

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:	James Purser	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)		47.7%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills Research has been included in the submission with references in text, showing independent research has been sought and applied to the work. This could be further enhanced by presenting the references in IEEE format. In a 'real' GDD, the research sources aren't required but as this is an academic document we have to compromise. PEGI/ESRB ratings have been used but you could have referenced them in the research for additional marks.
2. Knowledge and Understanding Skills The demographic feels a little vague – experienced players who are teens and adults is still quite a broad audience, so you may be able to assist this with similar titles, lifestyles and hobbies. Anything like this will help an art team decide on a suitable visual style for the proposed game.

3. Cognitive and Intellectual Skills

Flow charts and visual materials would be useful to see as the GDD is currently all text based. Remember, this document is supposed to promote two key areas: Memory and Communication. It is important to a design team to access this material quickly – visuals help people retain information and convey ideas quicker than reading.

A control system is described but supporting visuals would add strength to this section of the document.

4. Practical Application Skills

Inclusion of visual images for areas such as environment, character design, enemies and cutscenes would be of benefit as the GDD should communicate these ideas in a clear and accessible fashion to a prospective art team – more of this would make the GDD useful and help break up or identify certain sections when people are going through the document to find information.

5. Transferable Skills for Life and Professional Practice

The GDD contains a lot of information but this is presented mainly in large blocks of writing, which is discouraged by designers when constructing their own GDDs. More visuals and formatting the information differently would be of benefit to anyone looking at the GDD as part of a future development team.

Assessed by:

R Morgan

Verified by:

P Organ

Date:

13/12/21