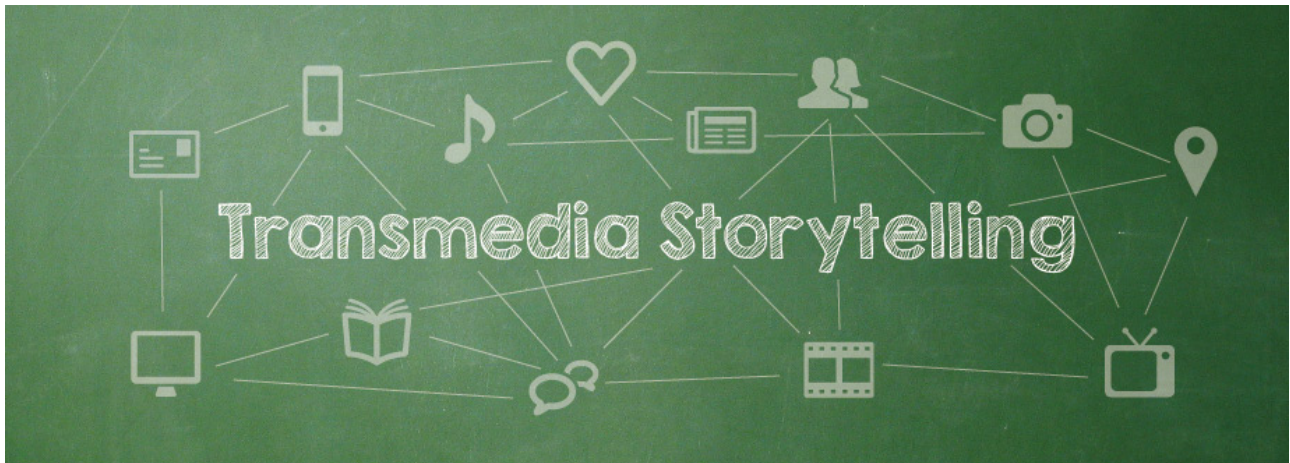


# Multiplatform Publishing



2018-19

CAMF6006

## **Multiplatform Publishing (CAMF6006)**

Level 6 module – 20 credits

Teaching is by lecture and hands-on tutorial workshop.

Lecture and Workshop: Friday 9:00 – 12:00 TL12 (Mac Lab)

### **Module Tutor**

**Dr Brett Aggersberg (b.aggersberg@uwtsd.ac.uk)**

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned.

Audio Visual equipment should be booked out at least 48hrs in advance.

### **Module evaluation:**

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

## MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

### AIMS

- To provide an understanding of the concepts and techniques involved in publishing across multiple platforms, and develop skills in multi-platform production.
- To design and create a multi-platform publishing strategy.

### LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate knowledge and understanding of, the complex evolving relationship and interconnectedness of publishing across multiple media and a variety of platforms and consumption devices;
- professionally design and implement a multi-platform strategy for delivering digital media products for one or more target audiences on multiple consumption platforms and/or devices;
- critically evaluate their multi-platform publishing skills.

### CONTENT

This module will cover the history and development of multiple media and multi-platform publishing for a range of consumption devices, such as desktop computers, mobile phones, smart phones and touch interfaces on tablets and iPads. The areas addressed will include: the relationship between, and production of, a coherent suite of two or more digital media products for consumption on multiple devices and platforms, the design and publishing of integrated print, mobile, or computer-based products.

#### **The following software will be used on this module:**

Adobe In-Design, Adobe Premiere, Adobe Photoshop, and Adobe Muse. Additional software will be recommended as required.

#### **Transferable Skills:**

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, and media production.

#### **Module evaluation:**

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

#### **Timetable:**

The module is taught over an eleven week period, starting in week one of Semester one. Each class will last for three hours. There will be a Reading Week in week six. At various points you will be expected to attend one to one tutorials to develop your project's specific requirements.

## BIBLIOGRAPHY

### Essential

Adobe Creative Team (2014) *Adobe Photoshop CC 2014 Classroom in a Book*. Berkeley: Adobe Press/Peachpit Press.

