

## LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/HND Computer Games Design		
Module:	Game Theory & Design		
Module code:	ACCA5040	Contribution to Overall Module Assessment (%):	50%
Lecturer:	R W Morgan	Internal Verifier:	A Head
Assignment Title:	Your Game Idea: Pitch Presentation	Word count (or equivalent):	10 Minute Presentation (per student)
Submission deadline:	Tuesday 29 October 2024 3PM (Turnitin)	Return date of provisional marks & written feedback:	No later than 20 working days post submission date.
Submission method:	<p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.</p> <p>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.</p>		
Academic honesty / referencing:	<p>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.</p>		

### Module Learning Outcomes (from module syllabus)

1. Demonstrate a critical insight and understanding of industry-standard professional production practises when managing collaborative game development projects, using this experience and information to inform design decisions on future game proposals.
2. Practically apply the theoretical content of the module to develop a Game Design Document to a professional level that can be used for the purpose of game development.

## TASK DESCRIPTION

Students will work **individually** on this assignment.

You must **demonstrate a new game idea of your own choosing** through a 'pitch' style presentation as the first part of your module assessment.

**Each individual demonstration will last 10 minutes** and will outline a proposal for a game idea that could be developed in your final year as part of a major project. This will be recorded and uploaded online to a suitable hosting site such as YouTube, Vimeo, etc. Please note that **while you will not be required to make this game as part of this assessment**, it may be a good opportunity to consider feasible projects and ideas that you may wish to develop later in your studies as a final year student.

**Your pitch presentation should communicate and illustrate the following:**

- A brief overview/ summary of your game idea overview to begin (similar to an 'Elevator pitch')
- The game's title and genre
- The player's role in the game
- Key gameplay features such as actions, challenges and objectives
- Similar titles / competitive products
- Intended demographic (plus justification for decision)
- Intended platform (plus justification for decision)
- Visual aesthetic (this should also be appropriate to your demographic and platform choice)

All demonstrations will be delivered at the **mid-point in the first semester**, which will then allow you to use your pitch as a foundation for the second assessment component of this module during the second half of the term. Try where possible to **include supporting visual imagery** to help communicate your idea – the key is to engage your audience and get them interested in the idea you are proposing!

## ASSIGNMENT COMPONENT 1 OF 2

### Deliverables (submission to Turnitin):

- **A WORD DOCUMENT CONTAINING THE FOLLOWING:**
  - Your name, student number, module title and section titles
  - A link to your recorded 10 minute solo 'pitch' presentation that clearly communicates a new game idea of your own, including essential details needed to justify the idea (uploaded to Youtube – Please set your video upload to UNLISTED, not private, and disable comments on your upload).

If clarification on any aspect of this assignment is required, please ask your Module Tutor for guidance.

Module Tutor: Rich Morgan

Email: [Richard.morgan1@uwtsd.ac.uk](mailto:Richard.morgan1@uwtsd.ac.uk)

## Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
NONE	For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

# 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 (n/a)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *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:**

*Not assessed in this assignment*

## 2. Knowledge and Understanding Skills (20%)

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

### **Guidance specific to this assessment:**

- *Each student will present a game experience proposal that could potentially be taken forward for development in the final year of study. **Gameplay should be considered the top priority** – what will the player do in your game experience? Application of game design theory should assist in developing an engaging game for your intended audience.*
- *You should be able to demonstrate knowledge in areas such as structure and flow, different levels of challenges, pacing, usability / control systems and Freedom / choice. It should also be evident that you appreciate ways in which these elements could be used to engage and entertain your target audience.*

## 3. Cognitive and Intellectual Skills (20%)

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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:**

- *Demographic (target audience) will need to be identified clearly as part of your presentation – this is more than just an age range! Interests, hobbies, hardware owners, etc. are other areas to consider too – research should be conducted to determine who your game idea would appeal to most. Do not guess, and do not try to make a game for everyone as this is not achievable and suggests a lack of awareness in this area!*
- *Justification of design decisions should be informed by research – please try to provide plenty of evidence (this can be visual) when discussing specific choices in design or artistic direction. Additionally, make sure that you know your subject – don't make assumptions, as those who you are pitching to may also possess knowledge of your subject matter. Arm yourself with knowledge and let that help build your confidence when you present your work!*
- *If you propose specific platforms for your game idea you MUST include control systems (preferably visual) for those platforms! Do not provide a generic example as this suggests you have not considered the user experience... which is a clear indication of rushed or poor design choices.*

**4. Practical Skills (30%)**

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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:**

- *Your pitch presentation should contain relevant visual elements that support your ideas and help to engage your audience. Showing ideas through the use of imagery, concepts, mock-ups and test footage will help others see what you see when you describe your ideas. These images can be taken from other sources (provide references if you do) – you do not have to make bespoke content like this for a pitch presentation.*
- *At the beginning of your presentation, provide a brief summary of the game, theme and genre. Do not get into huge technical details or in-depth storylines before the audience know what the title of the game is!*

## 5. Transferable Skills for Life and Professional Practice (30%)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:**

- *Presentation material should be well organized and consistency in theme and format should be evident in all aspects of the presented material. The more professional and confident you are, the more likely it is you will convince your audience that you are capable of delivering on your promises. A muddled and chaotic delivery with poor supporting material will only serve to undermine your proposal.*
- *You will have a 20-minute presentation overview of your ideas. Plan your presentation to increase your level of professionalism – this will also help with self-confidence and experience for real-world interviews. Remember, practice makes perfect!*
- *You are required to deliver the presentation verbally, even as a recorded sequence (though you are not required to be visible on screen at any point). **Do not use captions or voice generators** as this does not allow you to practice your verbal communication skills, which is a key component of this exercise.*
- *Please also bear in mind that as a recorded presentation, your pitch does not have to be delivered in one 'take'. If you are unhappy with some of the delivery or content you may edit your work before submitting to Turnitin.*

# 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
<b>1. Engagement with Literature Skills</b>		
	n/a	
<b>2. Knowledge and Understanding Skills</b>		
	20	
<b>3. Cognitive and Intellectual Skills</b>		
	20	
<b>4. Practical Application Skills</b>		
	30	
<b>5. Transferable Skills for Life and Professional Practice</b>		
	30	

<b>Assessment Mark</b> (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. )	<b>Late Submission Penalties (tick if appropriate)</b>		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		



## GENERIC ASSESSMENT CRITERIA

### Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 <sup>rd</sup> / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 <sup>st</sup> / Distinction)	EXCEPTIONAL (1 <sup>st</sup> / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
<b>Engagement with literature</b> (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider 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.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
<b>Knowledge and understanding</b> (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

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critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
<b>Cognitive and intellectual skills</b> (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

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							the limits of their knowledge, and how this influences their analyses and interpretations.
<b>Practical skills</b> (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the context in which they were first studied.	Rudimentary application of established 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 links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of 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 logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established 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. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
<b>Transferable skills for life</b>	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

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<b>and professional practice</b> (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure 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 for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH