Cardiff School of Technologies

Assessment Brief

Module Code	Module Title
GDV4000	Introduction to Game Industry Practice
Academic Year	**Semester**
2024-2025	01

Module Leader email

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Content

Assessment Details

Assessment title	Abr.	Weighting
Designing a Game Based on a Given Brief.	WRIT1	40%

Pass marks are 40% for undergraduate work and 50% for postgraduate work unless stated otherwise.

Task/assessment brief:

To celebrate the upcoming 40th anniversary of the Atari ST, you are required to design a vertical-scrolling shoot-em-up along the lines of *Xenon 2: Megablast (Wiki Link. Video Gameplay Link. Publisher: Bitmap Brothers)* which was a massive hit on that platform.

Each level requires the player complete a challenge for an appropriate reward. Challenges would involve seeing off different waves of enemy ships, including boss enemies, avoiding projectiles as well as successfully navigating each level. Rewards can be points-based for example, but this is left for you to decide. Only one level needs to be designed, but multiple levels can be designed if you want to. The theme of the game is also left for you to decide.

This will be a ***team-based assignment*** and your final submission is to contain the following:

Documentation

Your documentation will be in the form of a **Cut Down GDD** and should be no longer in total than **1600 words** (**per team member**) (not including diagrams and illustrations / sketches of your design).

Cut Down GDD (~1200 per team member)

The accompanying GDD Template (GDD_Structure_GDV4000.docx) has been highlighted to help you structure this section of the documentation.

Please note that:

1. When explaining mechanics, player and NPCs include tables / charts showing the properties, or attributes of elements within the game.
2. The level design this does not have to be the complete level design but key ideas that underpin the final level structure.
3. For the design elements use suitable examples, including images and sketches throughout your design to help illustrate your ideas. These can be sketches or more scrap book like place holders.
4. The target platform for your game has an impact on the optimisation strategies employed, provide some reasons for your choice.

Hint #1: Build flexibility into your design as certain aspects might change later in the project. Identify / prioritise key elements that define the core characteristics of your game which *cannot* change as well as elements that are open to change and may evolve. Also consider alternative approaches to ideas / concepts within your design as initial ideas may take too long to complete.

Your submission must contain a link to the repository containing your completed GDD and incomplete TDD (for production plan) other elements of the documentation will be considered as being in progress.

The use of **Generative AI** is **not** permitted on this module. Spell checking and Grammar checking using in-built tools is accepted. All citations and references must be in Harvard style as per Cite Them Right.

Reflective Report (~400 words per team member)

Each team member is expected to submit a short report reflecting on their contribution to the group work, and their experience to date. This is the only part of the written work that should be in **first person**. It is recommended to use a structure, such as Gibbs' Reflective Cycle and write a paragraph on each of the 6 phases:

- **Description** – What happened? Describe the experience.
- **Feelings** - What were you feeling and thinking? Why might you have felt that way?
- **Evaluation -** What did you consider to be good and bad? Were all members contributing equally?
- **Analysis -** What sense can you make of the situation? What steps could be considered?
- **Conclusion** - What could you have done in that situation?
- **Action plan** - How would you think and react if that situation arose again?

Word count (or equivalent):	1600 words (**per team member**)

This reflects the effort required for the assessment. Word counts will normally include any text, tables, calculations, figures, subtitles, and citations. Reference lists and contents of appendices are excluded from the word count. Contents of appendices are not usually considered when determining your final assessment grade.

Academic or technical terms explained:

Prototype – An incomplete version of the software (or Game) developed to explore technological boundaries, techniques, libraries or user experience (e.g. gameplay).

Feature – A distinct software behaviour or game mechanic.

NPC – Non-Player Character (AI controlled player).

IP – Intellectual Property. Intangible property that is the result of creativity. In this context assets, images used for aesthetic queues etc. This also covers references and any copyrighted materials.

VCS – Version Control System. Software used in conjunction with good developer practices to track and manage changes to source code.

Evaluate - Measure or evaluate one or more aspect of something with emphasis on an overall judgement of something, explaining the extent to which it is, for example, effective, useful, or true. Evaluation is therefore sometimes more subjective and contestable than some kinds of pure assessment.

