MARKET EVALUATION

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"Research is formalized curiosity, it is poking and prying with a purpose."

- Zora Neale Hurston

"Listening is hearing the needs of the customer, understanding those needs and making sure the company recognizes the opportunity they present."

- Frank Eliason

"Innovation needs to be part of your culture. Customers are transforming faster than we are, and if we don't catch up, we're in trouble."

- Ian Schafer

Team Niche extensively marketed their game at events such as *PAX* prior to and during its Kickstarter campaign. It was funded.

Introduction

This assignment is taken from the GAM340 assignments 1 & 3 and is refactored into a single submission with multiple components that will be presented as a single deliverable. The original GAM340 assignments are presented below:

Assessment 1: Professional Practice Report 40% 1500 words (+/- 10%)

In order to help you prepare for life in professional practice, you are required to write a professional practice report based on discussions with your product owner/mentor, with members of the team based in your area of game development and on discussions with others who can give you an insight into professional life and development in your area of practice. The exact format of this plan is entirely up to you but must address the assessment criteria below. You are looking to gain a greater understanding of your craft, then relate it to the creation of a plan for how you will use this information to benefit you as you continue your journey beyond the course.

There are many games and business/enterprise professionals in the university, as well as art, audio, writing and animation professionals; now is the time to actively seek them out and talk to them about professional and business practice. It is critical that you start work on gathering data as soon as possible!

It is important that you ensure that you have questions prepared before speaking to someone. Do your homework on what they do and so you can get the best out of them. After speaking (or emailing them) record the material gathered and your thoughts on the topic, all of which can then analysed and used in your report. The report invites you to critically analyse the information you've gathered and use it to help create a personalised strategy for managing your future personal and professional development.

You can use lists, charts, visual information and bullet points in the report, it doesn't have to simply be an 'essay'. What we are looking for however, is effort made in gathering and evaluating/analysing knowledge that will inform and support your own professional development.

Report Presentation

Please ensure you include a word count for the essay. Use one and half or double spacing and a font no smaller than 10 point. Make use of IEEE referencing style. You can where relevant use image but make sure that you reference to each image (Fig. 1 etc) and include captions explaining their link to what you've written in the report.

Assessment 3: Promotional Materials 20%
You will make some promotional/marketing materials to get information on yourself out into the market; a portfolio, website and social media most likely, but it may be other elements. Think creatively about your promotional and marketing materials and gear them around the career path you are looking to pursue. This is a chance to be creative or simply very professional. Presentation needs careful thought as that's all part of getting your message across about how you wish to be seen by your audience of employers/customers or business partners.

This assignment is formed of several parts:
- (A) **Write** a 1500-word professional practice report which will:
    - i. **Outline** your planned career path / aspirations
    - ii. **Identify** suitable industry professional(s) to interview with respect to your chosen career path / aspirations
    - iii. **Create** a suitable set of interview questions that can be delivered face-to-face or remotely to your interview candidates
    - **iv. Capture** your interviewees responses
    - v. Critically **assess** the advice you have been given
    - vi. **Develop** / **revise** your planned professional development
- (B) **Create** your short-form CV that will:
    - i. **Highlight** your key skills and abilities with respect to your desired field
    - ii. **Leverage** professional insights to enhance your personal brand;
    - iii. **Project** your professionalism and/or creativity;
    - iv. **Emphasise** your professional practice.
- (C) **Create** a professional profile on Linkedin.com:
    - i. **Revise** any issues raised by your tutor and/or your peers.
    - ii. **Create** and curate a network of academic and professional peers and colleagues
- (D) **Create** a professional website that will demonstrate and showcase:
    - i. your **individual** technical work
    - ii. your roles on the various **group** projects you have been involved with during your time at Falmouth.

Assignment Setup

All parts of the assignment will be submitted as a **single summative submission** as a single zip file that will contain your professional practice report, resume and hyper links to social media profiles and professional website.

Use any tools and the platform of your choice for creating the parts of this assignment, ensure that your professional website is accessible and viewable on a range of browsers.

You will receive **formal feedback** three weeks after the final deadline.

Part A – Professional Practice Report

Part A is a **single summative submission**. This work is **individual** and will be assessed on a **criterion-referenced** basis. Please refer to the marking rubric at the end of this document for further detail.

Part B – Professional resume

Part B is a **single summative submission**. This work is **individual** and will be assessed on a **criterion-referenced** basis. Please refer to the marking rubric at the end of this document for further detail.

Part C – Professional LinkedIn profile

Part C is a **single summative submission**. This work is **individual** and will be assessed on a **criterion-referenced** basis. Please refer to the marking rubric at the end of this document for further detail.

Part D – Professional website

Part D is a **single summative submission**. This work is **individual** and will be assessed on a **criterion-referenced** basis. Please refer to the marking rubric at the end of this document for further detail.

