

Faculty of Art and Design

Dissertation Guidelines 2015 – 2016

KEY DATES

BRIEF SET -	5th October 2015
FORMATIVE SUBMISSION -	13th NOVEMBER 2015
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What is the dissertation?

The dissertation is the most substantial piece of self-directed research on our undergraduate programmes. It gives the opportunity to examine, in some detail, a topic of your choice - subject to agreement with your supervisor. To complete the dissertation you will have to:

- Define a topic
- Identify appropriate source material and carry out the necessary research
- Formulate key questions and evaluate and discuss your material
- Organise material logically in order to produce a coherent argument
- Present, reference and illustrate an argument to a high standard

Whatever the topic, enquiry must be grounded in research. Books, journal articles, image banks, films, exhibitions/catalogues etc. are the most usual source of information and ideas. What we are looking for is a personal and critical evaluation of the relevant source material. A good argument, thesis or analysis is always supported by evidence.

Occasionally, students have a style of learning where they think or process information visually rather than verbally (which can be monitored, but may also be identified by academic staff). If this applies to you and your dissertation topic lends itself to visually structured arguments, it may be possible for you to organise your dissertation visually.

Learning outcomes for ALL PROGRAMMES (except Games, Animation and VFX)

1. Critically analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection review and evaluation in either written or visual forms.
2. Source, navigate, select, retrieve, evaluate, manipulate and manage information and data from a variety of sources.
3. Anticipate and accommodate change and work within context of ambiguities, uncertainties and unfamiliarity.

Learning outcomes for Games, Animation and VFX course

1. To develop a suitable and appropriate Dissertation proposal;
2. to implement that proposal via in-depth investigation of contemporary concepts, theories and applications;
3. to undertake rigorous analysis of the evidence gathered;
4. to generate and justify approximate conclusions based on previous analyses;
5. write an academically rigorous document.

DEFINING A TOPIC

A good dissertation demonstrates understanding, interpretation, analysis, independent research and critical awareness of area of a self-directed area of study.

Choice of topic is most likely to emerge from contextual studies and studio practice. Connection with the theory, processes and products of art, architecture and/or design is essential, but the most important thing is that the topic should be of personal and academic interest, as it has to sustain interest for a long period of time.

Choose a topic that offers scope for originality.

The process of research should be one of discovery; it helps to choose something that holds the promise of further exploration.

The scope should not be too wide, for example, 'The Effect of New Technology on Art', or too narrow, such as concentrating on one artist.

Ensure you can understand your research material – e.g. it is *not* a good idea to use psychoanalytic theory as part of your argument if you find it difficult to follow the texts that deal with this.

Your topic does not have to be a question; it can simply be a statement of exploration.

SUPERVISION

Every student has a personal dissertation supervisor who oversees the development of their work and gives comments and written feedback on progress. Students meet with their supervisor for up to 15 minutes each week. Regular supervision is key to producing a good dissertation and responsibility for attendance lies with the student. If you cannot make a tutorial, you must notify your supervisor and reschedule attendance.

Good Supervision

Supervisors are academic members of the Swansea College of Art. They will:

- Advise on the appropriateness of research
- Help develop, extend and mature a student's critical point of view Advise on organising time and material
- Help with written communication skills
- Encourage appropriate use and acknowledgment of source materials Advise on presentation
- Give feedback on the strengths and/or weaknesses of work.

It is a good idea to think of tutorials as work time, so...

Plan ahead:

Prepare a list of any questions for the session and take along relevant materials - notes, images, articles etc.

If you submit drafts of work a few days before the supervision tutorial, it is possible that the supervisor may not have enough time to read it thoroughly, so ensure that you have key points or passages already in mind as you enter the tutorial. Most supervisors will accept drafts via email, but a few days notice is still needed to allow time for reading and comment as they have other jobs to do within and outside the University.

