

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:	Owain Kell	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)		70.1%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills Research has been provided as part of the document, which is good to see – adding references in the main GDD and presenting this in IEEE format would be worth more marks. Obtaining PEGI / ESRB rating directly from the sources could also be included as part of your reference list.
2. Knowledge and Understanding Skills Age considerations for content is good, though with this subject matter we also have a moral consideration too – it's tricky because younger players would find the game theme more appealing but are more impressionable and more likely to replicate game actions elsewhere, and adults may be aware of the escapism or restrictions but see less appeal in a game based around what many might see as vandalism.

As for the setting, a variety of backdrops might sound appealing but I'd advise you focus on one or two similar environments and make a highly polished game that tries not to overreach – additional areas could always be a future consideration.

Collectible objects add replay value and added challenges, both are good considerations – particularly for shorter game experiences such as this.

3. Cognitive and Intellectual Skills

Control systems have been mapped and labelled, though the labels are slightly on the small side. These handsets are consistent with the proposal for VP platforms stated in section 1.

For gameplay, it is good that considerations are made for a creative mode – any game that promotes user generated content should definitely have a 'freemode' for this sort of interaction. Unlocking this poses challenges for players with a definite reward.

Flow diagrams showing game flow and shell menu navigation provide evidence of analytical thinking and breaking down a game in terms of structure – good work.

4. Practical Application Skills

Visual elements are featured through the GDD, which is good to see – this would help a design team make creative decisions and move toward a singular art target.

Environment imagery is helpful to establish a visual theme for levels.

Audio links are very useful as this will definitely help a development team achieve the feeling and atmosphere you are hoping to produce.

5. Transferable Skills for Life and Professional Practice

A good appreciation of the purpose of a GDD has been evidenced in the submission with visual images and information used in an appropriate manner within the GDD template.

Assessed by:	R Morgan	Verified by:	P Organ	Date:	13/12/21
---------------------	-----------------	---------------------	----------------	--------------	-----------------