

Swansea College of Art at Wales Institute of Science and Art

Contextual Practices Handbook Level 5 Fine Art

2022-23

Illustration students undertake two Contextual Practices modules in each year of study. This **STUDENT HANDBOOK** for level 5 students provides an idea of the regulations, some other helpful information and terminology and what to expect whilst studying these modules.

Contextual Practices Staff and communication

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Communication with staff takes place in the classroom, via Moodle and student e-mail.
We do not contact students with any other email address.

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The programme

Contextual Practices Modules Level 5 – Year 2

Research in Context ADAD5003 Taught by Gwenllian Beynon and Alex Duncan

Students will develop an academic essay in relation to given questions and identify research areas, strengthen analytical skills and inform knowledge in order to communicate a sustained independent inquiry. (Essay 2500 words.)

Research in practice ADAD5004 Taught by Paul Paul Duerinckx

Through a series of lectures by different practitioners students will apply knowledge of various forms of research, critical and analytical skills to articulate, communicate and pitch a scoping review of researched ideas for a sustained independent inquiry. (Scoping Review 2500 words)

Aims of Contextual Practices Modules

These two modules – *Research in Context* and *Research in Practice* delivered at Level 5 aim to extend and develop information Knowledge and research. These modules aim to develop your understanding of specific visual practice in a social context. Key areas are studied in a concentrated manner, allowing you opportunities to engage with relevant practitioners and related theories in a critical context. You will engage with current research in your area of study and you will be encouraged to make independent use of research, to critically question assumptions and formulate judgments. Regular feedback via seminar groups, tutorials and study skills guidance are embedded within the modules. You will also begin the process of defining an area of study for in Level 6.

Delivery and Assessment

Lectures and Seminars

These modules will be taught through lectures and seminars. The lecture will present information and the seminar encourages discussion related to the lecture content and to critically question the ideas presented.

Attendance

We expect you to attend regularly and to arrive on time. If you miss lectures, because of illness or other circumstance, please inform your lecturer as soon as possible (a short e-mail is the most effective way to do this). Attendance will be monitored, and non-attendance will be reported to Programme Managers.

Personal Study-time

Your timetabled lecture and seminar commitment is 2 hours per week. In addition, your individual independent study commitment to each module is 76 hours. This should be spent reading either at home or in the library, and researching, planning and writing your assignments. The development of good study habits and time management will help to keep to assignment deadlines.

Note-taking

In a lecture you are expected to make personal notes that will help you remember the lecture. You do not need to make notes of everything, but you need to develop skills in being discerning and keeping notes relevant to you.

Assessment

Summative Assessment (ie marked work) is by set assignment, often essays, (we do not have formal tests or examinations). These are timetabled for the end of the semester.

At level 5 work is internally and externally moderated which means that a proportion of the submitted work is discussed with another tutor and with external examiners.

Submission

Assignments

Essay questions or assignment details will be provided at the start of the module. These enable the research of the module topics, to address related ideas and to consider the work of others in relation to historical and social background. This in turn encourage the development of critical opinions and analytical skills, as well as to develop language skills related to the visual.

All assignments for these modules **must**

- Be submitted on the correct day and time or risk penalties for lateness.
- Be submitted electronically through Turnitin on Moodle ONLY.
- Have a referencing list/bibliography.
- Use **in text citation** acknowledging all sources. If this is not undertaken then the work is deemed plagiarised, this is a serious offence carrying penalties.

Tutors cannot issue extensions. If you are experiencing difficulties, please speak with your tutor or seek help from student support. The university has different methods to support students who are experiencing difficulties.

Presentation

Presentation of assignments is extremely important. Follow the guidelines below:

- Place your name, course and lecturer's name on the top of the essay.
- Write out the full assignment or essay title before at the start.
- Lay your work out as an A4 size document, and number the pages.
- Double space and leave generous (2.5cm) margins all round.
- Use a clear 'sans serif' font e.g Helvetica, Geneva or Arial, and use size 12.
- Use images where necessary to illustrate your ideas and discussion
- Include references to the illustrations as figures, or written and in a referencing list.
- Paragraphing – use logical paragraphing and make sure it is clear when you start a new one.
- Titles of works of art should be *defined* by using italics.
- Always provide a Referencing list/ bibliography at the end of your essay, following Harvard referencing. If you don't, your tutor may refuse to mark it.
- When including quotes within your essay, if they are less than two lines you can incorporate them into the relevant paragraph with quotation marks, but if longer,
- Set them apart by single spacing and indenting and do not need quotation marks.
- You will submit your assignment as a PDF on Turnitin via Moodle.

