

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Computer Games Design		
Module:	SFDM Major Project Stage 1		
Module code:	M6X01898	Contribution to Overall Module Assessment (%):	50%
Lecturer:	R. Morgan, A. Kang	Internal Verifier:	P. M. Organ
Assignment Title:	Analytical study / research document	Word count (or equivalent):	3000 words
Submission deadline:	Friday 20 November 2020	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)

1. Identify and critically evaluate an intellectually challenging idea that would be appropriate for their Major Project.
2. Communicate effectively the research areas, design solutions, technical requirements, and overall specification relevant to their Major Project idea, using contemporary methods and techniques.

TASK DESCRIPTION

This assignment requires you to work **individually**.

Each student will compile a proposal for a written analytical study that will lay the foundation for an academic research paper on a subject of your own choosing.

This proposal should allow you to be able to investigate an area you would like to learn more about that is also related to your group project proposal, allowing you to conduct meaningful research that can then be used to strengthen your understanding and knowledge in your chosen area of development.

For example, if you intend to look at character design you may want to look at silhouette design and shape recognition, colour theory, visual stylization, understanding anatomy, muscle structure, body proportions etc. and how these can help create effective or engaging characters. The same could be applied to architecture, vehicle design, aerodynamics, historical knowledge and so on. For a more technical work, illustrating and understanding processes needed to perform rigging, lighting, rendering, visual scripting and so forth, with suggestions made to streamline or maximise efficiency of these processes within a team dynamic, may be covered.

You will be supported by academic staff during the early stages of this assignment and will be expected to complete your proposal by a mid-term milestone. From here, the research you have acquired and internalised should help build the foundations for both an academic research paper and practical element contained within your Independent Project module.

The written report will be submitted to assessment tutors via Moodle/Turnitin by the required date specified in the brief's cover sheet.

ASSIGNMENT 2 OF 2

Deliverables:

A research document of approximately 3000 words that serves as a proposal for an in-depth academic study as part of your Independent Project module.

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 (Marks available: 25 out of 100)

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:

- *Pick a wide topic or area of research that has a lot of substance already – you are going to dig down into your chosen area following the submission of this proposal, so make sure that there is scope to explore further. A niche subject matter with very little existing research will make things a lot more difficult to research and will slow down your efforts, which in turn may have a negative impact on your motivation!*
- *Ensure that all sources of information you have obtained in your area of study are referenced and well researched. Use the Harvard Referencing system in your academic writing – a UWTSD guide can be found here:*
https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf
- *Include relevant quotes to support claims or statements you make in your writing and be sure to reference these - both in text and in a bibliography at the end of your proposal. Research is worth a significant amount of the marks awarded for this assignment so spend a good amount of time collecting as much as you can in the early stages of preparing your proposal.*

2. Knowledge and Understanding Skills (Marks available: 25 out of 100)

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:

- *Show knowledge and understanding of the subject matter in order to propose further developments – this is always enhanced with a thorough process of collecting and analysing research. The better*

you know your subject, the more likely you will be able to find an interesting area to investigate and the more confident your work will be.

- Demonstrate an ability to arrange the research you have acquired into a coherent structure or narrative. It may be useful to provide some context for a reader so a brief summary of certain phenomena, events or opinions may be required to help explain the reasons behind your proposal for research.*
- If your study presents two sides of an argument / contrasting opinions, it is important to be as objective as possible. If you have personal opinions on these matters it is best that you avoid writing about them as this will affect your work with a bias that will be clear to see. Stay neutral and stick to presenting facts!*

3. Cognitive and Intellectual Skills (Marks available: 25 out of 100)

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:

- Exploring and understanding subject of your choosing will earn you marks in this area. Being able to analyse statistics or other data related to your chosen subject and drawing conclusions from this information is important as this will demonstrate your cognitive and intellectual skills in your proposal.*
- Being able to highlight specific areas in which this proposal could be developed (essentially, the main topic you will pursue as part of your Independent Project Dissertation) is an important part of this exercise and is also an example of cognitive and intellectual skills. Successfully researching a subject and finding an additional aspect, development or argument to pursue is an essential part of this assignment.*

4. Practical Skills (Marks available: 10 out of 100)

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:

- *Make sure that your work is well presented and use clean, easy to read fonts. 1.5 or double-spacing the text will make it easier for assessment staff to read.*
- *Images and diagrams can help with explaining complex ideas. Rather than writing endless paragraphs of description that only serve to confuse both you and your reader, provide supporting diagrams (with captions) that assist in the communication of your ideas. Flow charts, tables, graphs, screenshots etc. can all be included in this way – though remember if you use someone else's diagrams, the original creator/author must always be credited!*

5. Transferable Skills for Life and Professional Practice (Marks available: 15 out of 100)

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:

- *Make every effort to ensure that your work is presented in a professional manner - this includes formatting and layout as well as being well-written. You should aim to finish the work a few days before the deadline as this will give you time to proof-read and make corrections to the proposal before you submit it.*
- *Inclusion of a contents page, bibliography and appendices (if applicable) are all part of the professional aspect of your submitted work. This allows your lecturer to be able to navigate your document easier and will give a much better first impression to anyone who looks at your proposal.*

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 and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. 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 and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	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-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	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 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.	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 of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, 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	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed	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	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, and insightful.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within

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unpredictable contexts.)	the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	appreciation of the 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.	the 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.	Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
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	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion	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	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	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.	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	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	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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and effectiveness in presentation and organisation.)	of tasks. Little or no evidence of the skills required in graduate employment.	style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	graduate employment skills, with just occasional minor weakness.	as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Demonstrates exceptional graduate employment skills and an appetite for further development.

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