

STUDENT FEEDBACK FORM (UG)

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.

Student Name:	Tyrone Hudson	Student P Number:	
Programme:	BA Computer Games Design / BA Computer Animation		
Module:	Contemporary Challenges: Making A Difference		
Module Code:	ACCA4027	Contribution to Module:	50%
Assignment Title:	Evidence of Learning E-Portfolio		

Generic Assessment Criteria	% of Overall Mark	Level of Achievement – In Percentages %													
		Fail	MF	3 rd Satisfactory			2:2 Good			2:1 Very Good			1 st Exceptional		
		0-29%	30-39%	40-43%	44-46%	47-49%	50-53%	54-56%	57-59%	60-63%	64-66%	67-69%	70-79%	80-89%	90-100%
1. Engagement with Literature Skills	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
2. Knowledge and Understanding Skills	30%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐
3. Cognitive and Intellectual Skills	15%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
4. Practical Application Skills	15%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
5. Transferable Skills for life and Prof Prac.	30%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐

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)		67%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills A good amount of research has been evidenced in the submitted work with each blog post containing specific references at the end.
2. Knowledge and Understanding Skills Health, wealth and happiness has been explored as a topic, and an understanding on the negative impact technology can have on people is discussed in the submitted work. An appreciation of production bottlenecks and the consequences of these instances has been covered in the blog posts. Organization and communication are vital not only to success but also on stress levels! A good understanding of the animation production process has been evidenced in the work.

3. Cognitive and Intellectual Skills

Discussion on how the internet has affected human behaviour is a reasonable viewpoint to take – because it undoubtedly has. It has also affected younger generations too, though the role of technology (and its negative impact) seems to affect western society across all ages. Suggestions have been made on how the problem could be tackled and a greater focus on personal wellbeing could be the answer.

Merits and shortcomings have been discussed about animation as a discipline – including wellbeing and motivation. Evidence of analysis and critical thinking have clearly been displayed in the work.

4. Practical Application Skills

Blog posts are written well with line breaks, sub-headings and short written sections making the information more accessible.

Including images such as the 3D production pipeline are useful, as these are informative and contextual (as opposed to just pictures). This is the sort of imagery that should be included in academic documents – ones that help inform and educate the reader alongside the written work that it either supports or it in contrast to.

5. Transferable Skills for Life and Professional Practice

Little evidence to suggest that forums/blogs have been engaged with through the course of the module. For additional marks to be awarded, greater participation in future modules would be recommended.

Three blog posts have been written on module-related topics as required by the assessment and are of high quality.

Assessed by:

R Morgan

Verified by:

J Williams

Date:

27/05/21