

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/MArts (Hons) Computer Animation		
Module:	Independent Project (Comp Anim)		
Module code:	ACCA6020	Contribution to Overall Module Assessment (%):	40% (of the 100% portfolio)
Lecturer:	Phil Organ	Internal Verifier:	Al Kang
Assignment Title:	(3 of 3) May the 4 th 's: Final Viva & Artefact	Word count (or equivalent):	N/A
Submission deadline:	Tuesday 4 May 2021	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): Coursework 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 intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.			
Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.			
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Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.			
Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.			

TASK DESCRIPTION

INDEPENDENT PROJECT – 2020/2021 – The IP module

To provide some background and context it may help to consider the following:

The aim of this year-long project is to ~

“...develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project...” (from module document).

As computer animation students, moving on from work submitted in Major Project Stage #1 (for this 20/21 year) this would normally be in the form of an artefact that draws on all of your experiences, learning methods and practice, utilising resources of all material delivered on the programme, to date.

Assessment Component

Students are now required to finish their year working on an animation project that encapsulates all of their learning and new found skills – typically in the form of an animated 3D sequence. This part of the INDEPENDENT PROJECT experience will be assessed via the following submission:

MTF Final Viva & Artefact (40%) – Tuesday 4 May 2021

Viva Presentation:

To be held after Easter and in the final stages of the module (early May). A **final viva presentation** is needed to detail these last stages of doing this work. You may be working in teams but it is important to note that each student will be required to formally present his/her work to the supervision team and ensure that everybody's contribution is outlined/detailed to formulate an individual mark/percentage.

A minimum of two staff are usually present on the day (and/or the presentation is recorded) for each assessment. Schedule TBC. The presentation will take some 20 mins. (approx.) with a further ten minutes to explore the proposal more fully by questions and answers.

Artefact

You will also want to ensure you submit the **final version** of all your efforts **on the animated project**. If you are working in a group your own individual input and quality of work is assessed – so ensure that you provide the evidence of what *you* have done, whatever your contribution, and that this is given enough attention in the hand-in.

You may not want to simply hand in the final rendered movie.

Isolate your work, consider providing progression reel-style breakdowns, videos, sequence changes (additions or edits) and ensure you submit all of your own work – *with* the final playable animation.

The tools/software/hardware you have used are appropriate. The shots, scenes, animations you have produced need to be of a high standard.

You would want to indicate, within the final/closing stages, an understanding and application of concepts and underlying principles associated with the discipline and the specific context of study and the manner in which you have conducted and managed your project. Individual marks will be awarded and this hand-in should indicate your full contribution to the work in hand, including copies of the main scene files, project folder(s), final rendered animation files, etc, etc. This artefact will vary depending on the area of interest and study, but the same assessment criteria and mark weighing applies, so please prepare thoroughly and ensure all files have been appropriately labelled.

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

Not applicable to this assessment

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:

2. Knowledge and Understanding Skills

Not applicable to this assessment

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:

3. Cognitive and Intellectual Skills

Not applicable to this assessment

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:

4. Practical Skills

(60%)

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: *The final submission of the main practical work. You will want to ensure the animation has been worked on, to raise the level of action or believability; the visual design is commanding and persuasive/evocative; the composition or structure has appeal and is engaging, etc. etc. As a closing short presentation, using this work, you can chart the levels of innovation and technically appropriate solutions that were the identified, communicating solutions effectively using contextually appropriate material at a level commensurate with IND PROJ/Level 6.*

5. Transferable Skills for Life and Professional Practice

(40%)

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: *The main artefact details the quality that you strove to achieve and the strength of your design/animation ability(ies). This section provides more evidence on your ability to manage your own learning, how you kept to any schedule or planned the work, meeting your own self-imposed deadlines. Use this last opportunity to present these themes (and others) with clarity, a familiarity and expression that enriches the conduct and performance undertaken throughout. Animation production may require a level of detail and rigour in the management of the files, in what you have identified needs more care/attention or in showcasing what you could bring to future projects and/or professional roles, post-graduation.*

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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the	Major gaps in knowledge and systematic understanding of the subject matter.	Gaps in knowledge, with only superficial systematic understanding. Some significant	Limited knowledge and systematic understanding of the relevant concepts and	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the	Excellent coherent and detailed knowledge and systematic understanding of	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and

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subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	principles within the subject area which to some limited extent, is informed by current research and scholarship.	some extent, current research and scholarship.	breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (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 opinion rather than argue on the basis of reason and evidence.	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 and wider concepts.	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 question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out	Limited or no use of methods, materials, tools and/or techniques.	Rudimentary application of methods, materials, tools and/or techniques	An adequate awareness and mostly appropriate application of	A good and appropriate application of standard methods,	A very good application of a range of methods, materials, tools and/or techniques.	An advanced application of a range of methods, materials, tools	Exceptional levels of application and deployment skills in unpredictable, practical contexts,

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projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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 and unpredictable contexts.	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 appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	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 between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	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. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	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 innovation and creativity.	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 solutions. Innovation and creativity evident.	drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very	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, with	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 work effectively independently and/or	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, with very good contribution to group activities.	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 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, showing advanced leadership

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communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	inappropriate 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.	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.	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.	Demonstrates very good graduate employment skills, with just occasional minor weakness.	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.	skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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