**Professional Studio Practice** GAM1102

**Module Handbook Part Two** Assessment Information

| **Assignment Title** | Design Documentation | **Weighting** | 40% |
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| **Submission** | 07.03.2025 @ 11:59pm | **Feedback** | 31.03.2025 |
| **Word Count** | 4,000 Words | **Key Resources** | Online Reading List |
| **Details** | You must produce documentation that clearly expresses how your response to the Project Threshold brief will be designed and implemented. This will consist of two distinct components which should make effective use of text, images and video to communicate information. Your individual submission should consist of a single .PDF file which incorporates your team’s **Concept Pitch Document** and your own **Level Specification Document**.  **A. Concept Pitch Document (Team)**  The objective of this document is to broadly communicate what your game is all about in terms of theme, experience and gameplay using a high-level design approach. Some aspects will be informed by the Project Threshold Specification Document whereas others will be determined by the development team. This should be collaboratively produced by the team and include the following elements: -   1. **High Concept** - Synopsis of key characteristics (i.e. genre, gameplay, narrative) 2. **Influences** - Analysis of three games that have inspired different aspects of the concept 3. **Experience Goals** - Explanation of emotions and feelings that the game will evoke and how 4. **Design Pillars** - Identification of three guiding principles for design and how these will be realised 5. **Gameplay** - Overview of moment-to-moment action and core Goal → Challenge → Reward loop 6. **Mechanics** - Overview of core mechanics and driving gameplay and how they function   **B. Level Specification Document (Individual)**  The objective of this document is to communicate the specific design features of the level that you are responsible for producing using a low-level design approach. This will include broad aspects of theming and structure, as well as specific approaches to moment-to-moment design and implementation. This should be individually produced and include the following elements: -   1. **Level Concept** - Synopsis of key characteristics (i.e. location, narrative, gameplay) 2. **Placement** - Explanation of how the levels fits into the wider Teach → Test → Challenge structure 3. **Level Mechanic** - Explanation of how the level mechanic will functions and be implemented 4. **Level Map** - Annotated blueprint of layout including gameplay components and action paths 5. **Storyboard** - Annotated visual walkthrough of the moment-to-moment player experience | | |
| **Outcomes** | **2**. Design and develop a prototype using a game engine and established workflows  **3.** Present game design work using established industry formats | | |

| **Assessment Marking Criteria** | | | | | |
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| **Section** | **1 - 4** | **5 - 8** | **9 - 12** | **13 - 16** | **17 - 20** |
| **Design** | An innovative, highly original concept that represents an excellent interpretation of the established brief. Superb application of design practice to gameplay, level design and experience. | A creative, somewhat original concept that represents a good interpretation of the established brief. Proficient application of design practice to gameplay, level design and experience. | A generally creative but conventional concept that represents adequate interpretation of the established brief. Reasonable application of design practice to gameplay, level design and experience. | A largely uninspired and derivative concept that represents limited interpretation of the established brief. Poor application of design practice to gameplay, level design and experience. | An incoherent or incomplete concept that represents inadequate interpretation of the established brief. Insufficient application of design practice to gameplay, level design and experience. |
| **Communication** | Eloquent and professionally structured documentation which covers all relevant aspects of high and low level design. Excellent use of visual elements to aid design communication. | Articulate and logically structured documentation which covers most relevant aspects of high and low level design. Good use of visual elements to aid design communication. | Clearly expressed and mostly organised documentation which covers some relevant aspects of high and low level design. Adequate use of visual elements to aid design communication. | Unclearly expressed and partially organised documentation which covers few relevant aspects of high and low level design. Poor use of visual elements to aid design communication. | Incoherently expressed and disorganised documentation which fails to cover relevant aspects of high and low level design. Inadequate use of visual elements to aid design communication. |

| **Assignment Title** | Development Evidence | **Weighting** | 60% |
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| **Submission** | 11.04.2025 @ 11:59pm | **Feedback** | 05.05.2025 |
| **Word Count** | 1,000 Words, c. 10 Minutes | **Key Resources** | Online Reading List |
| **Details** | You must provide evidence of a prototype that implements the design work documented in the previous assessment, as well the iterative, team-based practices that have been used to realise this. This evidence should take the form of a live Notion document which comprises a narrated **Level Walkthrough Video** and a **Development Diary** that makes effective use of text, images and video to communicate information.  **A. Level Walkthrough Video**  The objective of this video is to provide a step-by-step demonstration of the level that you have individually developed. This should include all elements of design and implementation (i.e. mechanics, puzzles, level design), as well as a spoken commentary that provides context and justification for design thinking. The walkthrough should be uploaded to YouTube as an Unlisted video, and a URL embedded into the first part of your document submission. Some examples of questions that you could respond to might include: -   * How do elements of level design guide the player? * How does the player understand what they need to do to progress? * How do gameplay elements reinforce the intended player experience? * Where have established design principles or concepts been applied? * How does the level fit into the wider context of the game?   **B. Development Diary**  The objective of this document is to explain and evaluate how you have developed the game prototype from creative, technical and organisational perspectives. This will take the form of a personal journal in which you will provide short weekly entries covering different aspects of development. The following headings and prompts should be addressed in each of these: -   * **Personal Activity** - Individual contributions to the project. Which tasks have you worked on? How successful were they? Why? How have you made use of established practices and principles? How have you iterated upon design or development work? How have you approached problem-solving? * **Team Activity** - Team approaches to collaborative development. What was the focus of team meetings? How were decisions made? How was work delegated? How were conflicts resolved? How effective was project management? How well was design and development work shared? * **Project Actions** - Steps for moving the project forward. Which specific tasks need to happen next? What are the deadlines for these? Who is responsible for ensuring they are completed? What problems need to be resolved? What kind of information, support or resources is required? | | |
| **Outcomes** | **1.** Introduce team-based game production workflow  **2.** Design and develop a prototype using a game engine and established workflows  **3.** Present game design work using established industry formats  **4.** Evaluate and reflect on their own role and outputs within the group | | |

| **Assessment Marking Criteria** | | | | | |
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| **Section** | **1 - 4** | **5 - 8** | **9 - 12** | **13 - 16** | **17 - 20** |
| **Development** | Excellent use of creative and technical skills to produce a prototype that extensively meets the needs of the project brief and established design goals. | Good use of creative and technical skills to produce a prototype that thoroughly meets the needs of the project brief and established design goals. | Satisfactory use of creative and technical skills to produce a prototype that generally meets the needs of the project brief and established design goals. | Poor use of creative and technical skills to produce a prototype that rarely meets the needs of the project brief and established design goals. | Inadequate use of creative and technical skills to produce a prototype that does not meet the needs of the project brief or established design goals. |
| **Evaluation** | Extensive, in-depth explanation and critical assessment of working practices, including excellent identification of actions for onward development. | Thorough, detailed critical explanation and assessment of working practices, including good identification of actions for onward development. | Broad explanation and assessment of working practices, including satisfactory identification of actions for onward development that lacks some criticality and detail. | Limited explanation and assessment of working practices, including poor identification of actions for onward development that lacks significant criticality and detail. | Incomplete or missing explanation and assessment of working practices, including inadequate identification of actions for onward development with no criticality or detail. |
| **Teamwork** | Excellent evidence of collaborative design, development and project management practices. | Good evidence of collaborative design, development and project management practices. | Satisfactory evidence of collaborative design, development and project management practices. | Poor evidence of collaborative design, development and project management practices. | Inadequate evidence of collaborative design, development and project management practices. |