

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:	Joseph Pritchard	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:	Collaborative Game Design Document		

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	20%	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
3. Cognitive and Intellectual Skills	20%	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
4. Practical Application Skills	30%	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
5. Transferable Skills for life and Prof Prac.	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)		58.6%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills Evidence of engaging with the game assigned for research is displayed in the content, though this could further be enhanced with references, citations and a bibliography included at the end of the submitted work.
2. Knowledge and Understanding Skills Some of the content in each section is a little heavy on words – this could be helped by breaking up the text with quick summaries of information, bullet points and/or tables. Use layouts similar to those featured in the Game World location details sections, as this makes information easier for a dev team to access.
3. Cognitive and Intellectual Skills Evidence of analysis is present in the breakdown of game world, game flow and cutscenes. The game experience is also evaluated as well, showing evidence of analytical thinking. This is at it's best when the

writing is light and supported by visuals, such as the game flow and navigation of Shell menus. Remember, the GDD is less of a report and more like a handbook on how to make the game.

4. Practical Application Skills

The GDD template supplied has been used, allowing information to be added to the relevant sections of the document. The inclusion of flow diagrams are also good as this presents information in a simple to read, visual way.

Shell menu navigation is represented visually – this is good. Cutscene analysis is okay, though you can support this with simple/rough images or diagrams too, as you'd have to do this in a real GDD.

5. Transferable Skills for Life and Professional Practice

All group members have used the same template in the GDD submission, allowing for consistency among the submissions. This suggests that collaborative work has been undertaken. This is good.

Assessed by:	R Morgan	Verified by:	P Organ	Date:	20/01/22
---------------------	-----------------	---------------------	----------------	--------------	-----------------