



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Swansea
College of Art
Founded 1853

Contextual Practices Surface Pattern and Textiles; Design Crafts; Product and Furniture Design **Student Booklet**

2022-23

SP&T, DC and PFD students undertake two Contextual Practices modules per year, each module is 10 credits.

This **CONTEXTUAL PRACTICES STUDENT BOOKLET** gives an idea of what to expect from these modules, the regulations you need to know about, and other helpful information.

Contextual Practices Staff and communication

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Communication with staff takes place in the classroom, via Moodle and student e-mail. **We will only contact students with using the UWTSD email address.**

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The programme

Contextual Practices Modules Level 4 – Year 1

Ways of Thinking ADAD4018: Students will develop a portfolio of written ideas drawn from histories and theories presented in the lecture programme and in independent research. (Portfolio 1500 words.)

Ways of Perceiving ADAD4019: Students will research practices and approaches applied to deconstruct art and design histories and present their ideas in an individually curated essay. (1500 words)

Level 5 – Year 2

Assessment for Year 2 modules is normally by essay.

1. **Research in Context:** In semester 1 students will write an essay drawn from the histories and theories presented in their lecture programme and their own independent research. (Essay = 2500 words)
2. **Research in Practice:** In semester 2 students will work towards their Independent Inquiry by writing a proposal through a close understanding and exploration of three keywords. (Explorative proposal = 2500 words).

The process of defining an Independent Inquiry topic is embedded in the second semester where lectures and small group/individual guidance enable the student to arrive at a feasible area of planned research, demonstrated in the written proposal.

Level 6 - Year 3

You will research and produce a written Independent Inquiry, Component 1 of your Independent project, on a topic chosen in consultation with tutors. The process begins at the end of Year Two; help and guidance given through lectures and individual supervision throughout the first semester in Year Three (The Independent Inquiry is generally concluded at the end of the first semester).

The Aims of Contextual Practices

Contextual Practices at Swansea College of Art, UWTSD aims to develop student expression and articulation through two interweaving practices: the creative, cultural and theoretical *contexts* surrounding *creative practice*, and *writing practices*. Writing practice directs the students' focus to the shape, form, genre and register of a text, while the lecture content will broadly cover the context and theories surrounding design-based practices. Lecture content of visual images, theoretical structures, and design objects can be further researched and explored in depth by students for their independent projects. Seminars will clarify how a student frames their ideas in writing and what they

might engage with as appropriate areas of research. As such, Contextual Practices will explore and offer a toolbox of ideas and approaches to *practice*. These are:

Articulacy: The ability to express ideas clearly and in a grammatically correct manner, using words either orally or in writing.

Development of a Critical Language: You need to make judgments and develop critical debates about your own work and ideas, and those of others, and support/explain those viewpoints to others in language.

Ability to reflect on and contextualise studio practice: Once you are made aware of the work and ideas of others, you can see your own work in relation to a wider set of practices and ideas.

Development of an enquiring attitude: Learning to see the work of others (historical and contemporary) in a wider social context shows you that you can bring a wide range of questions to any image/art object in order to learn more about its significance. An enquiring attitude will make your work (and your life!) more interesting.

Analytical Skills: The ability to examine, and then interpret, information.

Visual Literacy: The ability to “read” images or forms, alongside their signs, symbols, codes, aesthetic, and meanings. Contrary to what may be popular belief, we can learn to “see”, that is, spending time examining visual imagery enhances our capacity for visual awareness (whether we are looking at films, paintings, designs, adverts, objects, or photographs).

Development of Research Skills: all forms of written expression, and in particular your Independent Inquiry, develop important investigative and organizational skills, e.g. time management, gathering and organizing of research material, library use, presentation skills, etc.

Development of the confidence to confront, assess and make use of ideas:

Group seminars encourage exchanges of ideas and offer a chance to work them through with others. This can be an important aspect of learning; such ‘social learning’ can push or challenge you to build stronger arguments.