Discuss – A written debate using reasoning skill and selected evidence (i.e. references). This may present an argument for and against or highlight advantages and disadvantages of a given context, method, tool etc. ending with a conclusion.

Demonstrate an awareness – Show that you are conscious of something, i.e. not just recall facts connected to a subject but consider how this impacts on a given scenario, task or project.

GDD – Game Design Document, a document used to describe the aesthetic design of the game and it's intended mechanics. This maps out how the game should look and play at the end of development.

TDD – Technical Design Document, a document used to describe the technical design of a game along with details of its implementation and testing. Due to the Agile nature of the development process this is often a live document.

Closing Kit – This is a combination of documentation and software artefacts which provides an archive of the game for handover or future resurrection.

EDGE (Ethical, Digital, Global and Entrepreneurial skills)

Artificial Intelligence Models – Guidance for this assessment:

Artificial Intelligence (AI) models can be a powerful tool to support your learning. The University has provided some resources to support you in its appropriate usage:

- Library Services AI Hub
- Student Guide to AI and Assessment
- Code of Conduct for Students on the use of AI
- Cite Them Right resource on citing materials relating to AI (if permitted)

As per the academic regulations (Academic Handbook Ah1_08), in all cases you must submit work that is your own, acknowledging any part of it that has been informed by another source – including that which is AI generated. Upon submission of work, you will be asked to confirm the following statement:

I confirm that this assignment is my own work, except where I have acknowledged the use of works from other sources, including the use of any artificial intelligence (AI) tools, in accordance with what is allowable as described in the assessment brief.

Please note the following:

- AI should not be used as a substitute for your own knowledge, and you should never include any material that you do not understand and could not explain if asked.
- Not being able to explain your work when asked is likely to be a key factor when considering cases of academic misconduct related to AI.

The following information provides specific guidance for this assessment about what level of AI use is appropriate for this assessment. Remember that in all cases you must submit work that is your own, acknowledging any part of it that has been provided by another source.

NO USE OF GENERATIVE AI EXPECTED • Your assignment should be produced using information sourced by you from your learning materials and academic sources and cited appropriately. • AI tools for checking spelling, grammar and referencing may be used.	☑
AI ACKNOWLEDGED • You can use AI tools to learn about your topic, as part of your study, or in preparing initial guidance on assignments (e.g. headline structure, suggestions for inclusion of topics). • Any materials that you have sourced from AI should be rewritten or reconfigured and integrated into your own work and referenced	

appropriately. It is recommended that this is confirmed by a relevant academic source. • Any support gained from AI should be acknowledged in a statement at the end of the assignment, making clear what the support was, and how you used it and developed it for your own work. Example statements are available in the Student Code of Conduct [link].	
AI EMBEDDED • Use of AI is an integral and expected part of the assessment. • The explicit inclusion of AI within the assessment means that instructions on the expected use will be part of the assessment brief. • Your assessment brief will describe how you should acknowledge the way in which you used AI tools.	

Submission Details

Submission Deadline:	This will be provided on the Moodle submission point.	**Estimated Feedback Return Date**	This will normally be 20 working days after initial submission.
Submission Time:	By 4.00 pm on the deadline day.		
Moodle/Turnitin:	Any assessments submitted after the deadline will not be marked and will be recorded as a non-attempt unless you have had an extension request agreed or have approved mitigating circumstances. See the School Moodle pages for more information on extensions and mitigating circumstances.		
File Format:	The assessment must be submitted through the Turnitin submission point in Moodle. You can use any support file type for your report (Word, PDF for example). **Your assessment should be titled with your:** Your assessment should be titled with your Group Name, module code and assessment id, e.g., "**GroupID GDV4000 WRT**". The title page of your project should contain the names and student numbers of the group members.		
Feedback	Feedback for the assessment will be provided electronically via Moodle. Feedback will be provided with comments on your strengths and the areas which you can improve. View the guidance on how to access your feedback. All marks are provisional and are subject to quality assurance processes and confirmation at the programme Examination Board.		

