

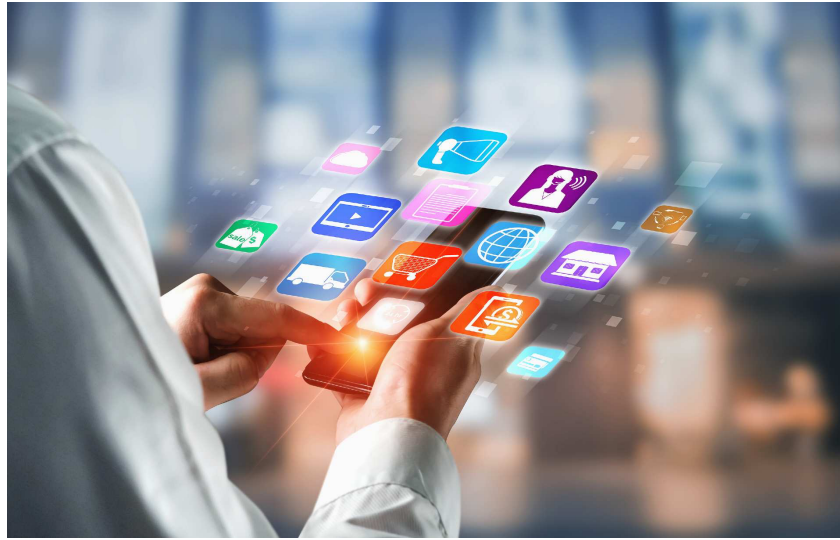
LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Computer Games Design		
Module:	User Experience Design		
Module code:	M6X01111	Contribution to Overall Module Assessment (%):	40%
Lecturer:	N Masih	Internal Verifier:	R Morgan
Assignment Title:	Critical Analysis & Design	Word count (or equivalent):	2000
Submission deadline:	Friday 15 th Dec 2023	Return date of provisional marks & written feedback:	No later than 20 working days post submission date.
Submission method:	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.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	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.		

Module Learning Outcomes (from module syllabus)

- Critically reflect upon current design practice, selecting appropriate techniques and technologies for a wide range of interactions.
- Research user needs within both personal and social interactivity spheres for unconstrained problems.
- Select and apply appropriate UX methodologies and good practices to prototype innovative interaction within a social context.
- Critically analyse and reflect upon the results of UX testing.

TASK DESCRIPTION



Assignment: User Experience (UX) Design Analysis

Introduction: User Experience (UX) design is a critical aspect of creating digital products that are not only functional but also provide a delightful experience to users. In this assignment, you will explore the principles and practices of UX design by analysing a specific digital product or application of your choice. Your task is to evaluate the two chosen product's UX design and provide recommendations for improvement based on established UX design principles. This assignment will help you develop a deeper understanding of the UX design process and its impact on user satisfaction.

Instructions:

1. Product Selection (10%):

Choose a two digital product or application to analyse. It can be a website, mobile app, or software application. Ensure that the product is complex enough to provide a meaningful analysis.

2. Initial Review (15%):

Begin by conducting a detailed review of the chosen products. Interact with the product as a user, taking note of your initial impressions, ease of navigation, and overall user experience. Create a summary of your initial review for both products.

3. UX Design Principles (20%):

Research and explain at least five core principles of UX design. Examples include usability, consistency, accessibility, and user-centered design. Describe how these principles are essential in creating a positive user experience.

4. UX Analysis (30%):

Analyse the chosen product's UX design based on the principles you've identified. Consider elements such as:

- Navigation and information architecture.
- Visual design, including layout, colour, and typography.
- User interactions (e.g., buttons, forms, menus).
- Accessibility and inclusivity.
- Content quality and presentation.
- Responsiveness across different devices and screen sizes.
- Performance and loading times.

5. Recommendations for Improvement (20%):

Provide detailed recommendations for improving the product's UX design. Each recommendation should be supported by the principles discussed earlier. Consider how these improvements would enhance the user experience.

6. Conclusion (5%): Summarise your findings and emphasize the importance of UX design in creating user-friendly digital products.