Contextual Practices Communication

Contextual Practices lectures/seminars will take place in Alex Round Reading Room: AAG06 and information will be posted in dedicated TEAMS spaces.

Most communication takes place via Moodle and your student e-mail account.

We will not contact you at any other email address - you must access your student account.

Project Briefs, essay questions, lecture notes and additional study materials are available on Moodle and it is your responsibility to check this on a regular basis.

Lectures and Seminars

You will be taught through lectures and seminars. In the seminar you are encouraged to discuss the lecture content and critically question the ideas presented in the lecture. Discussion is often based on reading, which you should make sure to complete each week, it can help to discuss the reading with other students before the seminar.

Attendance

As in all your modules, we expect you to attend regularly and to arrive on time. Lecturing staff will report non-attendance to Programme Directors. If you miss any lectures, because of illness or any other circumstance, please inform your lecturer as soon as possible (a short e-mail is the most effective way to do this).

Personal Study-time

Although your lecture/seminar commitment is 2 hours per week, your commitment to that module should be one working day (i.e. a fifth of your course). The other hours are made up with independent study. This is most likely to be spent reading, either at home or in the library, and will include time taken up researching, planning and writing your assignments. You need to get into good habits with time management early on, this will help you keep to assignment deadlines.

At Swansea College of Art, we assign one day a week to Contextual Practices for each Year group – e.g. for Year 1 Tuesday is normally your Contextual Practices day, for Year 2 this is Thursday. It is a good idea to use this day exclusively for Contextual Practices and to expand your module by spending some time reading/researching in the library, etc.

Handouts and Note-taking

At the start of your module you will be given Powerpoint slide talks (these are made available as PDFs on Moodle) which detail the module's content, often broken down into a weekly programme, and a reading list to help you start your reading for that module. Often a tutor may suggest tasks related to that week's lecture (links will be on Moodle) – you may go over this in class, or be asked to read/listen to it in your own time – make sure you do, and keep these and your notes in a folder for that module. This will become very useful source material for the rest of your course.

It is extremely important to make notes during a lecture or seminar. This does not mean you have to write down every word your tutor says, but rather that you develop a skill in selecting 'bullet points' of information from what is said. This is a skill you will develop over time and it is a very important one, as it is the same kind of skill you will use when you have to take notes from your reading when researching an assignment.

Moodle

Moodle is a Virtual Learning Environment (VLE) which allows staff to post online information about courses and modules (e.g. assignment information), which

you access using your Library ID. All information relating to your module – including handouts and assignments – will be posted to moodle.

Copies of all assignments have to be submitted to Moodle, so you **MUST** access it regularly throughout your studies.

Turnitin

Turnitin is a web-based service that provides a comprehensive check of the work submitted by students for matching text on web pages, electronic journals and previously submitted student work (at other universities). ALL Contextual Practices work is submitted through Turnitin, and ALL students are required, by University policy, to make available an electronic version of their work. Work that is handed in but not submitted to Turnitin will not be marked and will be recorded as an incomplete submission.

Library

You will get an induction in how to use the library early in your course, but please contact individual members of library staff if you need help. Emily Hywel is the Academic Liaison Librarian (Emily.hywel@uwtsd.ac.uk).

Please return books on time so that everyone can share them. Be mindful of other students' needs and try not to hold onto books longer than is necessary.

The library carries a number of major journals/periodicals, you can access these in print or electronically, so if you want to keep up to date with what is current you should spend at least an hour browsing them each week.

In addition to our print collection, the vast majority of Art and Design resources are available online and can be accessed via the library catalogue. This includes databases, ejournals, and ebooks, all of which can be accessed both on and off campus. Our databases include images, film, theatre, and academic research.

There is also a Student Essentials page on the library website where you can find Infoskills sessions to help you navigate the resources along with the Referencing Handbook and other useful information.

