

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:	Shaun Tierney	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)		53.4%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills There is evidence that you have engaged with the game as a source of research, which is good – though to enhance the marks you can include a bibliography showing your sources of research (one being the game chosen for analysis itself).
2. Knowledge and Understanding Skills Information on the game has been provided, though the format is more like an essay than a Game Design Document. Separating this information into sub-headings (such as each character having their own 'fact sheet' or similar) would make the document more accessible.

3. Cognitive and Intellectual Skills

Evidence of analytical work has been shown in comparing the game to similar products. This shows an appreciation for the game content and similarities with other titles. Remember in future to reference these as sources of information, as this can increase your marks for the work.

4. Practical Application Skills

The submitted work could be enhanced with the use of additional diagrams, imagery, tables or bullet points that break the information down into easily accessible sections. A GDD is at it's best when a reader can jump in and out of sections without having to take a long time to find information.

5. Transferable Skills for Life and Professional Practice

Collaboration with other group members appears to be lacking – there are significant inconsistencies in format and content throughout the group's work. In order to improve marks in this area it is important to discuss and decide on a single format to produce various sections of the document.

Assessed by:	R Morgan	Verified by:	P Organ	Date:	11/01/22
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