

SUMMATIVE ASSESSMENT & STUDENT FEEDBACK (UG)

Student Name:	Becca Cowley	Student P Number:	
Programme:	Illustration		
Module:	Media and Techniques	Module Level (4, 5, 6):	4
Module Code:	M4X02139	Contribution to Module:	50%
Assignment Title:	The Contemporary Postcard experimenting with media		

Common Assessment Criteria Applied	Level of Achievement															
	Outright Fail				3 Satisfactory			2:2 Good			2:1 Very Good			1 st Exceptional		
	F				D			C			B			A		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	0-15%	16-30%	31-34%	35-39%	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. Research & Analysis								x								
2. Development												x				
3. Technical Skill														x		
4. Subject Knowledge						x										
5. Presentation & Communication										x						
6. Personal Learning & Development										x						
7. Professional Practice										x						

Assessment Component – Lecturer insert here e.g. 50%: Coursework – Project Portfolio.

Additional specific details of the work assessed (as per assignment specification) may be inserted here e.g. Portfolio of design research and development drawings, including photographs of models and test samples.

58%

Comments:

There is something quite magical original and special about your work Becca. I notice your summer project which is very original and beautiful in that tiny handmade book. There is scope here for some stunning work in the future, it is quiet and yet powerfully emotive. So much potential here.

- Research & Analysis - some lovely primary research at museums and using your own photos but this needs developing. This is very important as it is impacting on your final marks.
- Development/Experimentation with Media - some lovely experiments with composition and ideas for your cards and you started some unusual self-motivated experiments using paper and acrylic as collage, I was turning the pages in anticipation as I wanted to see more but you didn't develop them far enough..
 Artbook –could not find your art book??
 Crayons –lovely experiments
 Pastels –Pastel and water colour very evocative.
 Watercolour –Even your water colour swatches contain an ethereal quality. As to that little watercolour and crayon sketch of a female figure it is stunning. And then there are the experiments on tea bags
 Oil –did your oil and experimented on board
 Acrylic –On tissue, if you use it in the future, you can then wax it to make it more substantial. Also the little rabbit with dried chips of paper is lovely and the one with oil paint
 Own Choice –own choice I think is the ink you need to make all of this clearer in your next project.
 Digital – digital piece again very beautiful. Very successful final outcomes. The digital painting approach

you used was very tasteful and suited your illustration style perfectly.

Print – When you showed your print at the midway crit of the hare and rider it was a clear and yet beautifully executed piece of printing

3. Technical skill- the final print out of your postcards work very well together. The media used on each occasion illustrates that serene magical space again. Love them. The only thing is that in the brief it says that all six are to be full colour and one of yours is black and white. I have given you a high mark here even though you have a black and white piece because of the quality and emotional content.
4. Subject Knowledge- This needs improving you need to do more in depth research to understand your subject and apply this further to your work
5. Presentation & Communication- presented adequately but could do with displaying your work in future in a folder. Print out is lovely
6. Personal Learning & Development-Not sure you are fully aware of your potential and what the marks mean we need to have a chat about it. Make sure you arrange a tutorial.
7. Professional practice met - the relevant requirements have generally good management skills but you would probably benefit from being more organized so that you have time to be more expressive and progress your work further. Potential here if you get to grips with your management to be at distinction level in future projects.

These marks and comments are provided to give feedback on your performance and level of achievement for the assessed module component.

They are subject to ratification at the Examination Board and are for guidance only until they are confirmed.

Late Submission Penalties (tick if appropriate)

Up to one week late – max. 40%

Over for weeks late – max. 0%

Assessed by:	Tracy Thompson/ Chris Harrendence	Verified by:	Jonathan Williams	Date:	20th Jan 2018
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MODULE LEARNING OUTCOMES

