

STUDIO PRACTICE

Version 1.0

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***  ***"Golden rule of level design - Finish your first level last."***  ***- John Romero***  ***"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*** | Introduction For this assignment you will work as part of a development team  This assignment is comprised of multiple parts: Part A **Attend the scheduled meeting with your project supervisor**. You will meet with your supervisor at least 3 times during the project. This is a check-in and will be update the supervisor on your progress. Part B **Work at your placement.**  Successfully work at your placement/internship. Your mentor will fill out a short assessment form which will be used to mark some of the assignment criteria. Part C **Reflect on your time on the project.**  Write a 2000-word report which reflects on your time on placement/internship this should be a reflective piece and not simply a report of what you did. You should select 3 – 5 areas for reflection and/or personal development  The report should have the following structure:  **Introduction**  **Project Details**  **Typical Tasks Undertaken**  **Areas of Reflection**  **Conclusion**  This should be submitted to your supervisor before the assignment deadline. 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

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| **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.  Delivers good work.  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

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| **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. | Conceptual  Coherence  (game mechanics, settings, theme,  aesthetics,  interface & platform) | 5% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | A small subset of the game components work well together to create a coherent experience, but they are stymied by the overall experience of discordance between components leading to a generally awkward experience for players. | A core of the game components work well together to create a coherent experience.  However, there are some components that break the overall coherence leading to a conceptually awkward experience for players. | Generally, the game components work well together to create a coherent experience.  However, there are some aspects of components that break the overall coherence | The game components work together to produce create a coherent experience | The game components work well together to produce create a coherent experience which players can respond positively to | There is a clear harmony of design between game components creating a highly coherent experience which players can respond extremely positively to |
| Creative innovation  (is there novelty in what you have made) | 10% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | Game is generally a rehash/homage of an existing game with little, if anything to distinguish it. | Game developed from an existing game or genre with the addition of innovative mashups / extensions.  Resulting game concept is of questionable engagement | Game developed from an existing game or genre with the addition of innovative mashups / extensions.  Resulting game concept is reasonably engaging | Game developed as a generally organic concept drawing components that make some sense for game.  Resulting game concept is reasonably engaging | Game developed as a generally organic concept drawing components that make much sense for the game.  Resulting game concept is clearly engaging | Game is genuinely novel and extremely engaging to play |
| Completeness  (does it feel like a completed product or a tech demo / prototype) | 5% | No game presented | Game is presented but feels like a ‘proof of concept’ or prototype with few features. | Game feels like a product in development with placeholder game elements, wrapper and levels. | Game feels like a near content-complete product with some placeholder elements in game, wrapper or levels (not all three). | Game feels like a complete product but may have a time/content limited player experience (number of levels / player activities, gameplay components) | Game feels like a complete product with a balanced player experience with no obvious content constraints. | The game gives the impression of being a released commercial game with no perceivable issues |
| Player Experience  (do people enjoy playing it?) | 10% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | The game generates some moments of engagement and enjoyability for players, though its generally not a great experience | The game generates some engagement and enjoyability for players, though there is feeling of endurance rather than enjoyment. | The game generates some clear engagement and enjoyability for players, though there is clear scope for improvement. | The game is generally engaging and enjoyable for players, though there is some scope for improvement. | The game is generally highly engaging and enjoyable for players. | Players want to play the game beyond reasonable expectations |
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