

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:	Kian Nightingale	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)		63.9%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills References have been supplied as part of the submission in IEEE format. Good work. In addition, evidence of research has been presented in the form of information in the GDD about the game's content.
2. Knowledge and Understanding Skills An appreciation for the purpose of a Game Design Document is evident in the work – you understand that this information needs to be accessible and easy to read, with supporting imagery and information. A good breakdown of characters is present in the documentation.
3. Cognitive and Intellectual Skills A good level of analysis is present in the document for control systems, which are supported with images and labelled clearly on multiple platforms.

4. Practical Application Skills

The format of the presented work is ideal for a GDD – the template has been used and populated with relevant information, including images that support the written work. The information is easy to access and understand – good work.

5. Transferable Skills for Life and Professional Practice

Collaboration has been evidenced by the presentation of the team's documentation – there is a level of consistency throughout. There are some minor differences in fonts and colours, but this is not a significant difference.

Assessed by: R Morgan

Verified by: P Organ

Date: 11/01/22