Recording tutorials: supervisors use record sheets that summarise points discussed and what objectives might be met by the next tutorial. Either the student or the supervisor may complete these record sheets and both sign the sheet to confirm it as a fair record of the tutorial. Be sure to use these sheets to clarify what work was agreed for your next tutorial.

Make notes during tutorials: this is encouraged whether or not students complete the record sheet – it can be easy to forget what has been said and extra clarity is always helpful. Students who find note taking difficult should discuss using a 'dictaphone' during their session.

You need to demonstrate independent research and critical thinking in your dissertation. This means

that whilst supervisors will support students in all aspects of the dissertation, you should not expect supervisors to suggest areas of research or lines of argument. A supervisor may re-direct a student if they appear to be straying away from their main focus, and may help develop and extend your arguments, but you are ultimately responsible for constructing a coherent, literate and well-organised thesis.

Supervisors will read partial and complete drafts and will 'correct' work to point out recurring themes in terms of composition, spelling, grammar, argument coherence, aims and objectives. However, they will not correct every error, or proof read, your text. If you have particular difficulty with written expression or coherence you should attend regular study skills sessions.

Supervisors will give feedback following the 5000 word submission at the end of January. Supervisors cannot indicate FINAL marks or grades at any other point of the dissertation process. **REMEMBER THAT ALL GRADES PROVIDED ARE PROVISIONAL UNTIL THE EXAM BOARD.**

RESEARCH

This is the foundation of your dissertation. All research must be thoroughly grounded in appropriate sources and these must be clearly acknowledged throughout your work.

Most students will make substantial use of the UWTSD's library resources for journals, books and on-line materials.

Use of the Internet is permitted, but we discourage overuse, your tutor will advise on this. Authored sites are preferred and all sites must be acknowledged in your referencing and bibliography. Please note that websites such as Wikipedia, while useful resources, are not acceptable, as research sources in your dissertation and you should avoid using them.

UWTSD Libraries

As well as Dynevor, you may borrow books from Mount Pleasant, Townhill or the Business School's libraries, you can visit the other libraries to get the book yourself, or just complete an intra library loan – ask one of the librarians for these.

Inter-Library Loans

£1.00 per item for five requests, thereafter £5.00 per item, renewals (if available) are £1 per item. This scheme accesses books and journal articles from other University libraries and The British Library. Loans of books cannot normally be renewed.

Library Web Pages

Go to www.uwtسد.ac.uk/library/ for:

Access to the Library Catalogue (TalisPrism) and your library account
Access to Subject Guides

Access to Online Web Resources: databases, e-journals, e-books and useful internet sites
Information on Computing Facilities

A comprehensive list of the Library's extensive on-line catalogue is available at:

www.uwtسد.ac.uk/library/catlogue/

Primary and Secondary Research

These are the two types of research. Most students use only secondary research (i.e. the ideas and opinions of others) as source material. Primary research might include interviews, visits to exhibitions, correspondence with galleries, museums, archives, arts organisations, studios etc. Always document both types of research.

Questions for interviews should be carefully focussed and formulated in advance. The outcomes should be cited or discussed where appropriate in your argument but not quoted verbatim at length.

Questionnaires?

Students are discouraged from using questionnaires in their research process. However, if you believe a questionnaire is essential to your dissertation, you should discuss your questionnaire methodology with your individual supervisor.

Gathering Information

You are strongly advised to access the Study Skills webpage on Moodle. Mary Davies runs a series of open access workshops for dissertation students, details are posted on the webpage

See Study Support's *Reading Texts* and *Dissertation Writing* on Moodle for advice on research and writing.

You may just wish to scan some texts (looking for relevance) and others you may want to take a long time over. It is a good idea to break down sentences if you do not understand the text, and sometimes it is better to read something right through to get a sense of it first, before going back to make relevant notes from it.

Always try and read with your topic in mind

The best way to ensure are engaging your mind as you are reading is to use your pen. Writing your own notes forces you to make sense of what you read. You should question as you read - the underlying purpose of reading is not just to gather facts, but to *develop your understanding* of the subject and give you new ideas.