Year One - Aims

In year one, the emphasis is on broadening your knowledge and understanding of relevant movements, language, processes and concepts through relevant study within a historical and social context. You will gain familiarity with major terms associated with a particular area of study and will be introduced to research and writing skills and practices.

Regular feedback via seminar groups, tutorials and study skills guidance are embedded within the module, helping you to progress intellectually and refine your academic communication skills.

Year Two – Aims

In year two, your study is extended and developed. Modules aim to develop your understanding of a specific visual practice in a social context. Key areas are studied in a more concentrated manner, allowing you opportunities to engage with relevant artists/photographers/designers and related theories in a more critical context. You will engage with current research in the field and you will be encouraged to make independent use of research, to critically question assumptions and formulate judgments. Tutorials and study skills guidance will still be available to you. You will also begin the process of defining an area of study for your Independent Project in Year 3.

Year Three - Aims

Students undertake a focused and self-directed study through Component 1 of their Independent Project. Component 1 is called the **Independent Inquiry** or ii. The Independent Inquiry aims to develop investigative and organizational skills, encouraging you to show initiative through personal engagement with an area of study and to manage your own learning through devising, planning and sustaining relevant and often complex analytical discussions. You will be given a series of lectures to help direct you at the beginning of the year. Students are usually allocated an individual supervisor in the autumn term of their third year.

You will find more on the aims at different levels under Assessment below (Level Assessment Criteria).

Assessment

Summative Assessment (ie marked work) is by set assignment, often essays, but sometimes an alternative assignment set by your course tutor (we do not have formal tests or examinations). These are timetabled for the end of the semester.

ALL work is internally and externally moderated.

All honours degree students in Year 3 produce an Independent Inquiry. The level 5 proposal should prepare you with a question and set of keywords to begin your research.

Essay/Presentation Questions

It is extremely important to arm yourself with as much guidance about how you approach them as possible.

Assignment questions invite further research into the topic of investigation of that module and address particular concerns and ideas in relation to that subject. Essays encourage you to develop critical opinions and analytical skills, as well as developing specific language skills related to visual arts. Students are often asked to consider the work of artists/designers/photographers/film-makers etc. in relation to their particular historical and social background, or to relevant theoretical ideas.

This booklet details some helpful approaches to essay writing, and you are likely to receive further handouts. There are also a number of books on essay writing you can find in the library e.g. *Tonfini, G. (2000), Writing as a Visual Art* and *Sharples, M. (1999) How We Write: Writing as Creative Design*.

What should an essay aim to do?

An essay is a supported argument to a question or proposition for discussion. For example:

Define and argue whether “Post Modernism” signals the beginning of the aesthetics of failure?

or

“An artist attempts to solve her/his own problems, a designer attempts to solve someone else’s”. Discuss

The most important thing to remember is that everything you write in an essay must be strictly relevant. Do not include anything not directly contributing to the answer.

Do not be over-ambitious. Original thought is great, but a rare thing! You should aim to try and show that you:

- Have researched the topic widely (your bibliography and use of references partly demonstrates this)
- Have understood the subject/question
- Can find and organize (plan/structure) relevant material
- Are aware of relevant arguments/concepts/ideas
- Can reflect (sometimes critically) on the question, using your own words
- Can use clear and grammatically correct language
- Can follow presentation guidelines (e.g. paragraphing, style, referencing etc.)

Never include writing in your essay which you have paraphrased from somewhere else if you do not clearly understand it – if you cannot explain it clearly in your own words, then you should not be including it. Try and use your own words as much as possible – bear in mind that a reluctance to do so is probably just a matter of confidence in your abilities! (You will not develop that confidence unless you try it.) Remember that anything you have paraphrased (put into your own words) must be attributed to the original source...always reference thoroughly.

You may also use assignments to develop skills in visual observation, description, analysis, interpretation and evaluation to support your arguments. What are all these and what kinds of considerations/investigations emerge from them? See below:

1. Description

- A) General description of what is seen. "What have we here?"
- B) More detailed description in terms of materials, processes used, qualities of execution and craftsmanship. (Technology)
- C) Description of physical surroundings, if relevant. (Context can determine meaning)
- D) Description in terms of effect on the viewer.