Deadlines for Assignments

When an assignment is set you will be given a hand-in date, a deadline. Deadlines are taken seriously and have penalties attached to lateness. Lecturing staff cannot issue extensions to deadlines and if you think you may need extra time or will not be able to hand your work in on time because of illness please speak with your tutor.

Moodle

Moodle is a Virtual Learning Environment (VLE) is where information about the Module, lectures and assignments to include for example Project Briefs, essay questions, lecture notes and study materials - is placed. Moodle is accessed using student ID. REMEMBER to access Moodle regularly

Turnitin

All written work for these modules is submitted via Turnitin accessed through Moodle. Turnitin is a web-based service providing a comprehensive check for detecting possible plagiarism of work submitted by students by matching text to the work of others on web pages, electronic journals and previously submitted student work (both at this university and at other universities). Students are required, by university policy, to submit an electronic version of their written work through Turnitin. Work that is handed in but not submitted to Turnitin will not be marked and will be recorded as non-submission.

Turnitin assists the tutor through highlighting sections of text matched to other sources, it does not decide if that text is incorrectly cited or plagiarised. By searching a database of reference material gathered from different sources, Turnitin enables tutors to form an opinion of the level of citation or possible plagiarism. The University considers that the proper citation and authenticity of work submitted by students is essential for the maintenance of academic standards.

Assignment Feedback

Assignment feedback is returned to students **20 working days** after submission. Always read through your essay and your feedback, as this is written to help you see your successes and to improve any future work. Feedback is important.

What happens if you fail an assignment?

If you fail an assignment, you will be informed electronically and advised to discuss this with your tutor who will then advise you on what to do, this will depend on what the outcome of the original submission is. What IS important is that you have spoken to your tutor and know where you have gone wrong and what to do to aim to pass a resit or resubmission.

Student Module Feedback Questionnaire

At the end of the module the student will be asked to give anonymous feedback in questionnaire form. This helps teaching staff consider any changes to modules and to identify any areas of improvement that might need to make. It is therefore important to undertake this questionnaire.

Study Skills

Reading and Research

A written assignment should be based on reading and research. Start with the library catalogue, look at reference books and wider information, these provide a context to your topic. Follow the bibliographies from these resources to find further information. **Research leads to wider research.**

Use of the internet is permitted and must be referenced in the text and in the bibliography, as you would a book. Be mindful of internet use as it's not always possible to identify an author and some internet material is not accurately presented and these might not be good sources to use.

Read and research with the assignment in mind and take notes as you read, it will help to make the research relevant to your assignment. When the main points have been considered you can go through the notes, underlining or marking material that is relevant. Knowing what to leave out is as important as knowing what to put in! By this stage you have already begun the process of planning

Develop good practice – always record the title, author and page number or the URL of the source as you research as these are easy to forget and might take a lot of time to find again. This will be vital when you come to write up your essay.

Research Toolbox

These modules offer a foundation toolbox of approaches to research these include:

Articulacy: The ability to express ideas clearly and in a grammatically correct manner, using words.

Critical Language: Making judgments and developing critical debates about own work, ideas, and those of others, and supporting/explaining viewpoints in language.

Reflect on and contextualise studio practice: Exploring the work of others develops the ability to see personal work in relation wider practices and ideas.

An enquiring attitude: Learning to see the work of others in a wider social context assists in questioning and learning more about its significance.

Analytical Skills: The ability to examine and interpret information.

Visual Literacy: Spending time examining visual imagery develops the ability to “read” images or forms, alongside their signs, symbols, codes, aesthetic, and meanings to enhance the capacity for visual awareness.

Research Skills: Written expression, develop important investigative and organizational skills, e.g. time management, gathering and organizing research material, library use, presentation skills, etc.

Confidence to make use of ideas: Seminars encourage exchanges of ideas and offer a chance to work with others. This is an important aspect of learning to challenge the student to build stronger arguments.

Planning

A good assignment will always be planned and mapped.