Underlining or highlighting a text is fine – only photocopies of books and journals, please. This will help focus attention, but you will still get the best understanding from making your own notes alongside those you have highlighted.

Your notes should be an attempt to 'lay bare the bones' of the text, as well as being a selection of what is relevant.

Remember to keep very careful records

- What has been directly copied and may be used as a quote, and what is in your own words in notes, to ensure against inadvertent plagiarism.
- Page numbers relating to your reading, which you will need for referencing ideas and quotes – always do this, it will save you much time later.
- All the information needed for References and Bibliography (authors, publishers, date of publication, etc.)

If possible, keep all your bibliographical references listed in alphabetical order by author on a database and organise this properly from the very beginning.

Copy your dissertation onto a memory stick or hard drive that is separate from your main computer – if for some reason, you cannot do either, send yourself an email with your dissertation as an attachment. Never finish working for the day without saving your dissertation to an external source.

How much Research?

You need to manage your reading by not over-loading with too much, and not opting for too little (set a reasonable target of reading) – your supervisor can advise. It is particularly important with something of this length to try and deal with reading in a manageable way. Monitor your progress, and re-set targets in the light of that progress.

It is better to have over-researched your topic and to leave some things out than the other way around.

PLAGIARISM AND TURNITIN

The University has adopted the use of **Turnitin** software for the detection of possible plagiarism in any work submitted for assessment by a student.

By searching a database of reference material gathered from different sources, Turnitin enables academic staff to identify the original source of material that has been included in the work submitted. Turnitin highlights sections of text that have been found in other sources, it does not decide if that text is incorrectly cited or plagiarised. Your supervisor will receive an “originality report” on the submitted work and on the basis of that report will form an opinion of the level of citation or possible plagiarism.

The University considers that the proper citation and authenticity of work submitted by students is essential for the maintenance of academic standards, and that the use of Turnitin will help students to achieve this objective.

You will be required to submit your work as an electronic copy onto Turnitin. The digital submission will be the only submission.

Plagiarism – passing off another’s work as your own - constitutes ‘unfair practice’ and is basically intellectual theft. It is always taken seriously by the University and necessitates a formal enquiry and possible disciplinary procedures. If you are found guilty of ‘unfair practice’, you risk failing your whole degree.

ETHICS

Every student engaged in research for a dissertation is required to fill in an Ethics Approval Form. If your research involves live human (or animal) subjects, there might be issues of consent/co-operation or confidentiality and you will need to demonstrate that you have taken all necessary precautions to protect the subject’s well being. These issues should be discussed with your supervisor.

LENGTH AND PRESENTATION STRUCTURE

The dissertation is approximately 5,000 words long. This excludes references, summary of topic, bibliography and lists of illustrations. Quotes are included in the word count. Your dissertation should not be less than 4,500 words or longer than 5,500 words. Dissertations that do not fit this range risk being heavily penalised. All dissertations must include a word count.

The most common structure for a dissertation is:

1. **Title Page:**
Title, name, the statement 'Submitted in partial fulfillment of the requirements for the degree of BA (Hons) in... University of Wales Trinity St David, Swansea, and date of presentation (e.g. January, 2016).
Please note, your title does not have to be in the form of a question. It can be presented as a statement of enquiry. Keep it short.
2. **Certificate of Authenticity:**
Your supervisor will give you this closer to the final submission date, it is placed behind the cover page.
3. **Table of Contents:**
Chapter numbers and **titles**, and numbers of their first pages on the left hand side, page numbers on the right hand side. Include a word count here also.
4. **List of Illustrations:**
List your 'Figures' by number and include details of **artist, designer etc., title or description of work** (in italics), **date** (and location if appropriate) **medium** (if appropriate) **dimensions** (if appropriate). If the work is known by more than one name, put the other name in brackets.
5. **Summary of topic:**
Around 50-100 words which briefly and concisely describes topic, aims and objectives of your dissertation. (It can be reproduced sentences from your introduction if you wish.)
6. **Introduction:**
Here you will **introduce the issues you are going to explore or indicate the focus of your research**. It is a good idea, especially if the dissertation relates to your studio practice, to tell the reader what enabled your interest in this particular topic. This could be something to do with your studio work background, a work experience, travel, friends, films or whatever.
 - a. It is also appropriate here to give **a brief critical review of the sources of information used** e.g. course lectures, library, internet, other publications, films, exhibitions, etc. You should point out what are the most up-to-date approaches, which sources you found particularly interesting and useful and where and why there are gaps and difficulties in finding sources.
 - b. Your introduction should briefly describe the contents of each chapter; for this reason it is sometimes easiest to write the introduction when you have finished the main body of the dissertation.
7. **Chapters:**
There is no right way to structure a dissertation, but two or three chapters are usual, depending on your material and length of introduction and conclusion.