Anton, K. K. and Cruise, J. (2014) *Adobe InDesign CC 2014 Classroom in a Book*. Berkeley, CA: Adobe Press

Chapman, J. and Chapman, N. (2007) *Digital Media Tools (3rd ed.)*. Oxford: Wiley-Blackwell

Gitner, S. (2015) *Multimedia Storytelling for Digital Communicators in a Multiplatform World*. London: Routledge.

### Recommended

Cohen, S. and Williams, R. (1999) *The Non-Designer's Scan and Print Book*. Berkeley: Peachpit Press.

Dabner, D. (2004) *Graphic Design School*. Hoboken, N.J.: Wiley.

Elam, K. (2004) *Grid Systems: Principles of Organising Type*. New York: Princetown Architectural Press.

Fraser, T. and Banks, A. (2004) *The Complete Guide to Colour*. Lewes: Ilex.

Gatter, M. (2004) *Getting It Right in Print: Digital Pre-press for Graphic Designers*. London: Laurence King.

Golombisky, K. and Hagen, R. (2010) *White Space is not your Enemy*. Oxford: Focal Press.

Honeywill, P. (2003) *Digital Magazine Design with Case Studies*. Bristol: Intellect.

Kobre, K. (2000) *Photojournalism: the Professionals' Approach*. Oxford: Focal Press.

Koren, L. and Meckler, R.W. (1989) *Graphic Design Cookbook*. San Francisco: Chronicle Books.

Leslie, J. (2000) *Issues: New Magazine Design*. London: Laurence King.

Lupton, E. (2004) *Thinking with Type*. New York: Princetown Architectural Press.

Press, A.L. and Williams, B.A. (2010) *The New Media Environment: An Introduction*. Oxford: Wiley-Blackwell.

Quinn, S. (2001) *Digital Sub-editing and Design*. Oxford: Focal Press.

Whitaker, J. (2008) *Magazine Production*. London: Routledge.

Williams, R. (2003) *The Mac is not a Typewriter: A Style Manual for Creating Professional-level Type on your Macintosh*. Berkeley: Peachpit Press.

Williams, R. (2008) *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Berkeley: Peachpit Press.

Zappaterra, Y. (2007) *Editorial Design*. London: Laurence King.

Zavoina, S. C. and Davidson, J. H. (2002) *Digital Photojournalism*. Boston: Allyn and Bacon.

## **Web Sites**

Transmedia Storyteller Limited

<http://www.tstoryteller.com/transmedia-storytelling>

Henry Jenkins

[http://henryjenkins.org/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/2007/03/transmedia_storytelling_101.html)

BBC Transmedia storytelling 101

<https://www.bbc.co.uk/academy/en/articles/art20130702112136355>

**Students will be directed to appropriate online resources over the course of the module.**

**The bibliography is subject to change depending on available software and associated texts.**

## MODULE OUTLINE

You will be expected to conduct non-assessed tasks as part of your development on this module.

| <i>Week</i> | <i>Lesson Theme</i>                                                               | <i>Activity/Notes</i>                                                                                   |
|-------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1           | Introduction.<br>Advanced Publishing Concepts.                                    | Review of current industry approaches.                                                                  |
| 2           | Transmedia Storytelling.                                                          | Review of initial ideas.                                                                                |
| 3           | A Multi-platform Strategy- Audience, planning and design.                         | Seminar on the effective use of differing media types.                                                  |
| 4           | Consistent UX Design.                                                             |                                                                                                         |
| 5           | Interconnectedness of Contemporary Publishing.                                    |                                                                                                         |
| 6           | <b>Reading Week</b><br><b>Pitch of Concept and Publishing Strategy. Assessed.</b> | <b>9:30am 9<sup>th</sup> November 2018.</b><br><b>Pitch of Concept and Publishing Strategy to group</b> |
| 7           | Developing the workflow.                                                          | Feedback discussion on Pitch Presentation. Trial of concept designs on devices.                         |
| 8           | Content Development and User Experience.                                          |                                                                                                         |
| 9           | Workshop.                                                                         |                                                                                                         |
| 10          | Workshop.                                                                         |                                                                                                         |
| 11          | Final Publishing and Options for Distribution.<br>Reflection on Process.          | Trial of Multiplatform Campaign                                                                         |
|             | <b>ASSESSMENT DEADLINE</b><br><b>All assessments to be submitted by this date</b> | <b>12 noon Friday 4<sup>th</sup> January 2019</b>                                                       |
|             | <b>DEADLINE FOR ASSESSMENT FEEDBACK</b>                                           | <b>1st February 2019</b>                                                                                |

