

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:	Luke Morgan	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)		70.1%
	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 conducted in this assessment, with references used throughout, showing evidence of independent learning and application of research. Good work. A bibliography has been presented which adheres to IEEE format.
2. Knowledge and Understanding Skills Examples of player choice and non-linearity have been presented as part of the review – this is good as it indicates that taught information from the module is being applied in this work. The tutorial issue in the game is addressed and is a valid point – these game mechanics are core to the experience and if players are not given the right information, the game may fail to entertain and engage.

3. Cognitive and Intellectual Skills

Analysis of the differences in player teams has been conducted, with suggestions offered on how this may be iterated upon or improved to help steer players away from making choices based purely on aesthetics. Good work.

Audio and visual elements have been analysed as part of the review – this is good.

Interesting investigation into demographic has been carried out, showing a link between this game's style and F1 teams wanting to widen the appeal of their brand.

4. Practical Application Skills

A good amount of supporting visual material is presented in the document that supports the written element. The addition of captions under these images would further enhance the work as well.

Images can be placed in their own lines between paragraphs – this is the preferred way in written reports in higher education and will be a requirement in the third year. Inclusion of any visual material enhances the work however, so it is good to see in this submission that you've added these as more marks can be awarded.

5. Transferable Skills for Life and Professional Practice

Report is written well in general – we will move toward more formal writing further down the line but this brief does not explicitly state that third-person formal writing is required. Good work.

Assessed by: R Morgan

Verified by:

P Organ

Date: 10/12/21