

**Assessment Brief**

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| Module Level:  | 4 |
| Module Code: | SPO1052 |
| Credit Value: | 20 |
| Module Name: | Ready Player One? Gameplay & Academic Skills |
| Module Leader: | Lucy Zhu |

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| Assessment Code: | AS1 |
| Assessment Type: | Report |
| Assessment Deliverable(s) as stated in the Module Specification: | Performance analysis (2000 words) |
| Weighting (%): | **60** |
| Submission dates: | **Please access the module NILE (Northampton Integrated Learning Environment) site, and check submission dates under the Assessment and submission item within the Course Content section.**  |
| Feedback and Grades due: | **Please see the Assessment and submission section of the module NILE site.** |

Please read the whole assessment brief before starting work on the Assessment Task.

**Assessment Task Guidance Description**

# Learning Outcomes aligned to this assessment:

On successful completion of this assessment, you will be able to:

* a) Identify a range of skills within eSports to improve performance
* b) Utilise a range of eSports games across multiple genres to understand different player needs
* c) Review gameplay data identifying strengths, weaknesses, and areas for improvement

**Task:**

**Title: Gaming Performance Analysis Report**

**Task:**

Please select one of your favourite games which has international level competitions. Using the game as the context, please discuss what skills are required in the game which link to the game results or performance, from the individual player’s perspective and, if applicable, the team’s perspective. Compare this game with other similar ones of the same genre and of a different genre. Reflect on your own strengths and weaknesses, evaluate your skills and prepare for a gameplay improvement plan for a 4-week period.

**This is an individual submission and the word limit for this assignment is 2000 words (+10% permitted).**

**Guidance:**

**You should consider the following when preparing your submission:**

To successfully complete this assignment, ***your attendance at each online session is vital*** so you can keep up with the task.

**Structure and Format (You can include pictures, graphs or tables in the report. Be creative!)**

***Title Page***

Your report title, module code, and module name

***Table of contents page***

***1. Introduction:***

1.1 what game do you pick?

1.2 what this report is about?

***2. The game:***

2.1 History/development/evolution of this game (below are example of what you may want to cover, but feel free to make adjustment)

 2.1.1 Game publisher and ownership

 2.1.2 Key stages in the history of the game

 2.1.3 Competitions

 2.1.4 Player community

 …

2.2 Unique game skills required for this game (cover at least three. You can choose from personal perspective, team perspective, or both)

2.3 Comparison

2.3.1 Comparison with one similar game in the same genre

2.3.2 Comparison with one similar game in a different genre

***3. Performance improvement:*** *(link to at least* ***THREE*** *esports/sports coaching academic references in total)*

3.1 Reflect and evaluate your own skills in terms of strengths and weaknesses.

3.2 Based on your reflection/evaluation, identify what actions you might need to take to consistently use your strengths and develop your weaknesses.

3.3 Prepare for a 4-week plan to improve your social gameplay, or to get ready for a competition.

***4. Summary*** (a short and concise summary of what you covered in the report)

***Reference list***

**Academic Practice**

* Please ensure that you read the university guidelines regarding plagiarism, collusion, and academic practice that are provided in your student handbook.

**Suggested Initial Readings**

* DiFrancisco-Donoghue, J., Jenny, S., Douris, P., Ahmad, S., Yuen, K., Hassan, T., Gan, H., Abraham, K., and Sousa, A. (2021) Breaking up prolonged sitting with a 6 min walk improves executive function in women and men esports players: A randomised trial, *BMJ Open Sport & Exercise Medicine.* **7**(3), p. e001118.
* Freeman, G. and Wohn, D. Y. (2017). Social support in eSports: Building emotional and esteem support from instrumental support interactions in a highly competitive environment, in *CHI PLAY 2017 - Proceedings of the Annual Symposium on Computer-Human Interaction in Play*, pp.435–447. doi: 10.1145/3116595.3116635
* McEwan, D., and Beauchamp, M. R. (2014). Teamwork in sport: A theoretical and integrative review. *International Review of Sport and Exercise Psychology.* **7**(1), pp.229-250.
* Nagorsky, E., and Wiemeyer, J. (2020). The structure of performance and training in esports. *PLoS ONE.* ***15***(8): e0237584.

***Please note: if you achieve an ‘F’ grade, you will have the opportunity to re-submit this assignment by the resit deadline date. You should ONLY re-work the content that has failed (refer to assignment feedback).***

**Use of Generative AI (Artificial Intelligence) within this assessment:**

Some uses of Generative AI may deemed as unethical in your assessment. Further guidance on the conditions for allowable use of Generative AI will be given by the module team.

[Please access the following position guidance from University of Northampton on the use of Generative AI within assessments](https://mynorthamptonac.sharepoint.com/sites/student/Pages/artificial-intelligence.aspx?CT=1692864905155&OR=OWA-NT&CID=3a82f3a4-7ec3-8d17-4e9a-8fdde978f67c).

# Assessment Submission

To submit your work electronically, please go to the ‘Assessment and submission’ area on the NILE site and use the relevant submission point to upload the assignment deliverable. The deadline for this is 11.59pm (UK local time) on the date of submission. Please note that Essays and text-based reports should be submitted as Microsoft Word documents (.doc or .docx), or as guided within the assignment. [Please access the following guide to submitting assessments.](https://libguides.northampton.ac.uk/learntech/sage-ultra/assignment-submission)

Written work submitted to [Turnitin](https://libguides.northampton.ac.uk/learntech/students/nile-guides/turnitin) will be subject to anti-plagiarism detection software. Turnitin checks student work for possible textual matches against internet available resources and its own proprietary database. [Please access the University of Northampton’s Plagiarism Avoidance Course (UNPAC) to learn more](https://xerte.northampton.ac.uk/xertetoolkits/play_4922#page1).

