

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Animation & VFX / BA Computer Games Design		
Module:	Changemakers: Creativity and Value Creation		
Module code:	ACCA5033	Contribution to Overall Module Assessment (%):	50%
Lecturer:	N Masih	Internal Verifier:	R Morgan
Assignment Title:	Assignment 2: Iteration and Development	Word count (or equivalent):	2500 words (or equivalent)
Submission deadline:	Wednesday 1 May 2024 3PM (Turnitin)	Return date of provisional marks & written feedback:	No later than 20 working days post submission date
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

TASK DESCRIPTION

This assessment requires you to work **individually**.

Following on from your efforts in **Assignment Component 1** you will develop your design proposal and produce final designs following a robust and thorough development process.

To begin, you should already have a rough design of a single element inspired by a good foundation of research (conducted as part of your first submission in **TASK C**). Now you will develop the existing idea in an iterative and explorative process to discover how to refine your designs. This will include the following stages:

TASK E: Iterative development of the existing rough design proposals

TASK F: Reference images / Orthographic projections of your strongest design

TASK G: A Final Design

TASK H: A 500 word critical evaluation of your efforts through the development of your design work

TASK E: ITERATIVE DEVELOPMENT

Using the initial designs created in **TASK C from Component 1** of the Module Assessment as a base, select the elements you feel are most interesting or have most potential for development. **Produce a further five designs based on some of your favourite initial designs from TASK C**, only this time add more detail and refinement. Conduct additional research if you feel it is of benefit.

If you have not considered **colour schemes** before this stage, now is a good time to introduce some experimentation – look at colour theory and application to get the most out of this process.

If you are working with 3D, some blockouts at this stage would be ideal – just make sure these are evidenced and presented as part of the work.

TASK F: REFERENCE IMAGES / ORTHOGRAPHICS

Once **TASK E** has been completed, look at your design iterations and **choose the strongest design**. From here you will produce reference images for a final design (either 2D or 3D) with the following **orthographic views**:

- Front View
- Side View
- Rear View
- Top View

These orthographic views should serve as a guide for you – or any other member of a dev team – to be able to recreate your idea faithfully either as a 2D image or 3D model. Producing and using references is a common requirement for content creators in both the games and animation industries, so use this opportunity to practice.

TASK G: FINAL DESIGN

Using your reference images from **TASK F**, **produce your final design as either a single piece of coloured concept art or a textured 3D model** (choose one). The final image/model you produce should be recognisable from the references, should be of high quality, and should show your design from an angle other than an orthographic projection (e.g. three-quarter view). By going through this intricate design process, your final piece of work should be suitable for a personal showreel or portfolio.

TASK H: WRITTEN EVALUATION OF WORK

Finally, compose a **500 word write-up** about the refinement process of your designs from **TASK E** to **TASK G**, including **inspirations** you may have experienced, **problems** encountered (and **solutions** proposed), an **evaluation of your final design**, how it measures up to your vision and what you may change in your process if you were to attempt it a second time. Try to analyse your methods and **identify positives and negatives** rather than deliver a blow-by-blow account as this will help you develop critical thinking skills for your future work.

All tasks should be submitted as a single Word document to Turnitin by the specified deadline.

COURSEWORK CHECKLIST

ASSIGNMENT COMPONENT 2 of 2

Deliverables:

A single Microsoft Word document submission to Turnitin by the deadline specified containing the following:

- A title page with your details
- A contents page
- Five iterative designs based on your work from TASK C
- 4x Orthographic/Reference images of your design: Front, Back, Side and Top views
- An image/render of your final concept – either rendered as a 2D image or a 3D model
- A 500 word written evaluation of the work conducted in Assignment Component 2
- A Bibliography of research displaying all sources used in completing this assessment. The Bibliography should be in IEEE format.

If clarification on any aspect of this assignment is required, please ask your Module Tutor for guidance.

Module Tutor: Rich Morgan

Email: Richard.morgan1@uwtsd.ac.uk

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills (20%)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- *Research is critical to a design process, especially when exploring ideas. Don't be afraid to spend a lot of time conducting research, as you may stumble upon something interesting you'd never have considered otherwise. Please do remember to record your sources, as these will form the entries of your bibliography – it is easier to copy-paste URLs into a word document as you go than to try to remember where they're from the night before a deadline!*
- *When presenting a bibliography of research, you must adhere to IEEE formatting as this is the standard expected in the School of Computing at UWTSD. By including research that you have obtained and formatting it in an appropriate academic manner you can be awarded more marks for your efforts. If you are unsure of the format required, a guide to **IEEE Referencing** can be found here: https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/IEEE-eng_v.1.2.pdf*

2. Knowledge and Understanding Skills (n/a)

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Not assessed in this assignment

3. Cognitive and Intellectual Skills (30%)

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- *In this assessment, analysis and critical thinking are a large part of the iterative design process. Deciding which ideas work – and why – is a big part of the assessment. This is intended to help you think critically about your work and really challenge yourself to push the boundaries of your creativity. Bear in mind there is a difference between critical thinking and being overly critical – you are looking for things you can improve, not trying to put yourself down. This is particularly important in the write-up, where you can be honest and discuss areas of your work that you feel might be weak (or strong). Think about your processes – and if you can see room for improvement, devise new ways to make this a reality.*

4. Practical Skills (30%)

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

- *Your visual design work should try to explore as many ideas as possible and draw upon as much research as possible. The process of developing a design is not a hoop-jumping exercise – it can genuinely provide some unexpected results which allow you to explore themes and concepts you may never have otherwise considered. The more practical work you complete, the more you can be sure of developing a strong design – having a “bare minimum” attitude to your work will only produce derivative ideas and mediocre results.*
- *Make use of colour schemes, shading and lighting, perspective and composition to really bring your creations to life – you want people to sit up and take notice of your creative abilities. This may mean having to conduct more research that falls outside of tutorial themes in some cases – if this is what is*

needed, embrace it. Show us how independent and innovative you can be – it will be great practice for job interviews and producing future content.

5. Transferable Skills for Life and Professional Practice (20%)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- *Make use of contents pages and page numbers to help people navigate your work. A cover page containing module name, title of assessment, name and student number should be provided. The ability to easily navigate the design process you have produced will be helpful for anyone looking at your work.*
- *Take pride in your work – if the assessment was handed to an industry representative, what first impressions would you be giving to them?*

Essential Resources:

- *Resources listed on Moodle*
- [UWTSD IEEE Referencing Guide](#)
- *Assessment marking criteria guide (see below).*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Marks will be allocated based on how well the student has met the generic assessment criteria in each task.	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	n/a	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	%
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GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing,	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

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	incoherently or largely absent.	gained through class contact. Inconsistent and weak use of referencing.	applied accurately or consistently.	or inconsistencies.	with no/very few inaccuracies or inconsistencies.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and	Wholly or almost wholly descriptive work. Little or no critical evaluation	Largely descriptive work, with superficial use of critical evaluation	Limited attempt at critical evaluation and analysis of concepts	Some critical evaluation and analysis of concepts and principles,	Sound critical evaluation and analysis of concepts. Is selective in the range of	Excellent critical evaluation and analysis of concepts and principles	Outstanding critical evaluation and analysis of concepts and

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analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses

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							and interpretation s.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the

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		problem-solving skills outside the context in which they were first studied.	outside the context in which they were first studied.	outside the context in which they were first studied.	solutions outside the context in which they were first studied. Evidence of some creativity.	outside the context in which they were first studied.	context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates

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	employment requiring the exercise of personal responsibility and decision-making.	inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.