8. **Conclusion:**

Depending on the approach you have taken, you will probably **either** give a brief statement about **what you have learned from your research**; **or** consider **whether or not the thesis (argument) you presented in the introduction has been supported by your findings**. In some cases, it may be helpful to set the opinions of one 'authority' against another and show why you favour one rather than the other.

9. **Bibliography**

If extensive and varied, this may be broken down into **Books, Articles, Websites, and Other Sources**.

10. **Illustrations**

These come right at the end of your dissertation, or may be placed in the text. Each one should be numbered and labelled as in your **List of Illustrations (4 above)**. The numbering runs straight through (i.e. do not start at '1' again for each chapter. This all takes a lot longer than you may think, so allow plenty of time for this.

If you approach a dissertation that is organised differently, because you may apply visual strategies for example, your supervisor will advise you about an alternative presentation.

YOUR INTRODUCTION

This gives an overview of the issues explored, indicates the focus of your research (which might include mention of any theories you plan to apply), and describes the structure of your dissertation.

The introduction, and conclusion of your dissertation are extremely important – although both of these sections are likely to be the last things you will write, they are also the most crucial.

Your introduction (and summary of topic) will be the first thing an examiner might read. An otherwise excellent dissertation can appear weak if your introduction and conclusion do not adequately summarise your intent and your findings. Keep your introduction succinct and to the point (500 maximum). Say something like “This dissertation is an attempt to address the issue of...” Do not say it will ‘prove’ something, rather use a speculative language to suggest it will ‘consider, examine, or argue’ something.

If your dissertation has been confined to specific areas of research because of the need to restrict its length, or you have made choices to include or exclude certain material because of access to resources or other reasons, the introduction is where you make this clear. If you have chosen to apply particular theories to your work, this is where you state what those are. This is also where you tell the reader why your dissertation matters and how it might enable further study.

This is also the place where you might reveal what gave you an interest in your chosen topic. This could come from a link with your studio practice, or may be something more personal related to your experience. For this reason it is fine to use the word ‘I’ in your introduction, even though you will avoid this in your main chapters.

In the final section of your introduction briefly tell the reader what is in the dissertation chapters that follow ...“Chapter One will examine...” “Chapter Two considers... etc”. You do not need to state what your conclusion is in your introduction however – you are rather presenting what you intend to examine.

YOUR CHAPTERS

These constitute the main body of your dissertation. Your supervisor will help you organize your argument into chapters. It is best to see each chapter as being an entity in itself. Make sure to summarise each chapter at its conclusion. Chapters should be of roughly equal length, a chapter that is significantly shorter than any others will make it clear to anyone who marks your dissertation that it is most likely weaker too.

YOUR CONCLUSION

This will bring together the main area covered in your writing – **it will ‘look back’ and give final comments or make an evaluation of what has been learned from your research.** It may consider whether or not your argument has been supported in your findings. It might even be relevant to weigh up one argument against another – but do not always feel you have to come down on one side or the other. If your arguments have been complex, you may wish to summarise them, and simply point out the reasoning behind each viewpoint (i.e. you may leave it open-ended). You might also use it to speculate on future directions/thoughts related to your topic, but you should not use it to introduce new ideas/theories not covered earlier. Your conclusion should be a similar length to your introduction (i.e. 500 words).