2. Aesthetic and Stylistic Analysis

- A) Analysis of the constituent parts of the work, and how they are interrelated and joined to form an aesthetic whole. Structure, shape, form, light, colour, texture, movement, rhythm etc.
- B) Analysis of the style that results from the artist's choices in (A). Does the work establish its own style, or take from the prevailing culture?

3. Placement

- A) When, where, by whom and for whom was the work made?
- B) Does it belong to any recognised category or genre?
- C) Can the style be associated with any general style or trend, past or present?
- D) Was the work intended to be a deliberate reaction against some style or trend?
- E) What is the place of the work in the artist's life and development?

4. Context

Sometimes a work cannot be fully appreciated as an isolated object, but only as part of a wider context. For example, Marcel Duchamp exhibited an ordinary urinal you may have seen in art books. Left on a rubbish dump it would not have attracted attention. Placed on a pedestal in an art gallery, it caused shock waves we can still feel. Duchamp was using the place-context of the art gallery to up-end the gallery visitor's expectations. Nowadays, however, his "outrage" is accepted by museum visitors. So, there is a context of time and historical perspective as well as of place that is often relevant to consider.

5. Interpretation

- A) What symbols, images, signs and associations are embodied in the work?
- B) What is the background of those images and symbols in the culture they belong to? What meanings do they carry?
- C) What is the relation of the work to any stated point of view (artistic, cultural, political) which the artist has expressed?
- D) In the absence of information about the artist's point of view,

what assumptions about it can you make from the work?

E) What can you say about the work in terms of what you know about the society or culture it sprang from?

F) What can you deduce about that society and culture from looking at the work?

6. Evaluation

A) What is your response to the aesthetic qualities of the work? What are your reasons for deciding “good” or “bad”? (assessing points 1A to 2A).

B) What is your assessment of the value, relevance of the style or genre? (assessing points 2B to 3D).

C) Evaluation of the design brief. Was there a real need or want?

D) How well was the brief fulfilled? How well does the design fulfil its function? What satisfaction does it give?

Reading and Research

An assignment (written and presentation) should be based on reading and research. Start with the library computer catalogue, but also look at reference books and general surveys, which provide an introduction and wider context to your topic. Follow the bibliographies in these books/chapters to find more specialist books, catalogues or articles with more detailed information.

Use of the internet is of course permitted (and must be referenced and included in your bibliography, as you would a book), but over-use is discouraged (for a number of reasons – it is not always possible to even identify an author for some internet material for example, and therefore these are not good sources to use).

Try to read with the assignment in mind. If you take notes as you read, without copying chunks or sentences directly from the printed page, it will help you to reduce your material to what is relevant to your argument and also to avoid the danger of plagiarism, (copying directly from other people’s texts without acknowledgement – see below). When you have worked out the main points you wish to discuss in your essay you can go through your notes, underlining or marking material that is particularly relevant. Knowing what to leave out is as important as knowing what to put in! By this stage you have already begun the process of planning (see below).

Develop good practice – always record the page number from which you are quoting or paraphrasing in your notes...this will save you a lot of trouble when you come to write up your essay.

Planning

Any assignment must be mapped and planned. It is generally a good idea to begin an assignment with an introductory paragraph to identify what the question is asking for (or what you think is asking for) and indicates how you

will proceed with your argument. Try to have some idea of what your conclusion or solution might be – i.e. where you are heading. Each of the following paragraphs (not too short or long, minimum 5 lines, maximum half an A4 page) should present a point in your argument and support it by analysis, example and illustration. The conclusion should sum up the main points of your argument.

Remember that relevance is essential. Long biographical or narrative accounts - e.g. of an artist or art movement, where they were born, went to college - are rarely appropriate, but discussions of particular works of art or texts can provide direct evidence to support your argument. Don't be afraid to give your own views and responses - given in the appropriate context, these will contribute greatly to the quality, liveliness and interest of your essay. But try not to offer unsupported opinion – always try to find evidence or examples to 'personal reflection'.

Reference, Reference, Reference

References give the sources of:

- Direct quotations.
- Paraphrasing another author's words.
- Theories or research from other sources.
- Facts, specific data, statistics or information.
- Ideas or opinions (when they are not yours).
- Inspiration for a particular point.

If you have not referenced a quotation or idea, then you are at risk of being seen to plagiarize. **Never take this risk.**

What is meant by 'personal reflection'?

Personal reflection is when you consider an idea, fact, argument or comment and weigh it up in your own mind – analyse or judge it - and include this in your essay. You may want to agree with it or disagree with it sometimes (perhaps illustrating your point with an example). The important thing is that you support your comments. Just saying "I disagree with this" is not enough, you need to say why, and this needs to be reasoned (i.e. so that others can see your argument clearly).

It is often better if you do not use the word 'I' when you are engaging in your own reflection, because if it has to be supported, then your point will probably sound more convincing if you make it more objective. So "I think this image is deceptively complex and it fascinates me", becomes "the image is deceptively complex and therefore can appear fascinating to the viewer". Including an illustration of the image will provide your support for this, and you would probably also include a description in words.

Also note that whether you like something or not is probably irrelevant to the essay. 'I feel' and 'I believe' are similarly best avoided, especially if what you are presenting as 'your' belief may be a commonly understood fact or opinion,

e.g. “I believe John Heartfield produced one of the richest bodies of visual montages in the 20th Century”. You probably read that Heartfield produced.... etc., so need to be careful not to present it as though it is your original thought. You might instead write “Graham Clarke believes that John Heartfield produced.... etc.”, and then reference it.

As your course progresses you will be encouraged to show critical awareness of topics and make critical arguments. The word “critical” is sometimes thought of as meaning nothing more than negative comment, but this isn’t the case. Good criticism should consist of 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.

Plagiarism (L. *plagiarius*, a kidnapper)

In the course of your studies, you will read the work of others, and incorporate their ideas into your assignments. You will agree with some and you should say why you do; you will disagree with others and you should say why. You must not attempt to pass it off as your own, either by copying our their phrases and sentences and not acknowledging this, or by appropriating their arguments and ideas as if they were your own. That is a form of stealing - taking the ideas and thoughts of another’s mind and pretending that they are your own. It is cheating.

Plagiarism is an Unfair Practice and is subject to a number of procedures, for details of which you may consult the University of Wales Trinity St David (UWTSD) *Quality Handbook*, which is held in the library and on the University’s website. You really don’t want to risk being on the receiving end of those procedures!

To stay safe: if you use the exact same words, put them in quotes and reference them. If you use an idea, but put this into your own words, it must still carry a reference to its source. If you borrow a phrase (it might just be two words) which is the invention of someone else, this needs to be in quotes and referenced too.

Turnitin

UWTSD uses 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 tutors to identify the original source of material included in the submitted work.

Turnitin highlights sections of text found in other sources, it does not decide if that text is incorrectly cited or plagiarised. Your tutor 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 both as a hard copy and an electronic copy through Moodle. If you do not submit both copies your assignment is deemed as incomplete and will not be marked.

Presentation

Presentation of assignments is extremely important; although you might not get it right straight away, work at this as it also contributes to your grades. It is not sensible to spend a lot of time getting the content right if your presentation is poor. Follow the guidelines below:

Your submission should have with it a Project Brief form (which also becomes your feedback form). Either your tutor will have given you this or it will be on Moodle.

