

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:	Brecon-Lee Gaskell	Student P Number:	
Programme:	BA Computer Games Design		
Module:	Game Designer's Context		
Module Code:	M5X02042	Contribution to Module:	50%
Assignment Title:	Individual 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)		67.3%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills References have been included in a bibliography which evidences self-directed research in the GDD. References adhere to IEEE format and feature throughout the document. Good work. PEGI/ESRB ratings are based on research obtained from original sources – a little more information would be good to see here, but the information presented does satisfy the GDD requirements.
2. Knowledge and Understanding Skills Appreciation of pacing is evident in the design – for an endless runner style game, players will need points to recover or rest if the game is intended to be played for a while. The change in perspective is an interesting proposal – I'd like to see this in practice because instinct tells me people may treat these different viewpoints as different game modes, or may feel the design is inconsistent – still in the case of a GDD the dev team's job is to make it feel coherent, so maybe it's just a challenge waiting to be addressed.

3. Cognitive and Intellectual Skills

Control systems have been provided and clearly labelled using peripherals in-keeping with the proposed platforms for development.

Considerations for audio use have also been made in the document. These can be further supported by including URL links of example sounds or music that might help the dev team understand what you hope to achieve.

4. Practical Application Skills

A good amount of visual imagery for characters and environments has been presented as part of the document, which helps communicate ideas and supports the written elements of the GDD.

Design sketches are present for the three perspective views – this is a good example of the kind of content a GDD should have. It's instructions are simple, clear and visual in nature, meaning there is much less room for a development team to interpret differently or make errors when building game content.

Information on cutscenes has also been provided, supported by visual content – good work.

5. Transferable Skills for Life and Professional Practice

A good level of work has been produced using the template structure as a guide. The document contains a number of visuals which will be very helpful to art teams and the GDD feels accessible and structured well. An appreciation of what purpose a GDD serves has been evidenced in the submitted work.

Assessed by: R Morgan

Verified by:

P Organ

Date: 13/12/21