also a breakdown of the work carried out, to show the various iterations.  The showreel could have been produced by a professional freelancer.