

ASSESSMENT & STUDENT FEEDBACK (PG)

Student Name:		Student P Number:	
Programme:	MDes Surface Pattern Design / Product Design / Auto Design		
Module:		Module Level (7):	7
Module Code:		Contribution to Module:	
Assignment Title:			

Common Assessment Criteria Applied	Level of Achievement															
	Outright Fail							IMD: 2:2 MA: PASS			IMD: 2:1 MA: MERIT			IMD: 1 st MA: DISTINCTION		
	F			E				C			B			A		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	0-9%	10-19%	20-29%	30-34%	35-40%	41-44%	45-49%	50-53%	54-56%	57-59%	60-63%	64-66%	67-69%	70-79%	80-89%	90-100%
	MF							D								
1. Research & Analysis																
2. Development																
3. Technical Skill																
4. Subject Knowledge																
5. Presentation & Communication																
6. Personal Learning & Development																
7. Professional Practice																

Assessment Component –	
Comments:	

These marks and comments are provided to give feedback on your performance and level of achievement for the assessed module component. They are subject to ratification at the Examination Board and are for guidance only until they are confirmed.	Late Submission Penalties (tick if appropriate)	
	Up to four weeks late – max. 50%	
	Over for weeks late – max. 0%	

Assessed by:		Verified by:		Date:	
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MODULE LEARNING OUTCOMES

- Manage opportunities for experimentation with a high level of skill and critical thinking;
- Critically analyse, interpret and evaluate complex information related to art and design concepts and theories, and produce modified conceptions;
- Communicate conceptual ideas and experimental practices effectively.

COMMON ASSESSMENT AND MARKING CRITERIA

ASSESSMENT CRITERIA	OUTRIGHT FAIL		MARGINAL FAIL	PASS	MERIT	DISTINCTION	
	0-29%	30-44%	45-49%	50-59%	60-69%	70-79%	80-100%
1. Research & Analysis Systematic exploration and selection of sources; effective interpretation and evaluation of findings.	Little or no attempt to plan and/or carry out projects which gather information from appropriate sources. Interpretation largely absent.	Limited attempt to plan and/or carry out projects which gather information from appropriate sources. Interpretation may be flawed, incomplete, or largely absent.	Partial attempt to plan and/or carry out projects which gather information from appropriate sources. Interpretation may be flawed or incomplete.	Material presented shows a good range of sources, is well organised and interpreted in a manner relevant to the task.	Connections have been made between sources and qualitative judgements have been made in the interpretation of these findings.	Research is extensive, well documented and critically evaluated with new personal judgements made and applied.	Research and exploration is impressive both in extent and depth and the level of interpretation and critical insight is highly advanced.
2. Development Formulation of innovative and effective concepts through appropriate application of problem solving, creative experimentation and testing methods.	There is little or no evidence of any attempt to solve novel and complex problems within the discipline. Little or no reference to theory and practice.	Attempts to solve novel and complex problems are inadequate, with little reference to either theory or practice.	Attempts to solve novel and complex problems are partial, with limited reference to current theory and practice.	Proposed concepts are formulated with a good degree of detail through the use of a variety of systematic and exploratory methods.	Concepts display innovative ideas within established territories, which are well resolved through sound practical and creative processes.	Proposals respond effectively to unfamiliar or new conceptual territories and expand perceptions of process and/or product.	Proposals both challenge and extend the conceptual territory and set new benchmarks for innovation and effectiveness within the field.
3. Technical Skill Effective utilisation of appropriate materials, tools and techniques and the level of skill demonstrated in their application to the realisation process.	Little or no evidence of technical skills with a poor level of output quality.	Limited evidence of the use of a limited range of materials and methods with a sub-standard level of output quality.	Partial evidence of the use of a limited range of materials and methods with a mediocre level of output quality.	Controlled application of a range of materials and methods with good standards of output quality.	Communication of intent is fully executed demonstrating diversity of process and effective technique.	Extensive and highly advanced technical skills in established processes demonstrating sensitivity and excellence in idea realisation.	Outstanding levels of technical skill in all aspects of the realisation process demonstrating the assimilation and development of cutting edge processes and techniques.
4. Subject Knowledge Understanding and application of concepts and underlying principles associated with the discipline and the specific context of study.	There is little or no identification of concepts and underlying principles.	There is limited or incorrect identification of concepts and underlying principles.	There is partial or limited identification of concepts and underlying principles.	Knowledge is accurate and effectively applied in relation to the specific context.	Knowledge is extensive and the understanding of the context exhibits awareness of the breadth and depth of established views.	Knowledge has been assimilated and individual and personal perspectives have been formulated and debated with effectiveness.	Discipline and context specific knowledge are substantive and a highly advanced synthesis of these elements creates new or expanded perspectives.
5. Presentation & Communication Clarity and effectiveness in the deployment of appropriate media to communicate a message relevant to specialist and non-specialist audiences.	Appropriate media for communication have not been identified or applied effectively.	Limited awareness of the audience and a lack of clarity and organisation are demonstrated.	Basic awareness of the audience and clarity of message is demonstrated in deployment of standard communication forms.	Selection and application of media and conventions show good understanding of the audience and context.	Communication media have been selected and deployed to maximise impact for the selected audience and context.	Individual stylistic approaches have been implemented to communicate to a diverse range of audiences in a highly compelling and effective way.	Presentation and communication methods employed are not only highly individual, compelling and effective but also combine media in an innovative way.
6. Personal Learning & Development Personal responsibility demonstrated in managing own learning through programme engagement, self-directed study and reflective practice.	Little or no responsibility taken for own learning demonstrated by lack of engagement and reflection.	Inconsistency in programme engagement and poor awareness of personal learning and development needs.	Evidence of some reflective practice contributing to appropriate effort and engagement to further personal development.	Evidence of regular reflective practice and awareness of individual strengths and weaknesses demonstrable in core learning and self directed study.	Reflective practice and individual development is extended beyond core learning, is well managed and documented.	Full responsibility for own learning and development is evidenced in detail demonstrating critical appraisal of purpose, progress and future direction.	Outstanding level of engagement with all elements of the programme enhanced by the personal drive and passion to extend learning beyond established parameters and into new domains.
7. Professional Practice Demonstrates those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills.	There is little or no evidence of working as an autonomous professional or who implements project management.	There is limited evidence of any attempt to work as an autonomous professional, and limited evidence of project management techniques.	There is evidence of a limited attempt to work as an autonomous professional in various scenarios. Some evidence of project management techniques.	Works to the relevant standards and meets most requirements as stipulated in both individual and team working scenarios.	Meets most or all of the relevant standards and in some areas exceeds the requirements as stipulated, taking control of some aspects of project management.	Often works above the relevant standards and exceeds the requirements as a team member, leader or individual in a variety of working scenarios	Always works well above the relevant standards and demonstrates outstanding individual and collaborative professional attributes in every working scenario encountered.