

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:	Lewis Toop	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)		55.3%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills Research has been described, but evidence is limited – more of this will allow you to be awarded more marks. A bibliography / research list will also help enhance the marks awarded for research on this project. Include them in both the GDD and the presentation.
2. Knowledge and Understanding Skills A personal interest has been used as inspiration for the game – this is good as it increases a personal investment in the game idea. Demographic for the game has been highlighted but still feels a little vague – this would be helped by having a little more clarification on who would be interested in the game and why.

3. Cognitive and Intellectual Skills

The alternative quests/endings add an element of replay value to the game idea, which is good as it offers different play styles.

Boss/enemy attack patterns have been described in detail.

Alternative quests are also documented in good detail. These are contextual and are based around the concept of the seven deadly sins. Good work.

4. Practical Application Skills

Original concepts have been used for boss / enemy characters as part of the pitch, which is helpful to see.

Outside of the characters, more visual materials would be helpful to see as this would help give a design team an idea of the world of the game that needs to be created.

5. Transferable Skills for Life and Professional Practice

An introduction has been given and an overview of the game has been delivered.

Some of the slides are a little text heavy – this can be resolved by having an off-screen written script and bullet-points for key phrases on the screen.

Assessed by: R Morgan, A Head

Verified by:

P Organ

Date:

10/01/22