1. Make sure your name, course and Lecturer's name appear on the front of your work (these should be on your accompanying Project Brief form, but your name should also be on the essay itself).
2. Always write out the full essay title before you begin.
3. Lay your work out as an A4 size document, and number your pages.
4. Double space and leave generous (2.5cm) margins all round.
5. Use a clear 'sans serif' font – we recommend Helvetica, or Geneva or Arial, and size 12.
6. Either design the page layout to include illustrations referred to in the text, or place them at the end.
7. If you wish, you may design the layout as you will submit a PDF.
8. Paragraphing – use logical paragraphing and make sure it is clear when you start a new one, either by indenting the first line or by leaving a double line space.
9. Titles of works of art should be defined in some way, by underlining or placing in italics for instance.
10. Always provide a bibliography and references at the end of your essay, following a proper format, as detailed below. If you don't, your tutor may refuse to mark it.
11. When including quotes within your essay, if they are less than two lines you can incorporate them into the relevant paragraph, but if longer,
12. Set them apart by single spacing and indenting and they do not need quotation marks.

Referencing and Bibliography

PLEASE SEE **HARVARD** REFERENCING GUIDE FOR FULL DETAILS. You can access the guide via the *library* link: <https://uwtsd.ac.uk/library/student-essentials/referencing-handbooks/> or from this direct link: https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf

Referencing properly acknowledges your sources of information, and may be included within your essay text or listed at the end (not both), depending on which method you choose to use.

References give the sources of:

- Direct quotations.
- Paraphrasing another author's words.
- Theories or research from other sources.
- Facts, specific data, statistics or information.
- Ideas or opinions (when they are not yours).
- Inspiration for a particular point.

Many students mistakenly think they only have to reference quotes. This is NOT the case. While all quotes must obviously be referenced, there is much else which requires referencing too. When to reference is a skill you will acquire. Be aware when you are reading of when authors use it.

A Bibliography comes right at the end of your essay or Independent Inquiry and lists ALL the sources (books, articles, websites, videos) you have consulted, alphabetically by author's surname, whether you have used them as references or not. Your bibliography will always include all your referenced sources then, and more.

Harvard Method

This is the method of including in the text an abbreviated reference to the author of a piece of research (surname only), the year in which the research was published, and relevant page number/s.

1. References

For example:

"....after the quote." (Adams 2002, p. 156)

You may also wish to include reference to authors within your text in this way: Adams (2002) has written about this in relation to post-modern theories. *Note this method does not require a page number.*

Similar to above, if there are multiple authors you can use 'et al.' after the first surname. Also, similarly you should write 'Smith in Berger' if you wish to cite an author found in the work of another.

2. Bibliography

Example:

Chadwick, W. (1990) Women and Society, London: Thames & Hudson
Fracina, F. and Harrison, C. eds. (1982) Modern Art and Modernism: A Critical Anthology, London: Harper & Row
Siegel, J. (1985) 'Jenny Holzer's Language Games', Arts Magazine, Vol.60 (December)

Special Cases

Sometimes you need to reference website sources. If you have an author, and title, you should include this, also the website address and the date you accessed it online, e.g. (Harvard method)

Bloggs, Joe 2002 *Art for Beginners* (Online) Available at <http://www.tate.org.uk/html> (Accessed 20/9/21)

Try and avoid lengthy website addresses being included in the body of the text, if you are using the Harvard method. For example, the above could simply be (Bloggs, 2002) in your text, the full details can then be found in the bibliography.

For films/dvds, try and include the year of release, director, and distributors details, in a similar way to books, e.g.

Richard Long, The South Bank Show (London: ITV, 2002) [on DVD]
Kes, Dir. Ken Loach (UK: United Artists, 1969) [on DVD]
For more examples check out Study Support handouts and numerous good website guides.

Deadlines for Assignments

When an assignment is set you will be given a hand-in date, a deadline. Deadlines are taken seriously and have penalties attached to lateness. Lecturing staff cannot issue extensions to deadlines and if you think you may need extra time or will not be able to hand your work in on time because of illness etc., then you must complete and submit an extenuating circumstances form – these are available on moodle.

