

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:	Alex Jenkins	Student P Number:	
Programme:	BA Computer Games Design / BSc / HND Computing (Games Development)		
Module:	Game Design and History		
Module Code:	M4X02039	Contribution to Module:	50%
Assignment Title:	Individual Academic Report (Game Analysis/Review)		

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	30%	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐
2. Knowledge and Understanding Skills	25%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐
3. Cognitive and Intellectual Skills	25%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
4. Practical Application Skills	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐
5. Transferable Skills for life and Prof Prac.	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐

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)		64.4%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills References that support topics such as interface are presented in the main body of text, with a supporting bibliography that adheres to IEEE format. This is good. Additional sources in the text may also enhance the work – some more quotes from game theory books/sites/publications may enhance the research aspect of the work.
2. Knowledge and Understanding Skills Explanation of abbreviations (such as HUD) are useful and help assist a reader of the review – this is good. Appreciation of different game modes and character classes providing variety in gameplay is evidenced in the review.

3. Cognitive and Intellectual Skills

Analysis of HUD design and colour usage is good as it indicates that more than just a surface-level analysis is being carried out. This is important for anyone pursuing game design as a career.

Examples of audio and visual feedback have been provided as part of the analysis.

4. Practical Application Skills

Good use of images with captions included throughout the review. Going forward, it is best to have images on their own lines between paragraphs rather than word-wrapped – this will be the preferred format for academic reports so we'll get into the habit of doing this going forward.

5. Transferable Skills for Life and Professional Practice

Report is generally presented well with visual content supporting written work and relevant sections divided by sub-headings.

Assessed by:	R Morgan	Verified by:	P Organ	Date:	10/12/21
--------------	----------	--------------	---------	-------	----------