Submission Requirements:

- Submit a written report, approximately 1500-2000 words in length.
- Include screenshots or visual aids to illustrate your analysis.
- Properly cite and reference any external sources used for research.
- Submit your assignment through the designated submission channel.

Grading Criteria:

Your assignment will be graded based on the following criteria:

- The depth and accuracy of your analysis (40%)
- The relevance of your recommendations (20%)
- The incorporation of UX design principles (20%)
- The clarity, organisation, and presentation of your report (15%)
- Proper citation and referencing of sources (5%)

Note: Feel free to choose a specific digital product that interests you, such as a popular website, mobile app, or software application. This assignment aims to help you gain practical experience in evaluating and improving UX design in real-world contexts.

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

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide 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: *Part 1: Remember that although you should present your opinions of the user interface, you should justify those opinions with reference to the relevant areas of the literature. Part 2: Remember to justify your choices for the design with reference to research literature.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. 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; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Part 1: Consider the elements of the interfaces and of the gameplay – what works, what doesn't work, and why? Part 2: Not applicable.*

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 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 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. 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: *Part 1: How transferrable are skills learned between the two games? Part 2: You should produce appropriately detailed personas and use these to help guide your information architecture design.*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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: *Part 1: Not applicable. Part 2: You should produce a full interface for this prototype design, using an appropriate workplace tool. This should be tested with real users rather than simply relying upon designer tests. Remember that you can perform user tests via Zoom or Teams.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature 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: *Parts 1 and 2: This is a report, not a paper, so no abstract is needed. Ensure that your report looks professional.*

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
1. Engagement with Literature Skills		
Part 1: A (very!) brief description of the two sites, including similarities and differences in their mechanics and interfaces. Consideration of the target user groups for the two sites. Is there any overlap or potential to encourage users of one site to migrate to the other? The impact that the sites have had in terms of user numbers, length of use, social familiarity with and acceptance of security and privacy features. Part 2: Appropriate supporting literature.	20	
2. Knowledge and Understanding Skills		
Part 1: What elements of psychology, usability, design and copyrighting are significant and how these interact to provide an emotionally satisfying user experience? Are there any elements that don't work?	20	
3. Cognitive and Intellectual Skills		
Part 1: If a user of one system decides to try the other system then what elements are likely to feel comfortable or uncomfortable? Are there any features that might be missed? Part 2: Persona development. Information architecture design.	25	
4. Practical Application Skills		
Part 2: Persona definition. Storyboard creation for prototype. Collection of feedback on the prototype.	25	
5. Transferable Skills for Life and Professional Practice		
Document presentation and appropriate references to the research literature.	10	

Late Submission Penalties (tick if appropriate)

%

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.)	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources,	Engagement with a limited range of mostly relevant and credible sources. Some omissions	Engagement with an appropriate range of research-informed literature, including sources retrieved independently	Engagement with a wide range of research-informed literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research.

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	and non-authoritative . Referencing conventions used incoherently or largely absent.	and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	and minor errors. Referencing conventions evident though not always applied accurately or consistently.	tly. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	accurate application of referencing.	High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies . No awareness of knowledge of the latest research	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and

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	and/or advanced scholarship within the discipline.	and/or advanced scholarship within the discipline.	research and scholarship.		informed by current research and scholarship.	of challenges to established views and the limitations of the knowledge base.	scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive,

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	of any credible evidence.	scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	underdeveloped or with a little inconsistency / misinterpretation. Asserts rather than argues a case.	be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application,	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered,	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research

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	Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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 in complex and unpredictable contexts.	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 in complex and unpredictable contexts without fully appreciating the complexity.	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 in complex and unpredictable contexts.	with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills	Communication medium is poorly 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. Weak independent initiative (or collaboration, if	Can communicate in a suitable medium 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 team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, 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 required in graduate employment	Can communicate well, confidently and consistently in a suitable format. 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 graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	required in graduate employment .	relevant). Limited evidence of the skills required in graduate employment .	Demonstrate s the basic skills required in graduate employment , with some areas of minor weakness.	, with some areas of strength and some of minor weakness.		obligations. Demonstrate s excellent graduate employment skills and an appetite for further developmen t.	further developmen t.

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