Things to think about when planning your assignment

In general terms, an assignment needs to reflect the following:

1.	Relevant:	Adheres closely to the terms of the essay question or project brief
2.	Well Structured:	Logically developed discussion based on appropriate visual and written evidence
3.	Well Written:	Clear writing that communicates ideas and information effectively
4.	Well Informed:	Sound general knowledge of subject area
5.	Original:	Evidence of personal critical consideration of, and response to, works discussed
6.	Well Presented:	Appropriate presentation, bibliography and referencing

In preparation for writing make different kinds of diagrams or plans there are online tools for this, or notebooks or paper can be used. There isn't one way to plan a written assignment explore what works for you.

Writing- What should an essay aim to do?

An essay is a supported argument to a question or proposition for discussion based on reading ideas and research. The most important thing to remember is that everything you write in an essay must be strictly relevant. Do not include anything not directly contributing to the answer or discussion.

Do not be over-ambitious. You should aim to try and show that you:

- Have researched the topic widely (your bibliography and use of references partly demonstrates this)
- Have understood the subject/question
- Can find and organise, plan and structure relevant material
- Are aware of relevant arguments/concepts/ideas
- Can reflect on the question, using your own words
- Can use clear and grammatically correct language
- Can follow presentation guidelines (e.g. paragraphing, style, referencing etc.)

Structure

It is generally a good idea to begin an assignment with an introductory paragraph to identify what the question is asking for and indicates how you will proceed with your argument. Try to have some idea of what your conclusion or solution might be – i.e. where you are heading. Each of the following paragraphs should present a point in your argument and support it by analysis, example and illustration. The conclusion should sum up the main points of your argument.

Remember that relevance is essential. Long biographical or narrative accounts - e.g. of an artist or art movement, where they were born, went to college - are rarely appropriate, but discussions of particular works of art or texts can provide direct evidence to support your argument. Don't be afraid to give your own views and responses - given in the appropriate context, these will contribute greatly to the quality

and interest of your essay. Avoid unsupported opinion – always try to find evidence or examples to support ‘personal reflection’.

What is meant by ‘personal reflection’?

Personal reflection is when you consider an idea, fact, argument or comment and weigh it up in your own mind – analyse or judge it - and include this in your essay. You may want to agree with it or disagree with it sometimes (perhaps illustrating your point with an example). The important thing is that you support your comments. Just saying “I disagree with this” is not enough, you need to say why, and this needs to be reasoned (i.e. so that others can see your argument clearly).

It is often better if you do not use the word ‘I’ when you are engaging in your own reflection, because if it has to be supported, then your point will probably sound more convincing if you make it more objective. So “I think this image is deceptively complex and it fascinates me”, becomes “the image is deceptively complex and therefore can appear fascinating to the viewer”. Including an illustration of the image will provide your support for this, and you would probably also include a description in words.

Also note that whether you like something or not is probably irrelevant to the essay. ‘I feel’ and ‘I believe’ are similarly best avoided, especially if what you are presenting as ‘your’ belief may be a commonly understood fact or opinion, e.g. “I believe John Heartfield produced one of the richest bodies of visual montages in the 20th Century”. You probably read that Heartfield produced.... etc., so need to be careful not to present it as though it is your original thought. You might instead write “Graham Clarke believes that John Heartfield produced.... etc.”, and then reference it.

Referenceing

This is a short introduction for wider information on Referencing plagiarism and Referencing lists/bibliographies

PLEASE SEE REFERENCING GUIDE FOR FULL DETAILS.

You can access the guide via the Academic and InfoSkills link from the library webpage: <https://www.uwtsd.ac.uk/library/infoskills/>

Harvard Referencing and Referencing list/Bibliography

Swansea College of Art uses Harvard referencing. Remember there are many other forms of referencing used in academic engagement.

Harvard Referencing is the method of including in the text an abbreviated reference to the author of a piece of research- surname only, the year in which the research was published, and relevant page number/s.

In-text citation

Referencing in your writing is called in-text citation for example

“....after the quote.” (Adams 2002, p. 156)

Or you may also wish to include reference to authors within your text in this way: Adams (2002) has written about this in relation to post-modern theories. *You would only need to provide a page number if you are referring to a very specific area or part of the text. You will need to use your judgment as to whether this is necessary.*

A reference list/ Bibliography

A Referencing list/ bibliography comes right at the end of your essay and the purpose of the in-text citation is to refer you to the full details of the publication within a full reference list or bibliography at the end of your work. Full publication details of the citation should be placed in the reference list at the end of the assignment. This contains the full bibliographical record of the references cited in your text e.g.

