LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Animation & VFX / BA Computer Games Design**		
	Changemakers: Creativity and Value Creation		
Module code:	**ACCA5033**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**R Morgan**	**Internal Verifier:**	**N Masih**
Assignment Title:	**Assignment 1: Innovation & Research.**	**Word count (or equivalent):**	**Equivalent of 2500 words (across all tasks)**
Submission deadline:	**Friday 3 March 2023 3pm (Turnitin)**	**Return date of provisional marks & written feedback:**	**No later than 20 working days post submission date**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** 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.		
Academic honesty / referencing:	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.		

Module Learning Outcomes
(from module syllabus)

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

TASK DESCRIPTION

The Changemakers: Creativity & Value Creation module underpins the knowledge required to undertake the **Emerging Trends** & **Independent Project modules in your final year of study**. The module is designed to help you gain the required skills to discover connections between the practice of design thinking and research, recognising when used together they can give rise to insights that generate value for individuals and society. For further information related to selecting a project idea & research area for your assignment in this module, please see the '**Project idea & research area**' section in the supporting information section below.

This assessment requires you to work **individually.**

Create an online '**Project Proposal'** as a **Word Document** that includes your answers for each of the following tasks. You should submit the word document to **Turnitin** by the assessment submission date and time. See guidance on the following page on how to create and submit the proposal.

Your answers to the questions below should refer to a project/research area of <u>your choice</u> (related to your programme of study).

<u>TASK 1: Ideation & Mind Map.</u>

Answer the following questions to create a Mind Map. Your mind map should be approx. 500 words, include citations and a reference list node (Approx. 4/5 sources). The mind map should be produced using freely available Mapping technology of your choice (e.g., Mindmeister.com) or an Office 365 Application. The topics covered in the following online section can help you to answer the questions.

Q1. Create a mind map that includes some of the section's topics from **Section 1 of Unit 1** on Moodle and include some project ideas from areas of personal interest related to your programme of study.

- *<u>Online Section: Unit 1 Section 1 - How Innovation Shapes The World.</u>* The role that creativity and innovation plays in the development of society and self.

Q2. Select a project idea that you would like to take forward and add this to the map.

Include your answer to this task on a new page and section in your online proposal.

<u>TASK 2: Aim & Objectives and Research area</u>

This task answer should be approx. 500 words with citations and a list of references.

Q1. Create and document a single Aim and several Objectives for your project.

Q2. Identify an appropriate research philosophy for your project.

- *<u>Online section: Unit 1 Section 2 - How Do YOU Solve a Problem?</u>*

Q3. Select and document **appropriate search tools** including some specific **research databases t**o identify research related to your project area and use search strategies to identify relevant research related to your project.

- *<u>Online section: Unit 1 Section 3 - Known Knowns.</u>*

Include your answer to this task on a new page and section in your online proposal.

TASK 3: Research Strategies
This task answer should be approx. 500 words with citations and a list of references.

Q1. Consider and document strategies to enhance validity, reliability, generalisability and ethical considerations.

- *Online section: Unit 2 Section 2: Finding a Needle in a Haystack.*

Q2. Select **research strategies/data collection methods** you would use to collect data for your project. Design a pilot data collection method appropriate for your project and acquire some feedback to improve the focus of your project.

Q3. Outline some different types of quantitative and qualitative analysis.

- *Online section: Unit 4 Section 1: It's All In The Numbers.*
- *Online section: Unit 4 Section 2: There's a Theme Here.*

Include your answer to this task on a new page and section in your online proposal.

Appendices: **Supplementary information**
An **appendix page/section can be used** to include relevant supplementary information such as indirect supporting information to task answers and tutorial activity answers. Please note: This does NOT contribute toward the word count.

Supporting information.

Project idea and Research area:

You will need to identify and select a topic area/project of your choice that **is relevant to your specific area of study**, and then use this as the vehicle with which to perform research on and create a project plan for etc. **Games students could investigate ideas related to computer games design** or aspects of games specific programming etc., and **Animation students will select a Creative design project related to their area of study.**

Project Proposal creation & submission guidelines:

Create a Microsoft Word submission document and submit to TURNITIN. This should include:

- **A Title page with your details**
- **A contents page**
- **The task answers outlined in the tasks above.**
- **A Bibliography of research displaying all sources used in completing this assessment. The Bibliography should be in IEEE format.**

Submit the word document to Turnitin by the assessment submission date.

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 provide evidence that you have accessed an appropriate *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:

- *Your portfolio should include reference to at least 10 such sources and the referencing standard for you course applied throughout.*

- *Research and obtaining source material is very important for this assessment as it is vital that you are well informed in order to produce work of quality. Also please remember - The more research that you conduct on your subject, the easier it will be to complete both tasks as you will have a lot of information to draw inspiration or quotations from.*

- *When presenting a bibliography of research, you must adhere to IEEE formatting as this is the standard expected in the School of Computing at UWTSD. By including research that you have obtained and formatting it in an appropriate academic manner you can be awarded more marks for your efforts. If you are unsure of the format required, a guide to* ***IEEE Referencing*** *can be found here: https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/IEEE-eng_v.1.2.pdf*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

- *You should refer to learning from the relevant units in the module. Your response to the tasks should demonstrate knowledge of relevant concepts, theories and models relating to innovation, creativity and the resources required to bring your ideas into reality.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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 task answers should demonstrate relevant analytical thinking. Arguments should be regularly underpinned with reference to quality relevant reference sources.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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:

- *It is essential you demonstrate the relevant practical skills required to complete the tasks.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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: *Research Portfolio*

- *Written in **UK** English in an appropriate academic style using an appropriate medium for the task.*
- *Please ensure that you focus only on the tasks set in the assignment.*
- *Length: +/- 10% of specified word count. Please try not to exceed this – this word count is a target/budget for you to express your knowledge. Falling short of the word count will indicate that more work needs to be conducted to truly gain an understanding of module content.*
- *You could use Grammarly to check spelling and grammar before submission.*

Essential Resources:

- *Resources listed on Moodle*
- *UWTSD IEEE Referencing Guide*
- *Assessment marking criteria guide (see below).*

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.

Marks will be allocated based on how well the student has met the generic assessment criteria in each task.	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (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.)	**Late Submission Penalties (tick if appropriate)**	**%**

GENERIC ASSESSMENT CRITERIA

Level 5

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative.	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

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	Referencing 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.	may show minor inaccuracies or inconsistencies.	Very good use of referencing, with no/very few inaccuracies or inconsistencies.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

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

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				and logical judgements.		of the broader field and wider concepts.	concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understandin	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly

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	making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	g of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	understandin g applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist	Communicati on medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communicati on medium is poorly designed and/or not suitable for the audience. Work is poorly	Can communicate in a suitable medium for the audience but with some room for improvement.	Can communicate effectively in a suitable medium for the audience, but may have minor errors.	Can communicate well, confidently and consistently in a suitable medium for the audience.	Can communicate professionally confidently and consistently in a suitable medium for the audience.	Can communicate with an exceptionally high level of professionalis m, highly suitable for the audience.

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audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and	Work is exceptionally coherent, very fluent and is presented professionally . Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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		responsibility and decision-making.	responsibility and decision-making, with some areas of minor weakness.	minor weakness.		an appetite for further development.	