

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:	Brecon-Lee Gaskell	Student P Number:	
Programme:	BA Computer Games Design		
Module:	Game Designer's Context		
Module Code:	M5X02042	Contribution to Module:	50%
Assignment Title:	Game Design Document Presentation		

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	15%	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding Skills	20%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
3. Cognitive and Intellectual Skills	15%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
4. Practical Application Skills	25%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
5. Transferable Skills for life and Prof Prac.	25%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐

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)		66.9%
	Up to 1 week late (40% Max)	☐	
	Over 1 week late (0%)	☐	

Generic Assessment Criteria
1. Engagement with Literature Skills Comparisons to other games such as <i>For Honor</i> , <i>Muse Dash</i> and <i>Five Finger Death Punch</i> are helpful and evidence research has been conducted. A list of references/research in the presentation would enhance the marks awarded for this section of the assessment.
2. Knowledge and Understanding Skills An overview of the USPs are very useful for generating interest in the pitch / game. The gameplay style of the idea is described clearly. An understanding of the importance of audio and visual feedback has been evidenced in the work – this is good. A good understanding of game pacing has been demonstrated.

3. Cognitive and Intellectual Skills

Multiple control systems (Gamepad and Mouse and Keyboard) have been documented and represented – this is good.

Standard enemies and boss characters are defined with specific attack patterns, which helps with understanding challenges in the game.

A breakdown of all game levels has been included as part of the presentation.

Analysis has been evidenced of similar game products, and the demographic has been discussed.

4. Practical Application Skills

The game's tone and aesthetic has been represented with imagery, and concept work has been created to support these claims.

Rough cutscene sketches have been provided which shows an appreciation and consideration for a narrative to be told via the game.

5. Transferable Skills for Life and Professional Practice

An introduction has been given and an overview of the game has been provided at the start of the presentation – this is good.

The general narration of the game topics and pitch content is good and easy to understand. One minor point is that some of the content on the slides could be condensed, with an offline script used to read more detail. Think more along the lines of showing, not telling!

Assessed by: R Morgan, A Head

Verified by:

P Organ

Date: 10/01/22