When you upload your work correctly to Turnitin you will receive a receipt which is your record and proof of submission. If your assessment is not submitted to Turnitin, rather than a receipt, you will see a green banner at the top of the screen that denotes successful submission.

**N.B Work emailed directly to your tutor will not be marked.**

**Grading:**

Your grade will depend on the extent to which you meet these learning outcomes in the way relevant for this assessment. You will be assessed on your ability to successfully address specified module learning outcomes, with marks allocated based on what is called a grading rubric.

The rubric is a table which has different statements for how well each learning outcome has been met, and is used as a standard benchmark so that all assignments are marked equally against. Please see the grading rubric on NILE, or see the final page of this document for further details of the criteria against which you will be assessed, presented in the grading rubric**.**

**Further Assessment Guidance:**

Please access the following document for more general information about the assessment process, including anonymous marking, submissions, and where to find feedback and grades.

[2023 UON Standard Assessment Guidance](https://mypad.northampton.ac.uk/lte/files/2023/09/2023-UON-Standard-Assessment-Guidance.docx).

**Marking Rubric**

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| **Learning Outcomes addressed through this assignment…** | **No submission / no evidence** *Work submitted is of no academic value / nothing submitted.* | **Fail** *Evidence included or provided but missing some very important aspects.* | **Pass** *Of satisfactory quality, demonstrating evidence of achieving the requirements of the learning outcomes.* | **Commended** *Of sound quality, demonstrating evidence which is sufficient and appropriate to the task or activity.* | **Merit** *Of high quality, demonstrating evidence which is rigorous and convincing, appropriate to the task or activity.* | **Distinction** *Of very high quality, demonstrating evidence which is strong, robust and consistent, appropriate to the task or activity.* |
| a) Identify a range of skills within eSports to improve performance | Work submitted is of no academic value / nothing submitted. | Work submitted is of no academic value / nothing submitted. | Evidence to identify a range of skills within eSports to improve performance. A few skills identified for eSports but are not specific to the chosen game genre. | Evidence to explain and apply a range of skills within eSports to improve performance. A range of skills identified which are aligned with the game of choice. | Evidence to explain and apply a range of skills within eSports to improve performance linking to different scenarios. A good range of skills identified which are aligned with the game of choice, from both individual’s and team’s perspective. | Sufficient evidence to apply and evaluate a range of skills within eSports to improve performance. A wide range of skills identified which are clearly elaborated in terms of their contribution to the performance of the specific game of choice, from both individual’s and team’s perspective. |
| b) Utilise a range of eSports games across multiple genres to understand different player needs | Work submitted is of no academic value / nothing submitted. | Limited or no evidence of utilising a range of eSports games across multiple genres to understand different player needs. No introduction to the game of choice or other games. | Some evidence to utilise a range of eSports games across multiple genres to understand different player needs. Limited introduction and information about the game of choice and the other games compared with. | Evidence to outline and explain a range of eSports games across multiple genres to understand different player needs. A satisfying amount of information provided on the eSports game of choice and the other games compared with. | Evidence to explain and apply a range of eSports games across multiple genres to understand different player needs. Good introduction to the eSports game of choice and other games compared with with up-to-date patch information and data. | Evidence to apply and evaluate a range of eSports games across multiple genres to understand different player needs. Very comprehensive and insightful introduction to the eSports game of choice and other games compared with with up-to-date patch information and industry data. |
| c) Review gameplay data identifying strengths, weaknesses, and areas for improvement | Work submitted is of no academic value / nothing submitted. | No or limited evidence to review gameplay data identifying strengths, weaknesses, and areas for improvement. Very limited or no strengths or weaknesses identified. Limited discussion on areas for improvement. Very limited use of academic literature. | Some evidence to use gameplay data to outline strengths, weaknesses, and areas for improvement. Some strengths and weaknesses identified, some discussion on improvement but limited discussion on the plan. Limited use of academic literature.For commended: Sufficient use of academic literature. | Evidence to identify and explain strengths, weaknesses, and areas for improvement using own data. Weaknesses and strengths identified with reflection on skills and interpretation of data. Some improvement is discussed but is not well aligned with the plan. Limited use of academic literature.For commended: Sufficient use of academic literature. | Some sound evidence to explain and evaluate strengths, weaknesses, and areas for improvement linked to personal situations. Weaknesses and strengths identified with good reflection on skills and in-depth interpretation of data. Improvement is discussed thoroughly with good reflection in the plan. Strong use of academic literature. | Very strong evidence of identifying and critically evaluating strengths, weaknesses, and areas for improvement. Weaknesses and strengths identified with good reflection on skills and in-depth interpretation of data. Improvements are well intergrated into the discussion of skills, and are well supported by and linked to the plan. Very good reflection. Excellent use of academic literature. |
| **Academic / Professional quality** | Unsatisfactory command of academic / professional conventions appropriate to the discipline. | Poor command of academic / professional conventions appropriate to the discipline. | Satisfactory command of academic / professional conventions appropriate to the discipline. | Sound command of academic / professional conventions sufficient and appropriate to the discipline. | Rigorous command of academic / professional conventions appropriate to the discipline. | Authoritativecommand of academic / professional conventions appropriate to the discipline. |