**This schedule is subject to change and students are advised to check Moodle for the latest module information.**

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|
| <b>Module:</b>                         | <b>Multiplatform Publishing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                |
| <b>Module code:</b>                    | <b>CAMF6006</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Contribution to Overall Module Assessment (%):</b>           | <b>80</b>      |
| <b>Lecturer:</b>                       | <b>BA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Internal Verifier:</b>                                       | <b>MJ</b>      |
| <b>Assignment Title:</b>               | <b>Assessment 1- Portfolio</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Word count (or equivalent):</b>                              | <b>4800 eq</b> |
| <b>Submission deadline:</b>            | <b>9:30am 4/11/18- Pitch<br/>Noon 4/1/19- Portfolio</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Return date of provisional marks &amp; written feedback:</b> | <b>1/2/19</b>  |
| <b>Submission method:</b>              | <p>The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit of Moodle. The presentation pitch will be held on the 9<sup>th</sup> November 2018.</p> <p><b>Late submission of the assessment will result in a late penalty mark.</b><br/>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.</p> |                                                                 |                |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                                                                                                     |                                                                 |                |

### Module Learning Outcomes (from module syllabus)

By the end of this module students should be able to:

- demonstrate knowledge and understanding of, the complex evolving relationship and interconnectedness of publishing across multiple media and a variety of platforms and consumption devices;
- professionally design and implement a multi-platform strategy for delivering digital media products for one or more target audiences on multiple consumption platforms and/or devices;
- critically evaluate their multi-platform publishing skills.

## TASK DESCRIPTION

### **Assessment 1 (80%): Portfolio (to the equivalent of 4800 words)**

A portfolio of integrated digital media productions which will typically comprise of multi-platform publishing work for specific target audience(s). This will include publishing design work for more than one platform and/or consumption device.

1. Pitch of concept and publishing strategy including research, audience, design documents, and technical considerations. Presentation pitch to last approximately 10 minutes. = 30% of Assessment 1.

**Presentation Pitch Week 6 on the 9:30am 9<sup>th</sup> November 2018**

2. Construction of multiplatform content using either transmedia storytelling to extend a narrative across multiple platforms, or to focus on UX design of a consistent experience for multiple devices ie. Desktop, TV, mobile phone, tablet. = 70% of Assessment 1.

# 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

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:**

You should explore a range of potential research sources and include evidence of how the most important ones have influenced your work.

## 2. Knowledge and Understanding Skills

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:**

You should demonstrate your knowledge of the equipment and methodologies and the industry context of your work.

## 3. Cognitive and Intellectual Skills

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:**

Your pitch and portfolio should describe your thought process and how you have implemented new knowledge into your work.

#### **4. Practical Skills**

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:***

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to the aesthetic and strategic qualities of the work.

#### **5. Transferable Skills for Life and Professional Practice**

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:***

Where relevant you should acknowledge skills that you have acquired and how they may be used in other situations, such as good research and planning, proof reading, consideration of the broader narrative and social impact, and recognition of industry standards.