Assessment Criteria

Learning outcomes assessed

Learning Outcomes
1. Apply the game development process and approaches to game design by documenting a game concept and design. 2. Implement and test a design using industry standard tools. 3. Demonstrate the ability to work collaboratively by developing and presenting a game project as part of a team using industry-standard source control and project management tools. 4. Discuss the organisation and operation of a game development studio and the career paths and business opportunities open to graduates within the game industry by reflecting and reporting on the different roles and responsibilities within the games industry. 5. Discuss the legal, social, ethical and diversity issues relevant to game development by producing a detailed report on the issues inherent in different game designs and genres.

Assessment Criteria	**100%**
Game Design Document	**60%**
Game Concept (LO1) (LO3)	10%
Consideration of Legal, Social, and Ethical Issues (LO1) (LO5)	10%
Identification of Core and Non-Core Mechanics (LO1) (LO2)	10%
Level Design – Concept and Prototype (LO1) (LO3)	10%
Gameplay – (See GDD_Structure_GDV4000.doc) (LO1) (LO3)	10%
Game Character Design (LO1) (LO3)	10%
	30%
Appendix 1: One-Page Concept Document (LO1, LO2, LO3)	10%
Appendix 2: Minutes of Team Meetings and Version Control logs (LO3, LO4)	10%
Appendix 3: Team member contributions to GDD	5%
References	5%
Reflective Report	**10%**
Personal Reflection based on a Reflective Cycle.	10%

Other skills/attributes developed

This includes elements of the Cardiff Met EDGE (Ethical, Digital, Global and Entrepreneurial skills) and other attributes developed in students through the completion of the module and assessment. These will also be highlighted in the module guidance, which should be read by all students completing the module. Assessments are not just a way of auditing student knowledge. They are a process which provides additional learning and development through the preparation for and completion of the assessment.

Ethical	Understand the legal and ethical implications of game design and development decisions.
Digital	Use industry standard tools to create game content
Global	Understand how different cultures factor into and interpret different design ideas

Entrepreneurial	Understand how the games industry works and recognise new opportunities for development.

Marking/Assessment Criteria

70 – 100% (1st)	A very clear concept is given that outlines the game and its marketability. An excellent design document is given that details all of the elements in the game and conveys the intended player experience throughout the game. Interactions and events are considered and discussed in detail. Excellent use of tables has been made to document element properties and attributes. The design is flexible, and elements of the design are clearly prioritised. The structure of the design document is clear and key elements are cross-referenced where necessary. An excellent set of appendices is given, demonstrating an in-depth knowledge and awareness of the legal, social and ethical issues involved in game design.
60-69% (2:1)	A clear concept is given that outlines the game and its marketability, but this needs to be expanded. A very good design document is given that details most of the elements in the game and conveys the intended player experience throughout the game. Most interactions and events are considered and discussed in detail. Very good use of tables has been made to document element properties and attributes, but this could be expanded. Flexibility in the design is evident and elements of the design are suitably prioritised. The structure of the design document is clear and key elements are cross-referenced where necessary. A very good set of appendices is given, demonstrating an awareness of the legal, social and ethical issues involved in game design.
50-59% (2:2)	A basic concept outline is given but this needs to be expanded. Some discussion of the marketability of the game is given but this also needs to be expanded. A good design document is given that details many of the elements in the game and conveys the intended player experience throughout the game, but this needs to be expanded. Most interactions and events are considered and discussed, but more detail is needed. Good use of tables has been made to document element properties and attributes, but this could be expanded as not all properties are considered. Some flexibility in the design is evident but the documentation does not clearly prioritise features in the game. The design document has a good structure, but this could be improved and made more clear in places. A good set of appendices is given, demonstrating some awareness of the legal, social and ethical issues involved in game design.
40-49% (3rd)	Only a very basic concept outline is given that is unclear and needs to be expanded. Little discussion is given on the marketability of the game. A basic design document is given that documents the key elements of the game, but this needs to be expanded. Some interactions and events are considered and discussed, but much more detail is needed. Some use of tables has been made to document element properties and attributes, but this needs to be expanded. Little flexibility has been considered in the design and the documentation does not clearly prioritise features in the game. The structure of the document is unclear in places and needs to be improved. A basic set of appendices is given, demonstrating only a basic awareness of the legal, social and ethical issues involved in game design. This needs to be expanded.
35-39% (Narrow Fail)	A basic concept outline is given but the idea behind the game and its marketability are not clear. A very basic design document is given that details few of the key elements in the game. Some interactions and events are considered but more aspects of the gameplay need to be considered and the discussion needs to be