Pears, R. and Shields, G. (2016) *Cite them right: the essential referencing guide*. 10th rev. edn. Basingstoke: Palgrave.

This list should contain ALL the sources (books, articles, websites, videos) you have consulted presented alphabetically by author's surname

References give the sources of:

- Direct quotations.
- Paraphrasing another author's words.
- Theories or research from other sources.
- Facts, specific data, statistics or information.
- Ideas or opinions (when they are not yours).
- Inspiration for a particular point.
- Images whether personal or others

If you have not referenced a quotation or idea, then you are at risk of being seen to plagiarise (copying directly from other people's texts without acknowledgement. **Never take this risk.**

Plagiarism

During your studies, you will read the work of others, and incorporate their ideas into your assignments. You must always reference this work not referencing will seem like you are presenting these ideas as your own either by copying their phrases and sentences and not acknowledging this, or by using their arguments and ideas as if they were your own. That is a form of stealing - taking the ideas and thoughts of others and presenting in your writing.

Plagiarism is an Unfair Practice and is subject to several procedures, for details of which you may consult the University of Wales Trinity St David (UWTSD) *Quality Handbook*, which is on the University's website.

To stay safe: if you use the exact same words, put them in quotes and reference them. If you use an idea, but in your own words, you must reference its source.

Wider information

Library

You will get an induction in how to use the library early in your course, but please contact individual members of library staff if you need help. Emily Hywel is the Academic Liaison Librarian (Emily.hywel@uwtsd.ac.uk) for your programme.

The library carries books, journals/periodicals both in print or electronically, to keep up to date with current information consider browsing these regularly and can be accessed via the library catalogue, both on and off campus.

<https://www.uwtsd.ac.uk/library/>

Study Support

Study skills support is available to all University of Wales Trinity Saint David students who need assistance with their studies. If you need extra or specialist support, information is available on the website and dedicated trained staff are available to assist students in their studies. Please speak with your tutor if you are unsure of how to access Study Support.

<https://www.uwtsd.ac.uk/study-skills/>

studyskillsdistance@uwtsd.ac.uk

Assessment Criteria Level 5 (2nd year of study)

Research in Context ADAD5003 LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and examine the contextual formation of their particular objects of study, research areas and interfaces and demonstrate intellectual curiosity through an engagement with the materials of study, archives, texts and literatures;
- Engage with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication.

Research in Practice ADAD5004 LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- select and combine various forms of research and apply critical and analytical skills to create a scoping review around their chosen subject area demonstrating their intellectual curiosity and sustained independent inquiry;
- critically investigate and analyse relevant knowledge of research practices, procedures and traditions, and express a synthesis of these through a command of written and other forms of communication.

You will be assessed in the following 5 categories:

1. Engagement with literature;
2. Knowledge and understanding;
3. Cognitive and intellectual skills;
4. Practical Skills
5. Transferrable Skills for Life and Professional Practice

Below is a full breakdown of these categories

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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	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 literature, including sources retrieved independently	Engagement with a wide range of literature, including sources retrieved independently	Engagement with an extensive range of relevant and credible literature. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature. High-level

Level 5	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%
	mostly unsupported 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.	. 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.	application of referencing.	referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	g of the main methods of enquiry in the discipline.	g of the main methods of enquiry in the discipline.	understandin g of the main methods of enquiry.	the selection of material.	depth of knowledge.		established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question',

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		ed opinions. Ideas sometimes illogical and contradictory.	or failure to fully recognise limits of knowledge.	reason and evidence. Mostly valid arguments and logical judgements.		ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application,	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	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 outside the context in which they were first studied.	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 outside the context in which they were first studied.	Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed	Can communicate in a suitable medium for	Can communicate effectively in a suitable	Can communicate well, confidently	Can communicate professionally confidently	Can communicate with an exceptionally

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	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. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of	the audience 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 group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for	medium for the audience, 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 for employment requiring the exercise of personal responsibility and decision-	and consistently in a suitable medium for the audience. 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 skills for employment requiring the exercise of personal responsibility and decision-	and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the	high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite

Level 5	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%
		the skills for employment requiring the exercise of personal responsibility and decision-making.	employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	making, with some areas of strength and some of minor weakness.	making, with just occasional minor weakness.	exercise of personal responsibility and decision-making and an appetite for further development.	for further development.

Reference

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