

LEVEL 6 ASSESSMENT SPECIFICATION

Programme:	BA Computer Games Design		
Module:	User Experience Design		
Module code:	M6X01111	Contribution to Overall Module Assessment (%):	60%
Lecturer:	N.Masih	Internal Verifier:	R.Morgan
Assignment Title:	Development of a Digital Product Prototype in UX	Word count (or equivalent):	Group Presentation
Submission deadline:	12th Jan 2024 Group Presentation 14:00 – 16:00 M6X01111 UX Design	Return date of provisional marks & written feedback:	No later than 20 working days post submission date.
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Critically reflect upon current design practice, selecting appropriate techniques and technologies for a wide range of interactions.
- Research user needs within both personal and social interactivity spheres for unconstrained problems.
- Select and apply appropriate UX methodologies and good practices to prototype innovative interaction within a social context.
- Critically analyse and reflect upon the results of UX testing.

TASK DESCRIPTION

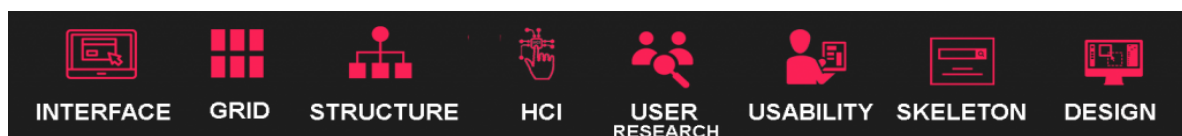
Group Task Student:

Group A
LEAM JENKINS
SHAUN TIERNEY
LUKE MORGAN
HAMZA QASIM
PHOENIX GIMENEZ

Group B
THOMAS NURSE
LUKE REES
ALEXANDER JENKINS
REBECCA DAVIES



As a UX design team, you will present your work. Each team will showcase their work, with each student displaying their contribution.



Weekly Formative Feedback:

Each team should distribute the project completion job equitably among all members of the group, allowing everyone to devote an equal amount of time and effort to the practical project. Self- and peer evaluations will be conducted. You will benefit from formative feedback as they increase their ability to evaluate their own learning. The evaluation should take place informally during the Lab session. As a result of this chance and modelling of the reflection process.

Please see link to add your job role: [Job description and weekly progress report Google Drive](#)

Assignment: Development of a Digital Product Prototype in UX - Group Project

Introduction: This assignment challenges your group to collaborate on the development of a digital product prototype that prioritises an exceptional user experience (UX). Each team member will assume specific job roles and responsibilities, reflecting real-world UX design teamwork.

Task: As a team, your goal is to design and create a digital product prototype that caters to a user need or problem. Each team member will have a defined role within the project to ensure efficient workflow and to bring their specific expertise to the table.

Assignment Phases:

Phase 1: Idea Generation and Conceptualisation *Role: Product Manager*

- Lead the brainstorming sessions and facilitate idea generation.
- Define the target audience and their needs.
- Develop a clear concept and project scope that outlines features and functionality.

Phase 2: User Research and Personas *Role: User Researcher*

- Conduct in-depth user research to better understand the target audience.
- Develop detailed user personas based on research findings.

Phase 3: Wireframing and Information Architecture *Role: Information Architect*

- Create wireframes and plan the information architecture of the product.
- Design the layout, navigation, and overall structure of the user interface.

Phase 4: Prototyping and UI Design *Role: UX Designer*

- Utilise prototyping tools to construct a functional digital prototype.
- Ensure the prototype is visually appealing, intuitive, and user-friendly.

Phase 5: User Testing and Iteration *Role: Usability Tester*

- Plan and conduct user testing with a small sample of target users.
- Collect feedback and collaborate with the team to make iterative improvements to the prototype.

Final Presentation:

- Prepare a final presentation for the group that highlights the digital product prototype.
- Discuss the user-centered design principles employed in the project.
- Present findings from user testing, explaining how they influenced design decisions.
- Outline the intended impact and benefits for users.

Submission Guidelines:

- Submit the digital product prototype in a format suitable for testing (e.g., web-based, paper based, interactive PDF, or compatible with commonly used prototyping tools).
- Deliver a well-structured report that includes your design process, challenges faced, and how your team addressed them.
- The report should reflect each team member's role and contributions.

Assessment Criteria:

- Embracing user-centred design principles (30%).
- Clarity and effectiveness of the prototype (25%).
- Quality of user personas and research (15%).
- Presentation quality and clarity (15%).
- Effective use of user testing feedback for iteration (15%).
- Teamwork and collaboration (10%).

Note: *Effective communication within your group is essential. The success of this project depends on clear division of responsibilities, meeting deadlines, and collaborative problem-solving. This assignment aims to simulate a real-world UX design team's work dynamic, allowing each member to contribute their expertise.*

Deliverables:

A group presentation (10 Mins per student) of your project highlighting the project, each individual team member's contribution and what methods were employed to help work effectively as a team.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a *wide range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Remember to justify your choices for the design with reference to research literature.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Consider how you could collect data in a real-world situation. This will involve identifying and selecting potential commercial data collection services as well as bespoke data collection options..*

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *What changes did you make to the design as a result of the test carried out in the previous assignment? How will these solve your problems?*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess

current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: You should produce a full updated interface for this prototype design, using an appropriate workplace tool. This should be tested with real users rather than simply relying upon designer tests.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Parts 1 and 2: This is a report, not a paper, so no abstract is needed. Ensure that your report looks professional.

STUDENT FEEDBACK FORM

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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Appropriate supporting literature.	5	
2. Knowledge and Understanding Skills		

Consideration of data collection and usage strategies.	20	
3. Cognitive and Intellectual Skills		
UX vs. ID. Description and justification of changes made to prototypes.	30	
4. Practical Application Skills		
Updated storyboards. Collection of feedback on the final design.	40	
5. Transferable Skills for Life and Professional Practice		
Document presentation	5	

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

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing,	Little or no evidence of reading and/or reliance on inappropriate sources.	Poor engagement with essential reading. No evidence of wider	Engagement with a limited range of mostly relevant and credible	Engagement with an appropriate range of research-informed literature,	Engagement with a wide range of research-informed literature, including	Engagement with an extensive range of relevant and credible literature,	Exceptional engagement with an extensive range of relevant and credible

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academic conventions and academic honesty)	Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	informed by the latest research. Consistently accurate application of referencing.	literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and	Major gaps in knowledge and systematic understanding of the subject matter. Substantial	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or	Limited knowledge and systematic understanding of the relevant concepts and principles	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the	Excellent coherent and detailed knowledge and systematic understanding of the principles	Exceptionally coherent and detailed knowledge and systematic understanding of the principles

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systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	inaccuracies . No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	within the subject area which to some limited extent, is informed by current research and scholarship.	extent, current research and scholarship.	breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop	Largely descriptive work, with superficial use of critical evaluation. Weak development of	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictor	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously

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evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / misinterpretation. Asserts rather than argues a case.	and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	very or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field

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							and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes

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	and unpredictable contexts.	links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	innovation and creativity.	solutions. Innovation and creativity evident.	and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility ; professional	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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