

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:	Owain Kell	Student P Number:	
Programme:	BA Computer Games Design		
Module:	Game Designer's Context		
Module Code:	M5X02042	Contribution to Module:	50%
Assignment Title:	Game Design Document Presentation		

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	15%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐
2. Knowledge and Understanding Skills	20%	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
3. Cognitive and Intellectual Skills	15%	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
4. Practical Application Skills	25%	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐
5. Transferable Skills for life and Prof Prac.	25%	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐

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)		60.1%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills A bibliography is provided, evidencing that research has been carried out. Similar VR games have been discussed such as <i>Tilt Brush</i> and <i>Budget Cuts</i> , giving an idea of the experience this game idea would offer.
2. Knowledge and Understanding Skills Different game modes have been considered for the experience, which should enhance replay value. A greater focus on the setting might be ideal when considering the game experience. The demographic feels a little divided between train enthusiasts and graffiti writers – it may be wise to conduct further research on this to find out what is most important to those who would be interested to play this game.

3. Cognitive and Intellectual Skills

A Gantt chart breakdown of game production is good to see and clearly shows analytical abilities in the proposal.

Demographic has been covered and a PEGI 12 rating has been applied – this is fine as a literal application, though the theme of vandalism would probably be controversial if it was on sale to under 18s.

4. Practical Application Skills

Visual material has been provided that supports the game proposal.

Game concepts and images have been shown as part of the proposal, though it would be good to see more of this, particularly of the settings.

5. Transferable Skills for Life and Professional Practice

Presentation slides are consistent throughout the pitch – good work.

An introduction has been given, alongside an overview of the game. Good work.

Assessed by:

R Morgan, A Head

Verified by:

P Organ

Date:

10/01/22