# STUDENT FEEDBACK FORM

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.

| Generic Assessment Criteria                                                                                                                                                                            | Category Awarded |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>1. Engagement with Literature Skills</b>                                                                                                                                                            |                  |
|                                                                                                                                                                                                        |                  |
| <b>2. Knowledge and Understanding Skills</b>                                                                                                                                                           |                  |
|                                                                                                                                                                                                        |                  |
| <b>3. Cognitive and Intellectual Skills</b>                                                                                                                                                            |                  |
|                                                                                                                                                                                                        |                  |
| <b>4. Practical Application Skills</b>                                                                                                                                                                 |                  |
|                                                                                                                                                                                                        |                  |
| <b>5. Transferable Skills for Life and Professional Practice</b>                                                                                                                                       |                  |
|                                                                                                                                                                                                        |                  |
| <b>Module Learning Outcomes</b>                                                                                                                                                                        |                  |
|                                                                                                                                                                                                        |                  |
| <b>6. demonstrate knowledge and understanding of, the complex evolving relationship and interconnectedness of publishing across multiple media and a variety of platforms and consumption devices;</b> |                  |
|                                                                                                                                                                                                        |                  |
| <b>7. professionally design and implement a multi-platform strategy for delivering digital media products for one or more target audiences on multiple consumption platforms and/or devices;</b>       |                  |
|                                                                                                                                                                                                        |                  |
| <b>8. critically evaluate their multi-platform publishing skills.</b>                                                                                                                                  |                  |
|                                                                                                                                                                                                        | NA               |

|                                                                                                                                                                                                            |                                                        |  |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|----------|
| <b>Assessment Mark</b> (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. ) | <b>Late Submission Penalties (tick if appropriate)</b> |  | <b>%</b> |
|                                                                                                                                                                                                            | Up to 1 week late (40% Max)                            |  |          |
|                                                                                                                                                                                                            | Over 1 week late (0%)                                  |  |          |

## 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<br>(3 <sup>rd</sup> / Pass)                                                                              | GOOD<br>(2.2 / Pass)                                                                                                        | VERY GOOD<br>(2.1 / Merit)                                                                                            | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                   | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                  |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                   | 30-39%                                                                                                                                | 40-49%                                                                                                                | 50-59%                                                                                                                      | 60-69%                                                                                                                | 70-84%                                                                                                                         | 85-100%                                                                                                                         |
| <b>Engagement with literature</b><br>(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. | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of | Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing | Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over- | Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of | Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level |

| Level 6                                                                                                                                                                                                                             | FAIL                                                                                                                                                                                                      | MARGINAL FAIL                                                                                                                                                                                                        | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                      | GOOD<br>(2.2 / Pass)                                                                                                                                        | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                     | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                             | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                            | 0-29%                                                                                                                                                                                                     | 30-39%                                                                                                                                                                                                               | 40-49%                                                                                                                                                                                        | 50-59%                                                                                                                                                      | 60-69%                                                                                                                                                                                                                         | 70-84%                                                                                                                                                                                                                   | 85-100%                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                     | Referencing conventions used incoherently or largely absent.                                                                                                                                              | sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.                                                                                                      | conventions evident though not always applied accurately or consistently.                                                                                                                     | reliance on texts. Referencing may show minor inaccuracies or inconsistencies.                                                                              | relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.                                                                                                                 | application of referencing.                                                                                                                                                                                              | referencing skills consistently and professionally applied.                                                                                                                                                                         |
| <b>Knowledge and understanding</b> (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 | 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 | 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 |

| Level 6                                                                                                                                                                                                                          | FAIL                                                                                                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                                                                                                                           | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                  | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                         | 0-29%                                                                                                                                                                                                                                           | 30-39%                                                                                                                                                                                                                                                                                  | 40-49%                                                                                                                                                                                                                                                                                    | 50-59%                                                                                                                                                                                                                                                                                                                                | 60-69%                                                                                                                                                                                                                                                                                          | 70-84%                                                                                                                                                                                                                                                                                                                      | 85-100%                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 | discipline.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                 | knowledge base.                                                                                                                                                                                                                                                                                                             | ambiguities and limitations of knowledge.                                                                                                                                                                                                                                                                              |
| <b>Cognitive and intellectual skills</b><br>(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 | 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 | 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 |

