

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:	Rebecca Davies	Student P Number:	
Programme:	BA Computer Games Design / BSc / HND Computing (Games Development)		
Module:	Game Design and History		
Module Code:	M4X02039	Contribution to Module:	50%
Assignment Title:	Collaborative 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)		40%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills No bibliography has been supplied as part of the submission and research is not evidenced in the submission. For marks to be awarded, a bibliography showing research sources (a good example would be the game in question) should also be presented in the submitted work. Other games have been talked about at length, which does evidence that research has been conducted – though this needs to be represented in the submitted work.
2. Knowledge and Understanding Skills The submitted work is more like a game review than a section of a game design document. The brief has asked for a game to be analysed using a GDD format.

3. Cognitive and Intellectual Skills

Some evidence of analytical skills are present, though the submission reads more like another review than a Game Design Document.

4. Practical Application Skills

There are large inconsistencies between the submitted work and those of the other group members. This is meant to be a collaborative effort and as such consistency across all group members should be part of the process.

5. Transferable Skills for Life and Professional Practice

The brief does not appear to have been followed in this instance – this does not read like a section of a Game Design Document. More collaboration and communication has to occur for higher marks to be awarded in future.

Assessed by:

R Morgan

Verified by:

P Organ

Date:

11/01/22