Return of Assignments

Assignments are returned to students **20 working days** after submission.

You may also have a tutorial that acts as both feedback and feed-forward to the next assignment. Always read back through your essay (your tutor may have commented on the essay) and read your feedback, as this is written to help you to improve any future work.

What happens if you fail an assignment?

If you fail an assignment you will be informed either by your tutor or by your Programme Director, or by email. You will be advised what to do to retrieve this situation. Normally this will entail a re-submission of an assignment, i.e. you may not have to do the whole module, but just the component you have failed.

What IS important is that you have spoken to your tutor and know where you have gone wrong. Not submitting work and not speaking to you tutor about it is obviously the fastest route to repeating the failure!

Study Support

The University has a number of staff dedicated to offering Study Support to help develop the higher level skills related to your studies, for example: structuring and organizing your ideas and helping express them in a meaningful way. If you are dyslexic and need specialist support you may get one-to-one help. If you are an overseas student this help may also be available.

Study Support tutors can be seen in study rooms at Dynevor, and you will find posters on noticeboards detailing how and when to contact them (or speak to your Programme Director or a member of the Contextual Practices staff). Normally we arrange for you to meet a Study Support tutor in your induction weeks. If a Contextual Practices tutor recommends you seek help from Study Support, please follow this through.

Things to think about when planning your assignment

In general terms, an assignment needs to reflect the following:

1.	Relevant:	Adheres closely to the terms of the essay question or project brief
2.	Well Structured:	Logically developed discussion based on appropriate visual and written evidence
3.	Well Written:	Clear writing that communicates ideas and information effectively
4.	Well Informed:	Sound general knowledge of subject area
5.	Original:	Evidence of personal critical consideration of, and response to, works discussed
6.	Well Presented:	Appropriate presentation, bibliography and referencing

The above categories are not grading criteria, but useful terms to remind yourself of when planning your assignment.

Level Assessment Criteria

The above shows the kind of qualities we expect within different degree classifications, however, skills are different at different levels of your study, and therefore our expectations vary accordingly. Here is a brief breakdown of our expectations at different levels:

Year One

At this level we expect you to be able to:

- Know and understand the concepts and principles pertaining to your area of study, and demonstrate awareness of the meaning of visual artefacts within a social context.
- Engage with skills in visual observation, description and interpretation and apply these considerations in support of ideas/arguments.
- Research an area of study and develop structured and coherent arguments.
- Communicate judgments and ideas with clarity.

Year Two

At this level we expect you to be able to:

- Know and understand comparatively the processes and concepts pertaining to the area of study, and demonstrate a critical awareness of the role of visual artefacts as carriers of meaning and value within a social context.
- Engage with visual observation, analysis, evaluation and interpretation, and critically apply these studies in an appropriate manner to consider familiar and alternative arguments.
- Apply research skills effectively to develop (or propose) coherent and relevant arguments.
- Deploy key techniques of the discipline to effectively communicate ideas and arguments.

At this level you are expected to be engaging with more personal reflection, comparing ideas and artefacts and showing relevant critical awareness and application of issues related to your study.

Research skills should also have developed (showing you can research in depth and use initiative).

You will always need to engage with arguments, although now you are likely

not only to present known arguments but propose some of your own.

You are more aware of key theories and methodologies (i.e. established methods of thinking) and are able to demonstrate you can apply them in an effective way.

Your approach should generally be more reflective and professional at this level.

Year Three

The final year requires an in-depth, Self-directed Independent Inquiry:

At this level we expect you to be able to:

- Initiate and carry out a self-directed piece of work, managing your own learning to review, consolidate and extend your knowledge and understanding of a chosen area of research.
- Engage with initiative in visual observation, analysis, evaluation and interpretation, and reflect on the area of study critically and in a focused and sometimes original manner.
- Independently research your topic and devise and sustain coherent, relevant and complex arguments.
- Communicate cogently and fluently, to both specialist and non-specialist audiences, and present work appropriately.