To complete all parts of the assignment (A to D), combine all parts into a single .zip file and upload it to LearningSpace containing the following:
   (a) Professional practice report
   (b) Professional resume
   (c) A link to LinkedIn profile
   (d) A link to your professional website

Additional Guidance

As you progress into your final year, you will have discovered that a much greater level of intellectual independence is expected of you. Sessions now focus on student-driven dialogues where important issues are explored instead of merely presented. Your tutor is there to highlight opportunities for learning and to facilitate the dialogue. It is up to you to analyse the material and consider its value in the context of your own aspirations. It is, therefore, critically important that you engage in research across the study block and review relevant materials ahead of attending each session.

Identifying the most appropriate skills to address and propose to develop through further professional practice is the primary goal of this assignment. It is unlikely that you will settle on the first type of role or set of job averts that you find, but stick with it. You can always repeat the exercise to prepare yourself for a change of role in the future.

In order to help you prepare for life in professional practice, you are required to write a professional practice report based on discussions with your product owner/mentor, with members of the team based in your area of game development and on discussions with others who can give you an insight into professional life and development in your area of practice. There are many games and business/enterprise professionals in the university, as well as art, audio, writing and animation professionals; now is the time to actively seek them out and talk to them about professional and business practice.

It is really important that you ensure that you have questions prepared before speaking to someone. Do your homework on what they do and so you can get the best out of them. After speaking (or emailing them) record the material gathered and your thoughts on the topic, all of which can then be analysed and used in your report. The report invites you to critically analyse the information you've gathered and use it to help create a personalised strategy for managing your future personal and professional development.

Areas where students tend to lose marks are: depth of insight; analytical skill; and evaluative skill. Depth of insight implies rigorous research, addressing a defined and focused field and associated skills in significant detail, rather than broad field or a general area like 'computing'. Adequate analysis implies going beyond mere description, perhaps through: performing calculations, comparing sources, or even deploying reasoning to generate new insights. Adequate evaluation implies making appropriate reference to evidence and ensuring that

evidence is of appropriate quality. Further to this, sound and valid arguments are constructed, criticising the claims made by other authors. In your final year, your submissions must clearly illustrate your ability to analyse and evaluate as a minimum requirement to pass!

You have but 1500-words! Depth over breadth. Quality over quantity. Write concisely. Your research skills, such as your ability to lookup facts and figures, is not under assessment so focus on construct a sound competitor analysis and arguing critically about the skills that you need to develop and the approaches to professional practice that you are or will engage in to get there.
You can use lists, charts, visual information, and bullet points in the report, it doesn't have to simply be an 'essay'. What we are looking for however, is effort made in gathering and evaluating/analysing knowledge that will inform and support your own professional development.

You will then make some promotional materials for yourself for personal branding and self-marketing; most likely, a website as well as a professional CV. In some case, other things like business cards might be appropriate. The direction you take with this assessment should reflect your discipline and the path you wish to follow after university—as highlighted in your report. These obviously need to be designed to promote you and, where relevant, your game. Think creatively about your promotional and marketing materials and gear them around making you and your product stand out in a crowded marketplace while remaining professional. This is a chance to be creative or simply very professional. Presentation needs careful thought as that's all part of getting your message across.

FAQ
Is this a mistake?
If you have discovered an issue with the brief itself, the source files are available at:

https://github.com/Falmouth-Games-Academy/bsc-assignment-briefs.

Please make a pull request and comment accordingly.

Additional Resources
- https://www.kent.ac.uk/careers/sk/top-ten-skills.htm
- http://creativeskillset.org/creative_industries/games/job_roles
- https://www.gamasutra.com/view/feature/131064/so_you_want_to_be_a_game_.php
- https://blog.codinghorror.com/recommended-reading-for-developers/
- http://tinysubversions.com/2005/10/effective-networking-in-the-games-indu index.html
- http://www.sloperama.com/advice.html

Marking Rubric

Criterion	Weight	Refer for Resubmission	Novice Competency	Novice Proficiency	Professional Competency	Professional Proficiency	Expert Competency
Basic Proficiency Threshold	40% (Threshold)	Parts A, B, C or D have not been submitted, are incomplete, or are unsatisfactory.	Parts A, B, C & D are complete. The reference section is complete and well-formed in either ACM or IEEE format. No evidence of academic misconduct. All novice competency criteria met in full.				
Part A: Professional practice report							
The report demonstrates the use of appropriate and well selected sources	5%	No sources	Sources are limited and arbitrary	Sources are limited or arbitrary	Reasonable number of sources Reasonably well-selected	Well-selected sources that add value without adding excessive sources to 'pad out' content	Well-selected sources that develop critical intellectual and/or philosophical arguments
The report communicates its points clearly	10%	Report contains few, if any points.	Report contains some points which are presented in a rambling manner	Report contains a reasonable number of points which are presented in a rambling manner	Report communicates its points clearly	Report is insightful	Report is extremely insightful
The report has a coherent structure	5%	Report is a wall of text and/or no referencing	Report has arbitrary sections / breaks. Limited referencing.	Report has some structure All referencing is correct.	Report has a clear structure with headings and sub-headings where necessary	Report has a clear structure with headings and sub-headings that generally meet the needs of the arguments and information presented.	Report has a clear structure with headings and sub-headings that meet the needs of the arguments and information presented.
Critical engagement with the material gathered is in evidence	5%	No criticism of material	Materials are critiqued from author's perspective	Materials are critiqued from author's perspective with some reference to grey literature	Materials are critiqued from at least one other professional perspective	Materials are critiqued from several professional sources	Critique using multiple sources with differing perspectives
A clear sense of a strategy for personal and professional development is evident	5%	No evidence of professional development plan presented	Vague notion of goals and planning	Goals and plans but with no clear articulation of time-frame or expectation.	Use of SMART goals to frame professional development	Use of SMART goals to frame professional development Evidence of strategy within plan	Use of SMART goals to frame professional development A clear and coherent strategic plan with alternatives