| Level 6                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                                                   | MARGINAL FAIL                                                                                                                                                                                                                                                                | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                         | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                  | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                              | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                             | 0-29%                                                                                                                                                                                                                                                                                  | 30-39%                                                                                                                                                                                                                                                                       | 40-49%                                                                                                                                                                                                                                                                           | 50-59%                                                                                                                                                                                                                                                                                | 60-69%                                                                                                                                                                                                                                                                                  | 70-84%                                                                                                                                                                                                                                                                      | 85-100%                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  | opinion rather than argue on the basis of reason and evidence.                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                         | and wider concepts.                                                                                                                                                                                                                                                         | question', suggesting an outstanding grasp of the broader field and wider concepts.                                                                                                                                                                                      |
| <b>Practical skills</b><br>(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.) | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links | A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two<br>Can identify | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting |

| Level 6                                                                                                                                                                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                       | MARGINAL FAIL                                                                                                                                                                                                      | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                   | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                 | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                  | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                                                                                                                                             | 0-29%                                                                                                                                                                                                                      | 30-39%                                                                                                                                                                                                             | 40-49%                                                                                                                                                                                                     | 50-59%                                                                                                                                                                                                               | 60-69%                                                                                                                                                                                      | 70-84%                                                                                                                                                                                                     | 85-100%                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                      | and unpredictable contexts.                                                                                                                                                                                                | appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.                                                                                                              | between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.                                                        | problems and propose mostly appropriate solutions in complex and unpredictable contexts.                                                                                                                             | innovation and creativity.                                                                                                                                                                  | solutions. Innovation and creativity evident.                                                                                                                                                              | edge processes and techniques.                                                                                                                                                                                  |
| <b>Transferable skills for life and professional practice</b><br>(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 and effectiveness in presentation) | Communication on 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 | Communication on 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 | 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 | 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 | 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, | 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 | 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, |

| Level 6            | FAIL                                                                                                                                | MARGINAL FAIL                                                                                                                                                                                         | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                | GOOD<br>(2.2 / Pass)                                                                                                                                                                    | VERY GOOD<br>(2.1 / Merit)                                                                                                               | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                       | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Category           | 0-29%                                                                                                                               | 30-39%                                                                                                                                                                                                | 40-49%                                                                                                                                                                                  | 50-59%                                                                                                                                                                                  | 60-69%                                                                                                                                   | 70-84%                                                                                                                                                                                                             | 85-100%                                                                                                                          |
| and organisation.) | (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment. | often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment. | places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness. | and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness. | with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness. | work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development. | showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                 |                |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|
| <b>Module:</b>                         | <b>Multiplatform Publishing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                 |                |
| <b>Module code:</b>                    | <b>CAMF6006</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Contribution to Overall Module Assessment (%):</b>           | <b>80</b>      |
| <b>Lecturer:</b>                       | <b>BA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Internal Verifier:</b>                                       | <b>MJ</b>      |
| <b>Assignment Title:</b>               | <b>Assessment 2- Reflective Journal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Word count (or equivalent):</b>                              | <b>1200 eq</b> |
| <b>Submission deadline:</b>            | <b>Noon 4/1/19</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Return date of provisional marks &amp; written feedback:</b> | <b>1/2/19</b>  |
| <b>Submission method:</b>              | <p>The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit of Moodle.</p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> 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.</p> |                                                                 |                |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                        |                                                                 |                |

### Module Learning Outcomes (from module syllabus)

By the end of this module students should be able to:

- demonstrate knowledge and understanding of, the complex evolving relationship and interconnectedness of publishing across multiple media and a variety of platforms and consumption devices;
- professionally design and implement a multi-platform strategy for delivering digital media products for one or more target audiences on multiple consumption platforms and/or devices;
- critically evaluate their multi-platform publishing skills.

## TASK DESCRIPTION

### **Assessment 2 (20%): Reflective Journal (1200 words)**

A critical reflection and evaluation of the outcome of the portfolio, the experience gained, how the work could be approached differently in the future and how it would be viewed in a professional context.

#### **Written Work**

- The file(s) should be in a folder with the following label structure-  
StudentNumber\_ModuleCode\_AssignmentNumber  
(An example would be 160000\_ CAMF6006\_1)
- Reflective documents must be submitted as a Microsoft Word or PDF document formatted with double line spacing and include references for all externally sourced content you have used (books, images, websites, films etc) and must conform to the School Reference Guidelines (booklet available separately). There must be a word count at the end of the document. Links for external online content must be submitted as a hyperlink inside a Word document and remain live until after the final examboard of the academic year.
- A PDF version of the blog or digital diary may be submitted instead of the reflective document.