	significantly expanded. Little to no use of tables has been made to document element properties and attributes. Little to no consideration for design flexibility or the prioritisation of features has been made. The structure of the document is not coherent and difficult to follow. A very basic appendix is given demonstrating a poor understanding of the legal, social and ethical issues involved in game design.
<35% (Fail)	No meaningful concept outline or discussion of the marketability of the game are given. A very basic design is given but does not convey sufficient information to give the reader an understanding of what the game is about or how it will work. There is insufficient documentation to guide implementation of the game. No meaningful appendices are given demonstrating little to no understanding of the legal, social and ethical issues involved in game design.

Further Information on assessment, referencing and grading can be found in the Module Handbook (on Moodle)

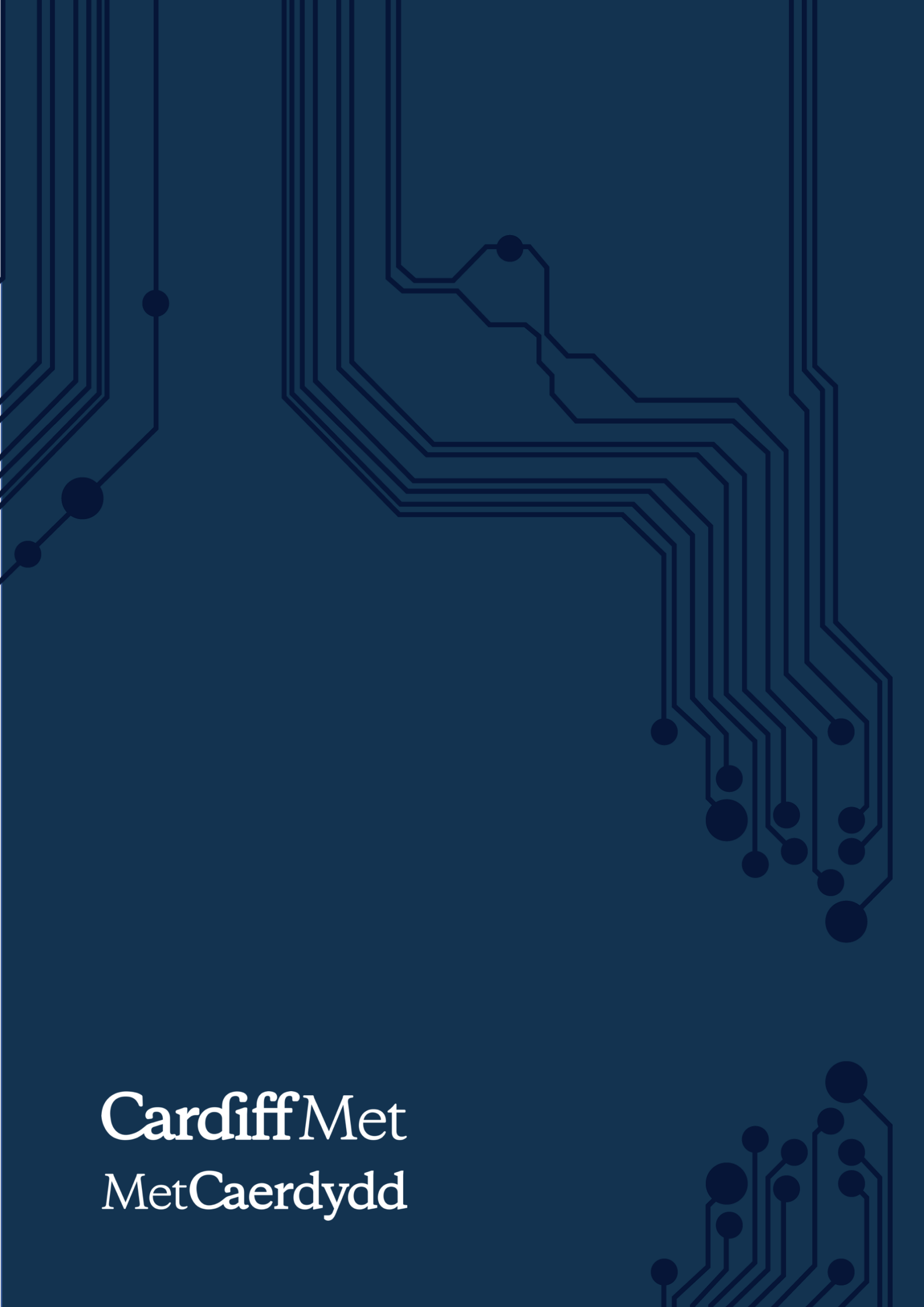
Marking/Assessment Criteria

Group#

	<35% Fail	35-39% Narrow Fail	40-49% Pass	50-59% 2:2	60-69% 2:1	>70% 1st
Design Document **(60%)**	A very basic design is given but does not convey sufficient information to give the reader an understanding of what the game is about or how it will work. There is insufficient documentation to guide implementation of the game.	A very basic design document is given that details few of the key elements in the game. Some interactions and events are considered but more aspects of the gameplay need to be considered and the discussion needs to be significantly expanded. Little to no use of tables has been made to document element properties and attributes. Little to no consideration for design flexibility or the prioritisation of features has been made. The structure of the document is not coherent and difficult to follow.	A basic design document is given that documents the key elements of the game, but this needs to be expanded. Some interactions and events are considered and discussed, but much more detail is needed. Some use of tables has been made to document element properties and attributes, but this needs to be expanded. Little flexibility has been considered in the design and the documentation does not clearly prioritise features in the game. The structure of the document is unclear in places and needs to be improved.	A good design document is given that details many of the elements in the game and conveys the intended player experience throughout the game, but this needs to be expanded. Most interactions and events are considered and discussed, but more detail is needed. Good use of tables has been made to document element properties and attributes, but this could be expanded as not all properties are considered. Some flexibility in the design is evident but the documentation does not clearly prioritise features in the game. The design document has a good structure, but this could be improved and made more clear in places.	