Part B: Professional Resume							
Materials are well-targeted and relevant to the student's employment aims	5%	No resume	Slight cohesion between employment aims and resume content	Some cohesion between employment aims and resume content	Reasonable cohesion between employment aims and resume content	Good cohesion between employment aims and resume content	Strong cohesion between employment aims and resume content
The materials are well presented	5%	No resume or extremely poorly laid out resume	Resume contains many spelling and/or grammatical errors, layout is poor (no / few paragraphs, generally a wall of text)	Resume contains some spelling and/or grammatical errors, layout is patchy	Resume is fairly well-written with few spelling, grammar or layout errors	Resume is well-written with no obvious spelling, grammar or layout errors	Resume is well-written and creates a genuine sense of interest

Part C: Professional LinkedIn Profile							
Designed to showcase student specialisations and experience	5%	No LinkedIn profile or very sparse profile	Profile contains a small amount of content / detail that details specialisations and/or experience	Profile contains some content / detail that details specialisations and/or experience	Profile contains a fair amount of content that highlights and details specialisations and experience	Profile contains significant content that highlights and details specialisations and experience	Profile contains significant content that highlights and details specialisations and experience and is interesting to read
Professional approach to self-marketing in evidence	5%	Empty or very sparsely populated profile Profile is not professional	Some self-marking evident which may include some of: - presentation/show casing of undergraduate work, - network building, beyond course mates - engaging with relevant professionals - positively engaging in professional posts	Much self-marking evident which includes most of the novice competency aspects	Much self-marking evident which includes all the novice competency aspects and some evidence of building a personal brand within LinkedIn	As professional competency but with some engagement from LinkedIn recruiters	As professional proficiency but engagement from LinkedIn recruiters has resulted in interviews / job offers

Part D: Professional Website						
Designed to showcase student specialisations and experience	2%	Website cannot be loaded on popular browsers

Website is little more than a landing page

Website does not contain student material | Website contains arbitrary work with no real explanation of what the work is and why it has been included | Website contains somewhat arbitrary work with no real explanation of what the work is and/or why it has been included | Website contains generally good quality work with some explanation of the work and its development | Website contains generally good quality work with reasonably detailed / meaningful explanation of the work and its development | Website contains high quality student work which is well-curated with good textual descriptions next to work to explain rationale behind their inclusion, the work undertaken and the approach performing the work / issues encountered |
| Creative approach taken to designing and presenting the materials | 4% | Website has little or no content

Website feels like content has be arbitrarily dumped onto it

Missing content | Website has no overall style and work feels haphazard and generally thrown in

Site navigation is difficult and/or troublesome | Website has some aesthetic / style but is not consistent

Site navigation is difficult and/or troublesome | Website has a clear aesthetic, but student work tends to jibe.

Site navigation isn't difficult but could be smoother | Website has a good aesthetic throughout the entire site

Much of the work presented gives the impression of fitting within the aesthetic, as if it has been chosen specifically

Site navigation feels good | Website has a good aesthetic throughout the entire site.

Each piece of student work gives the impression of fitting within the aesthetic, as if it has been chosen specifically

Site navigation is good / natural |
| Materials are well-targeted and relevant to the student's employment aims | 2% | No relationship between website content and student aims (through resume and/or LinkedIn profile) | There is a marginal relationship between student employment aims and materials presented | There is some relationship between student employment aims and materials presented, though much material presented has no relevance | There is a clear relationship between student employment aims and materials presented | There is a stong relationship between student employment aims and materials presented

The website builds on content from resume and LinkedIn profile | There is a very strong relationship between student employment aims and materials presented

The website builds on content from resume and LinkedIn profile and all sources successfully reference each other |
| Professional approach to self-marketing in evidence | 2% | Evidence of unprofessional or unethical approaches to self-marketing (swearing, inappropriate content, potentially liable content, misappropriation of copyright materials) | Website comes across as the product of a fairly immature developer | Website comes across as fairly competent with only a few 'features' that suggest an immature developer | Website is professional, giving the air of modesty and a desire to develop as a professional | Website gives the impression of being developed by an early stage professional developer that is keen to develop their skills and expertise | Website gives the impression of being developed by an early stage professional developer that is aware that they are at the beginning of a life-long journey of professional development |