Structure

If your introduction and conclusion amount to about 1,000 words, you then have around 4,000 to divide into chapters. You should try and keep your chapters an equal length.

People work in different ways, and some of you might need to clarify what each chapter will cover before writing. Others will know what they want to write about and may prefer to get on with this and clarify structure later, but you should not leave this too long. **Having a clear structure will help to ensure you do not waste time researching or writing material which is unnecessary.** Keep checking your progress with your supervisor. Make a diagram or visual plan if it helps to do this.

Sometimes changing your structure can transform an otherwise unremarkable dissertation into something with much greater originality. **Make sure you do not just take the 'easier' option – think about how your gathered information and ideas might be organized differently.** Could you make your dissertation more interesting by changing the order of it? Do you have all the theories you have used squashed into one chapter? Would they be better spread across several chapters? Instead of dealing with one artist/photographer/designer/filmmaker in a chapter, and another in a different one, why not compare and contrast both together in your chapters – separating your chapters by theme or idea, rather than by artist?

Keep your thesis – the statement you are defending or central argument you are asserting – in the forefront of your mind as you write. Think of this central idea, and the logical development of your argument (train of thought) around this, as being the central path of your dissertation, and make sure that you do not stray too far away from this. Each section of your writing should further the central argument, by providing another angle on it, additional evidence, and evaluation of that evidence in relation to the central thesis.

ACADEMIC STYLE

Clarity and economy of writing style are what count. See the Student Study guides on Study Skills Moodle site for helpful information on academic writing.

Try to present ideas and arguments objectively and tentatively. You also should be respectful to other writers (i.e. even when you disagree with someone, you should argue against their viewpoint rationally).

You need to illustrate points with examples, and **provide evidence to support your arguments.** You will also need to explain and justify points made in your writing.

Make sure you understand the difference between information, description, interpretation, analysis and explanation (particularly in relation to visual description, analysis etc.), because your dissertation will work best if you have included all (or at least some) of these types of writing/investigation – this will help you avoid writing only descriptively.

CRITICAL ENGAGEMENT

You need to be aware that this does not just mean criticism (which can lack objectivity), but rather **it means well-considered, constructive writing which examines and questions values (including your own)**. This allows you to make judgements, but only after you have analysed and interpreted the relevant ideas.

There is always a need to **question assumptions**, and critical engagement is the primary way we can do this. Gathering evidence of **divergent points of view** also provides opportunities for evaluation and critical engagement.

Because being objective means always being open to divergent points of view, it is perfectly acceptable to produce writing that is open-ended in its findings. **Open-ended does not mean you need to be vague**, only that you do not have to fix your arguments one way or another – it is often possible, particularly when interpreting potential meanings in the visual arts, to argue for more than one meaning/idea. Remember, one of the 1st class assessment criteria we list is “arguments may be complex and open-ended”.

The Study Skills Unit runs workshops on academic style and critical engagement – all students are encouraged to attend. Contact Mary Davies for information.

WRITING – Some common problems

Plagiarism and pastiche

Plagiarism is the **word-for-word copying** of passages from books, articles, dissertations etc. without acknowledgement, or passing off the work of other people as one's own. It is a serious offence (known as Unfair Practice) and is subject to disciplinary proceedings.

Pastiche is the transcription, with only slight alterations, of passages of text written by others, passing it off as your own. It can be very easily recognised and is also a serious offence. **You should rephrase everything you read in your own words.**

You must **not substantially repeat past written work** of your own. This is because you have already been assessed for that work and therefore cannot be assessed for it twice.

Also note, **you must not submit work for grading which is substantially different in its subject from the area of research discussed with your supervisor** and agreed at earlier tutorials. If you start to change the direction of your thesis make your supervisor aware of this in tutorials. To revise your work without consultation in this way is likely to raise questions of unfair practice (since your supervisor cannot confirm the authenticity of the development of your thesis).