1. Insert here

COMMON ASSESSMENT AND MARKING CRITERIA

ASSESSMENT CRITERIA	OUTRIGHT FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCEPTIONAL	
	0-34%	35-39%	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research & Analysis Systematic exploration and selection of sources; effective interpretation and evaluation of findings.	Limited or no material presented with limited or no evidence of critical enquiry.	Material presented indicates a basic degree of insight and is of limited relevance to the task.	Material presented is adequate and relevant demonstrating the application of standard research techniques.	Material presented shows a good range of sources, is well organised and interpreted in a manner relevant to the task.	Connections have been made between sources and qualitative judgements have been made in the interpretation of these findings.	Research is extensive, well documented and critically evaluated with new personal judgements made and applied.	Research and exploration is impressive both in extent and depth and the level of interpretation and critical insight is highly advanced.
2. Development Formulation of innovative and effective concepts through appropriate application of problem solving, creative experimentation and testing methods.	Limited or no engagement with the practical and creative processes of ideation.	Basic proposals have been made but limited in scope and lacking in considered and focused development processes.	Proposals are adequate and are delivered within a familiar and well established framework of methods.	Proposed concepts are formulated with a good degree of detail through the use of a variety of systematic and exploratory methods.	Concepts display innovative ideas within established territories, which are well resolved through sound practical and creative processes.	Proposals respond effectively to unfamiliar or new conceptual territories and expand perceptions of process and/or product.	Proposals both challenge and extend the conceptual territory and set new benchmarks for innovation and effectiveness within the field.
3. Technical Skill Effective utilisation of appropriate materials, tools and techniques and the level of skill demonstrated in their application to the realisation process.	Limited or no awareness and utilisation of tools and techniques are demonstrated.	Rudimentary processes may have been applied but without consideration and competence.	Skills demonstrated display adequate awareness and appropriate application of standard materials and methods.	Controlled application of a range of materials and methods with good standards of finishing evident.	Communication of intent is fully executed demonstrating diversity of process and effective technique.	Extensive and highly advanced technical skills in established processes demonstrating sensitivity and excellence in idea realisation.	Outstanding levels of technical skill in all aspects of the realisation process demonstrating the assimilation and development of cutting edge processes and techniques.
4. Subject Knowledge Understanding and application of concepts and underlying principles associated with the discipline and the specific context of study.	Unable to grasp or communicate key principles or knowledge.	Limited understanding and communication of key principles or knowledge.	Evidence of basic understanding of the relevant concepts and underlying principles.	Knowledge is accurate and effectively applied in relation to the specific context.	Knowledge is extensive and the understanding of the context exhibits awareness of the breadth and depth of established views.	Knowledge has been assimilated and individual and personal perspectives have been formulated and debated with effectiveness.	Discipline and context specific knowledge are substantive and a highly advanced synthesis of these elements creates new or expanded perspectives.
5. Presentation & Communication Clarity and effectiveness in the deployment of appropriate media to communicate a message relevant to specialist and non-specialist audiences.	Appropriate media for communication have not been identified or applied effectively.	Limited awareness of the audience and a lack of clarity and organisation are demonstrated.	Basic awareness of the audience and clarity of message is demonstrated in deployment of standard communication forms.	Selection and application of media and conventions show good understanding of the audience and context.	Communication media have been selected and deployed to maximise impact for the selected audience and context.	Individual stylistic approaches have been implemented to communicate to a diverse range of audiences in a highly compelling and effective way.	Presentation and communication methods employed are not only highly individual, compelling and effective but also combine media in an innovative way.
6. Personal Learning & Development Personal responsibility demonstrated in managing own learning through programme engagement, self-directed study and reflective practice.	Little or no responsibility taken for own learning demonstrated by poor attendance, engagement and reflection.	Inconsistency in programme engagement and poor awareness of personal learning and development needs.	Evidence of some reflective practice contributing to appropriate effort and engagement to further personal development.	Evidence of regular reflective practice and awareness of individual strengths and weaknesses demonstrable in core learning and self directed study.	Reflective practice and individual development is extended beyond core learning, is well managed and documented.	Full responsibility for own learning and development is evidenced in detail demonstrating critical appraisal of purpose, progress and future direction.	Outstanding level of engagement with all elements of the programme enhanced by the personal drive and passion to extend learning beyond established parameters and into new domains.
7. Professional Practice Demonstrates those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills.	No demonstrable understanding of professional expectations and does not work effectively as an individual or with others.	Poor level of productivity as an individual or in a collaborative context, ineffective management and little understanding of professional life.	Demonstrates awareness of the relevant attributes for professional practice and delivers work to the minimum requirements as an individual and/or in collaboration.	Works to the relevant standards and meets most requirements as stipulated in both individual and team working scenarios.	Meets most or all of the relevant standards and in some areas exceeds the requirements as stipulated, taking control of some aspects of project management.	Often works above the relevant standards and exceeds the requirements as a team member, leader or individual in a variety of working scenarios	Always works well above the relevant standards and demonstrates outstanding individual and collaborative professional attributes in every working scenario encountered.