

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:	Samantha Osborne	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)		58.7%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills There is evidence of engagement with the game as a research source, though this could also be evidenced with a reference section at the end of the document for additional marks.
2. Knowledge and Understanding Skills Some of the written content reads more like a review of a game than a description of how the game should be designed – remember this real game is just a stand-in for a game idea to help you focus on the priority of completing a Game Design Document. A good understanding of the game's aesthetic and mood have been provided in the submitted work.

3. Cognitive and Intellectual Skills

Control systems are mainly descriptive but provide little detail on what the buttons or controls are. In the GDD we should have a breakdown of the control system – ideally with visual aids that are clearly labelled. This would help with understanding what needs to be designed and accessibility of the information in the document.

A good analysis of the game flow is provided in the submission – the flow chart in particular is informative, accessible and easy to understand. Good work.

4. Practical Application Skills

Use of images is helpful, though some of these are a little small on the document – they can use more of the space on a page if it helps with clarity.

Flow diagram for game flow is a good addition and is exactly how information in a GDD should be presented.

5. Transferable Skills for Life and Professional Practice

A good level of collaboration and communication is evidenced in the GDD submission as all group members have maintained a level of consistency throughout the formatting and submissions. There are some minor differences in font styles, but this is not a significant issue.

Assessed by:	R Morgan	Verified by:	P Organ	Date:	13/01/22
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