Quotations

These should be used sparingly and should usually be brief. They should not give information or views from basic textbooks, but should be used to illustrate or support a point you have made, or to introduce another person's interesting or unusual viewpoint. Using quotes also allows you to demonstrate your range of research.

Quotations under three lines long are kept within the main body of your text, in single ('....') or double ("....") inverted commas - be consistent, use either/or and never both.

Longer quotations should be indented from the main body of text and appear as a separate, single-

spaced with no inverted commas. This is known as a 'block quotation', you should not have too many of these in your dissertation. Put foreign words and phrases and *all book and image titles in italics*.

This is what a block quotation looks like. Note the absence of quotation (speech) marks and that the text is indented from both the left and right hand margins and single line spaced – your main text must be double line spaced.

Paragraphs

Paragraphs are a device to help the reader follow the key stages of an argument clearly. Each paragraph should make and discuss one particular point and should be linked to the paragraphs before and after in some way so that there is a logical development of the argument. Paragraphs should neither be too long (rambling and confused), nor too short (disjointed). Not less than 4/5 lines and not more than 20/25 lines is a rough rule of thumb.

To make paragraphs clear, leave double the space (i.e. press the return key twice) between paragraphs, or indent the first line of a new paragraph by at least 5 spaces – again, be consistent.

Personalising

Since your dissertation does not simply express your own personal point of view, but should present an argument based on reading, evidence and example, 'I feel', 'I believe', 'I think', 'in my opinion' etc. are often inappropriate. However, where a personal anecdote, viewpoint or piece of work is being described, 'I' may be appropriate, but this should not happen often. Your introduction is probably the best place to include 'I', in referring perhaps to why you have an interest in your chosen topic and what you intend to research.

REFERENCING and BIBLIOGRAPHY

The function of references is to acknowledge the sources you have used in the main body of your text, this is called citation. **All quotations should be referenced as well as lines of argument derived from your research sources.** Providing references demonstrates how widely you have read around your subject – they tell a story to the reader (e.g. if all your references are from only one or two sources you have clearly not researched your topic widely). It is also important to use references to guard against accusations of plagiarism.

When using the Harvard system, you must be thorough and consistent.

You should be familiar with both methods by this stage of your studies, but below is a reminder. Study Skills Moodle site has additional information on both systems of referencing.

if you are quoting a piece of writing which is already quoted in another source, you must reference the source you read it in and NOT the reference given for it in your source.

Harvard method - reference example

In the Harvard method you reference your sources in the body of your text in the relevant place, e.g. following a quote.

You only need the surname, year of publication and page number (which is 12 in this case).

Examples: (Bloggs 2002: 12)

(Mint et al 2001: *Graphic Design in the 21st Century* (online - here you must give the full url))

(Sherman 23/6/2003: ITV, *South Bank Show*)

Harvard method – bibliography examples

Adams, Joe C. (2004) *Art History Methods*, London: Phaidon

Smith, Jill (1999) The Role of the Critic in J.C. Jones (ed.) *The New Museum*, New York: Johns Press

The list is alphabetical, and note the date is placed in a different place from the Numerical method.

Referencing – general comments

If there is no author for an article in a journal or on a website, state 'unauthored'.

If there is no specific page number/s state 'unpaginated'.

VERY IMPORTANT – Study Skills website has additional information on referencing websites, blogs etc. Please check their pages if your referencing question is not answered here.

Bibliography – general comments

Your bibliography should list all the books, articles and websites you have read and any other sources you may have used in researching your dissertation, including all those you have cited as references. It should not contain any books or articles not consulted, don't be tempted to bulk out your bibliography in this way, it will show. Separate books, journals, website etc. under sub-headings.

We would expect your Bibliography to contain at least 15 and more likely 20-30 items or more.

Websites should not normally constitute more than 25% of your source material.