# 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

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:**

You may refer to specific aspects of your research that have influenced your decision making via referencing. Illustrations of source material or behind the scenes are also welcomed.

## 2. Knowledge and Understanding Skills

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:**

You should demonstrate your knowledge of the equipment, production methodologies, the industry context of your work, and the creative decisions made during preproduction. You should openly describe any difficulties you have experienced and review how these have effected your creative decisions as well as how prepared you are to go into production.

## 3. Cognitive and Intellectual Skills

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:***

Your self-reflection should critically review your thought process and articulate how you have implemented new knowledge into your work.

**4. Practical Skills**

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:***

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. This document should be treated as a critical report on your personal and professional development.

**5. Transferable Skills for Life and Professional Practice**

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:***

Where relevant you should acknowledge skills that you have acquired and how they may be used in other situations such as: good research and planning, teamwork, beta testing, proof reading, and recognition of industry standards.

# STUDENT FEEDBACK FORM

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.

| Generic Assessment Criteria                                                                                                                                                                            | Category Awarded |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>1. Engagement with Literature Skills</b>                                                                                                                                                            |                  |
|                                                                                                                                                                                                        |                  |
| <b>2. Knowledge and Understanding Skills</b>                                                                                                                                                           |                  |
|                                                                                                                                                                                                        |                  |
| <b>3. Cognitive and Intellectual Skills</b>                                                                                                                                                            |                  |
|                                                                                                                                                                                                        |                  |
| <b>4. Practical Application Skills</b>                                                                                                                                                                 |                  |
|                                                                                                                                                                                                        |                  |
| <b>5. Transferable Skills for Life and Professional Practice</b>                                                                                                                                       |                  |
|                                                                                                                                                                                                        |                  |
| <b>Module Learning Outcomes</b>                                                                                                                                                                        |                  |
|                                                                                                                                                                                                        |                  |
| <b>6. demonstrate knowledge and understanding of, the complex evolving relationship and interconnectedness of publishing across multiple media and a variety of platforms and consumption devices;</b> |                  |
|                                                                                                                                                                                                        |                  |
| <b>7. professionally design and implement a multi-platform strategy for delivering digital media products for one or more target audiences on multiple consumption platforms and/or devices;</b>       |                  |
|                                                                                                                                                                                                        | NA               |
| <b>8. critically evaluate their multi-platform publishing skills.</b>                                                                                                                                  |                  |
|                                                                                                                                                                                                        |                  |

|                                                                                                                                                                                                            |                                                        |  |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|----------|
| <b>Assessment Mark</b> (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. ) | <b>Late Submission Penalties (tick if appropriate)</b> |  | <b>%</b> |
|                                                                                                                                                                                                            | Up to 1 week late (40% Max)                            |  |          |
|                                                                                                                                                                                                            | Over 1 week late (0%)                                  |  |          |

## 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<br>(3 <sup>rd</sup> / Pass)                                                                                          | GOOD<br>(2.2 / Pass)                                                                                                                   | VERY GOOD<br>(2.1 / Merit)                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                  | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                              |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                               | 30-39%                                                                                                                                         | 40-49%                                                                                                                            | 50-59%                                                                                                                                 | 60-69%                                                                                                                             | 70-84%                                                                                                                                        | 85-100%                                                                                                                                     |
| <b>Engagement with literature</b><br>(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 | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. | Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions | Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on | Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and | Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing |

| Level 6                                                                                                                                                                                                                             | FAIL                                                                                                                                                                                                      | MARGINAL FAIL                                                                                                                                                                                                        | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                      | GOOD<br>(2.2 / Pass)                                                                                                                                        | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                     | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                             | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                            | 0-29%                                                                                                                                                                                                     | 30-39%                                                                                                                                                                                                               | 40-49%                                                                                                                                                                                        | 50-59%                                                                                                                                                      | 60-69%                                                                                                                                                                                                                         | 70-84%                                                                                                                                                                                                                   | 85-100%                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                     | conventions used incoherently or largely absent.                                                                                                                                                          | Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.                                                                                                               | evident though not always applied accurately or consistently.                                                                                                                                 | texts. Referencing may show minor inaccuracies or inconsistencies.                                                                                          | credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.                                                                                                                              | referencing.                                                                                                                                                                                                             | skills consistently and professionally applied.                                                                                                                                                                                     |
| <b>Knowledge and understanding</b> (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 | 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 | 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 |

| Level 6                                                                                                                                                                                                                          | FAIL                                                                                                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                                                                                                                           | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                            | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                     | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                  | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                         | 0-29%                                                                                                                                                                                                                                           | 30-39%                                                                                                                                                                                                                                                                                  | 40-49%                                                                                                                                                                                                                                                                              | 50-59%                                                                                                                                                                                                                                                                                                                   | 60-69%                                                                                                                                                                                                                                                                                          | 70-84%                                                                                                                                                                                                                                                                                                        | 85-100%                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 | discipline.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                 | knowledge base.                                                                                                                                                                                                                                                                                               | ambiguities and limitations of knowledge.                                                                                                                                                                                                                                                                   |
| <b>Cognitive and intellectual skills</b><br>(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 | 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 | 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 | 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 |

| Level 6                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                          | MARGINAL FAIL                                                                                                                                                                                                                                             | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                    | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                          | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                             | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                              | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                             | 0-29%                                                                                                                                                                                                                                                         | 30-39%                                                                                                                                                                                                                                                    | 40-49%                                                                                                                                                                                                                                                      | 50-59%                                                                                                                                                                                                                                                        | 60-69%                                                                                                                                                                                                                                                                 | 70-84%                                                                                                                                                                                                                                                    | 85-100%                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           | case.                                                                                                                                                                                                                                                       | assert/state opinion rather than argue on the basis of reason and evidence.                                                                                                                                                                                   |                                                                                                                                                                                                                                                                        | broader field and wider concepts.                                                                                                                                                                                                                         | beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.                                                                                                                                                    |
| <b>Practical skills</b><br>(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.) | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem- | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always | A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and |

| Level 6                                                                                                                                                                                                                                                                            | FAIL                                                                                                                                                                           | MARGINAL FAIL                                                                                                                                                                        | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                        | GOOD<br>(2.2 / Pass)                                                                                                                                                              | VERY GOOD<br>(2.1 / Merit)                                                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                           | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                                                                           | 0-29%                                                                                                                                                                          | 30-39%                                                                                                                                                                               | 40-49%                                                                                                                                                                          | 50-59%                                                                                                                                                                            | 60-69%                                                                                                                                               | 70-84%                                                                                                                                                                 | 85-100%                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                    | solving skills in complex and unpredictable contexts.                                                                                                                          | evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.                                                             | making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.        | the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.                                                                     | Evidence of some innovation and creativity.                                                                                                          | propose excellent solutions. Innovation and creativity evident.                                                                                                        | development of cutting edge processes and techniques.                                                                                                                    |
| <b>Transferable skills for life and professional practice</b><br>(Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate | 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, | 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. | 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 communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well | Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously | Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally |

| Level 6                                                                             | FAIL                                                                                                                                                                         | MARGINAL FAIL                                                                                                                                                                                                                    | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                           | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                       | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                           | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                          |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                            | 0-29%                                                                                                                                                                        | 30-39%                                                                                                                                                                                                                           | 40-49%                                                                                                                                                                                                             | 50-59%                                                                                                                                                                                                                     | 60-69%                                                                                                                                                                          | 70-84%                                                                                                                                                                                                                                                 | 85-100%                                                                                                                                                                 |
| fluency of expression; clarity and effectiveness in presentation and organisation.) | style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment. | with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment. | Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness. | Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness. | autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness. | with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development. | well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |

## FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor.

**Feedback will be returned on assessed work within four weeks of submission.**