You will be assessed in the following 5 categories:

1. engagement with literature skills;
2. knowledge and understanding skills;
3. cognitive and intellectual skills;
4. Practical Skills
5. Transferrable Skills for Life and Professional Practice

A full breakdown of these categories follows:

Level 4: Pp. 19 - 22

Level 5: Pp. 23 - 27

Level 6: Pp. 28 - 32

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	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 but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	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.
Knowledge and understanding	Major gaps in knowledge and understanding of	Gaps in knowledge Of the basic	Limited knowledge and understanding of	Knowledge of the basic underlying	Competent knowledge of the basic underlying	Excellent knowledge and understanding of	Exceptional, detailed knowledge and

Level 4	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%
(Knowledge of the basic underlying concepts and principles of a subject.)	the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	the basic underlying concepts and principles within the subject area. Some elements may be missing.	concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	concepts and principles. Exhibits very good understanding.	the basic underlying concepts and principles of the subject.	understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	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%
		illogical and contradictory.	mis-interpretation.				
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently,	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively	Work is coherent, very fluent and is presented professionally. Can work effectively	Work is accurate, exceptionally coherent, very fluent and presented well. Can work

Level 4	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%
(Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	may lack coherence and/or accuracy 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 some personal responsibility, with some areas of minor weakness.	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 some personal responsibility, with some areas of strength and some of minor weakness.	independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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 (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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and	Major gaps in knowledge with	Fragmentary knowledge, with	Limited but adequate	Knowledge is reasonably	Knowledge is reasonably	Excellent, detailed	Exceptionally detailed

Level 5	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%
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.)	unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	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.	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.	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.	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.	knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	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.
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	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	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 /	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	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	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	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

Level 5	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%
	generalisations or opinion, made without use of any credible evidence.	made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	mis-interpretation or failure to fully recognise limits of knowledge.	with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	convincingly, to support appropriate and valid judgements.	the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider 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	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical	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	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,	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	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to

Level 5	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%
	practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Weak understanding 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.	knowledge and understanding 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.	logical application of 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.	accurate and 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.	application of 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.	practice, making highly 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 audiences; the qualities and transferable skills necessary for employment)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to	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 information and ideas often	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work

Level 5	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%
requiring the exercise of personal responsibility and decision-making.)	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.	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 responsibility and decision-making.	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 responsibility and decision-making, with some areas of minor weakness.	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 minor weakness.	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.	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 an appetite for further development.	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.

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.

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%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the 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,	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and

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%
argument and judgement.)	Unsubstantiated generalisations, made without use of any credible evidence.	statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	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.	reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	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 projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose

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%
	appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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.	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.	application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	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 communicate)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration,	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 information and ideas often poorly expressed. Weak use of	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with	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 as part of a team, with clear	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 work professionally within a team,	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

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%
effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	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.	showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Assignments – A brief reminder

Your assignment must be submitted in on the correct day (or risk penalties for lateness).

You must submit an PDF through Moodle Turnitin ONLY. If you do not submit it this way, it is not deemed to have been submitted and therefore will fail.

Tutors cannot issue extensions and there are penalties for lateness. If you need extra time you must make an application for 'extenuating circumstances'.

An essay without a bibliography is unacceptable. Your essay MUST have a bibliography – i.e. a list of all the sources (books, articles, videos, websites) you consulted when researching your essay.

Your essay MUST have references acknowledging your sources. If you do not use references, but you have quoted others or used the ideas of others, you are plagiarising, which is the same as cheating, and is a serious offence carrying heavy penalties (see below for a detailed description of what plagiarism is).

Websites should not be over-used and must also be referenced with website address and date used by you.

Module Feedback

From time to time you may be asked to give anonymous feedback in questionnaire form on a module's content, delivery etc. This helps consider any changes to modules and to identify any areas of improvement we might need to make, so please help us with this.

We wish you good luck with your studies.