A very good design document is given that details most of the elements in the game and conveys the intended player experience throughout the game. Most interactions and events are considered and discussed in detail. Very good use of tables has been made to document element properties and attributes, but this could be expanded. Flexibility in the design is evident and elements of the design are suitably prioritised. The structure of the design document is clear and key elements are cross-referenced where necessary.	An excellent design document is given that details all of the elements in the game and conveys the intended player experience throughout the game. Interactions and events are considered and discussed in detail. Excellent use of tables has been made to document element properties and attributes. The design is flexible and elements of the design are clearly prioritised. The structure of the design document is clear and key elements are cross-referenced where necessary.

Appendix 1: Concept Documentation **(15%)**	No meaningful concept outline or discussion of the marketability of the game are given.	A basic concept outline is given but the idea behind the game and its marketability are not clear.	Only a very basic concept outline is given that is unclear and needs to be expanded. Little discussion is given on the marketability of the game.	A basic concept outline is given but this needs to be expanded. Some discussion of the marketability of the game is given but this also needs to be expanded.	A clear concept is given that outlines the game and its marketability, but this needs to be expanded.	A very clear concept is given that outlines the game and its marketability.
Appendix 2: Legal and Ethical Issues **(20%)**	No meaningful appendices are given demonstrating little to no understanding of the legal, social and ethical issues involved in game design.	A very basic appendix is given demonstrating a poor understanding of the legal, social and ethical issues involved in game design.	A basic set of appendices is given, demonstrating only a basic awareness of the legal, social and ethical issues involved in game design. This needs to be expanded.	A good set of appendices is given, demonstrating some awareness of the legal, social and ethical issues involved in game design.	A very good set of appendices is given, demonstrating an awareness of the legal, social and ethical issues involved in game design.	An excellent set of appendices is given, demonstrating an in-depth knowledge and awareness of the legal, social and ethical issues involved in game design.
Appendix 3: Team allocations **(5%)**	No team allocations evident	Team members listed, but it is unclear what tasks have been allocated	A basic set of allocations is evident	A good set of task allocations is evident.	A very good and well thought-out set of task allocations is evident.	An excellent and well thought-out set of task allocations is evident.

Additional Comments: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