Other sources listed may include a whole range of material: films, videos, reviews, newspaper articles, reports, unpublished lectures and conference proceedings, letters and diaries, replies to questionnaires, interviews and the Internet. They should be described clearly, giving author, title, date and place if possible, again in alphabetical order by author's surname.

In the case of interviews, a transcript or tape-recording should be available to the examiner, but not necessarily enclosed with the dissertation. Consult your supervisor about what to do with videos, films etc. which you have made or used.

PRESENTATION

Leave plenty of time for the final stages of typing: proof reading, checking references, ordering and numbering pages, illustrations etc., takes a long time. It is very disappointing when careless presentation spoils a good dissertation. Most computers have spell and grammar checks. Presentation should be of as high a quality as possible, always bearing in mind that beautiful presentation cannot compensate for an inadequate text.

- Dissertations must be typed on one side of the paper only in double spacing, with a 2.5cm margin at each side. Pages must be numbered.
- You must ask permission from your supervisor if you wish to submit your dissertation in

another format.

- All titles of books, periodicals, paintings, films etc. referred to in your text should be *italicised* or underlined – again, either/or, but never both
- All pages should be numbered consecutively.
- Include a word count on your 'Table of Contents' page.
- Illustrations may be placed in the text or at the end. (You may use pasted photographs, photocopies, or best of all, though expensive, colour photocopies or digital images. Each one should be numbered and labelled as in your *List of Illustrations (artist, title, date)*).
- The typefaces Geneva, Helvetica and Arial are recommended. Type size should be 12 point.
- You are **required to submit only one copy through turnitin**

Your supervisor will give you a checklist before you hand in your dissertation.

New Common Assessment and Grading Criteria 2015

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

practice.				directed study.			beyond established parameters and into new domains.
7. Professional Practice Demonstrates those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills.	No demonstrable understanding of professional expectations and does not work effectively as an individual or with others.	Poor level of productivity as an individual or in a collaborative context, ineffective management and little understanding of professional life.	Demonstrates awareness of the relevant attributes for professional practice and delivers work to the minimum requirements as an individual and/or in collaboration.	Works to the relevant standards and meets most requirements as stipulated in both individual and team working scenarios.	Meets most or all of the relevant standards and in some areas exceeds the requirements as stipulated, taking control of some aspects of project management.	Often works above the relevant standards and exceeds the requirements as a team member, leader or individual in a variety of working scenarios	Always works well above the relevant standards and demonstrates outstanding individual and collaborative professional attributes in every working scenario encountered.

ASSESSING YOUR WORK AND FEEDBACK

Dissertation marking is very thorough and fair. Your completed dissertation will be read and graded by a variety of supervisors. One in three of the dissertations are marked without the second marker knowing grade or comments. After this process supervisors sample moderate work in all 'bands' of grading. Samples are sent then to Historical & Contextual Studies external examiners. Grades are only confirmed on the day of the Examination Board and your results will be available on line on Moodle. **Up to the exam board all grades are provisional.**

FEEDBACK WILL BE FOUND ON GRADEMARK – THE STUDENT CAN ASSESS THIS VIA THEIR ORIGINAL SUBMISSION PORTAL. ALL FEEDBACK WILL BE RECEIVED 20 WORKING DAYS AFTER THE ASSIGNMENT DEADLINE AND NOT BEFORE.

IF A STUDENT IS LATE SUBMITTING WORK, THEY WILL HAVE 30 DAYS TO HAND IN THEIR LATE SUBMISSION AND THIS WILL BE CAPPED AT 40%.

IF THE STUDENT BELIEVES THAT THERE ARE REASONS WHY THE WORK WAS LATE AND SO SHOULD NOT BE CAPPED, THEY MUST FILL IN A FORM FOUND ON MYDAY AND SUBMIT IT WITH THE SUBMISSION. IT IS IMPORTANT TO NOTE THAT THE TUTOR CANNOT OFFER AN EXTENSION TO THE DEADLINE AT ALL AND AS SUCH ALL DEADLINES MUST BE SEEN AS FIXED AND UNMOVABLE.