PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

INTRODUCTION
This programme specification should be aligned with the learning outcomes detailed in the module specifications. The expectations regarding student achievement and attributes described by the learning outcome in <u>section D</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx In section D, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes. For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

A.	Overview/ factual information	
1.	**Programme/award title(s)**	2
	FD Graphic Design and Illustration	
2.	**Date of Validation**	
3.	**Date of Revalidation**	
4.	**Total credit points for the award**	
	240	
5.	**UCAS Code**	
6.	**Programme start date**	
	Sept 2018	
7.	**Underpinning QAA subject benchmark(s)**	
8.	**External and internal reference points used to inform programme outcomes**	
	Foundation Degree Qualification Benchmark (QAA, 2010)	
	Foundation Degree Characteristics Statements (QAA, 2015)	
9.	**Professional/statutory recognition**	
10.	**Programme Mode (Full Time, Part Time or Blended Learning)**	
	Full time Part time **Part Time Fast Track**	
11.	**Delivery Pattern**	
	2 Years – Full Time 3 Years – Part Time	
12.	**Dual accreditation (if applicable)**	
13.	**Date of production/revision of this specification**	

B. Educational aims and objectives

The general aims of the FD Graphic Design and Illustration provision are to:

- Provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award;
- Develop lifelong, independent and reflective learners;
- Widen participation in the areas of art, design, media communications and related disciplines;
- Increase access to higher education from under-represented groups in the local community;
- Produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region;
- Provide a framework in which employers, partners, stakeholders and providers can collaborate to develop the curriculum;
- Enable students to develop transferable skills and knowledge which will enhance their contribution and develop their full potential in the Illustration field;
- Enhance the employability and career prospects of students;
- Create progression opportunities for suitably qualified practitioners to access relevant postgraduate courses;
- Develop reflective skills and problem-solving techniques in applying knowledge and skills to a variety of contexts within the area of Illustration sector;
- Respond to changes in the regional labour market in the Illustration sector.

A key aspect of the Programme is the strong emphasis on developing graduate skills which will be valued by potential employers. Employability is therefore a theme running throughout the Programme and to this end work-based experience is included in each year of the Programme.

On completion of the Programme, students will have acquired the level of knowledge, understanding and transferable skills that will enable to take full advantage of a wide range of employment opportunities in settings related to Graphic Design or Illustration or help them progress onto the BA (Hons) Graphic design or BA (Hons) Illustration (top-up) programme delivered at Hull College Group in partnership with the Open University.

C. Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Upon Completion of this FD programme, students can progress to the BA (Hons) Graphic design or BA (Hons) Illustration (top-up) programme validated by The Open University.

D.	**Programme Outcomes**

1.	**Knowledge and Understanding (In relation to the latest set of Benchmark Statements located at http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects**

AO1	Demonstrate ability to develop ideas through to outcomes that confirm the students' ability to select and use materials, processes and environments
AO2	Demonstrate the ability to generate ideas independently in response to a set brief or self-initiated activity
AO3	Analyse problems from a range of perspectives, using logical and lateral thinking
AO4	Articulate, synthesise and generate knowledge and understanding, attributes and skills in the context of creative practice, employability and enterprise
AO5	Demonstrate knowledge and understanding of the broad critical and contextual dimensions of Graphic Design and/or Illustration and the issues that arise from the practitioner's relationship with audiences, clients, markets, environments, users, consumers and/or participants
AO6	Articulate and communicate effectively and appropriately in visual, material, oral and written forms for specific purposes and targeted audiences

Learning and Teaching Strategy

Art, design, architecture and practically-oriented media education "is at its heart project-oriented". It is distinguished by student work on a series of projects with relatively unique visual and material outcomes, involving processes which foster technical, subject-specific and generic skills and their integrated deployment. Project work occurs in a range of well-equipped studios which "usefully mirrors the context of professional practice". Learning occurs through investigation, exploration, development, dialogue and self-reflection to combine creativity, judgement and realisation.

Varied specialist skills are developed in the handling of media, materials and technologies. Studio-based projects, tutorials, student presentations and group critiques or reviews enable and mirror the research, development, presentation evaluative processes and stages which occur in professional art and design contexts. Above all, studio-based project work and group critiques are aimed at developing a dialogue-based intellectual working climate and a self-reflexive practitioner.

Teaching staff maintain the currency and professional orientation of the curriculum through their research, scholarly activity, and professional

practice/knowledge. Their links with local employers are reflected in the client orientated practice elements of the curricula.

The curriculum shapes the progressive development of the creativity of individuals and the acquisition of independent learning skills include "sustained periods of independent study" and significant points of combined self-assessment and integrated skills-development through PDP which is embedded as appropriate to the subject area. These culminate in forms of evidence of a "body of work" to professional standards such as physical portfolio, online portfolio, show reel, promotional items etc.

Teaching may include significant engagement with a range of computer-aided design software since this is integral not only to design production but its effective presentation.

Informal teaching methods may include site visits, study visits and talks from visiting professionals and practitioners. Students are thereby given the opportunities to engage with a variety of perspectives current in their field, and understand the design process and its technical, and wider historical and environmental contexts.

2.	Cognitive Skills
BO1	Reflect upon and make informed judgements about their own and others' work, referring to professional and academic criteria.
BO2	Research, navigate, select, retrieve, manipulate and manage information and ideas for different purposes, identifying and using a wide range of sources.
BO3	Generate, plan and sustain programmes of inquiry with practical or theoretical outcomes.
BO4	Use the views of others in the development or enhancement of work
BO5	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making
BO6	Analyse their own learning and development needs and develop appropriate strategies as practitioners and communicators, and evaluate and reflect upon their progress towards their chosen specialisms or careers.

Learning and Teaching Strategy

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3. Practical and Professional Skills

CO1	Initiate distinctive creative work and experiment with practices, forms and conventions.
CO2	Acknowledge and work with concepts drawn from an interdisciplinary environment, listening to and collaborating with others.
CO3	Demonstrate understanding and use of a range of appropriate industry standard software and/or hardware
CO4	Initiate, experiment and/or apply distinctive and creative solutions to production tasks, drawing on knowledge of Graphic Design and/or Illustration and an awareness of professional considerations.
CO5	Employ materials, media, techniques, methods, technologies and tools associated with Graphic Design and/or Illustration with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities
CO6	Demonstrate knowledge and understanding of the significance of the work of appropriate practitioners

Learning and Teaching Strategy

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4. Key/Transferable Skills

DO1	Self-management - work independently, set goals, manage workloads, meet deadlines and articulate suitable routes for personal development and career progression.
DO2	Reasoned and Critical thinking - analyse information, experiences and creative products and formulate independent judgements about these.
DO3	Communication and presentation skills - present ideas and work to audiences in a range of situations, using appropriate conventions and techniques in visual, oral and written forms
DO4	Work autonomously and reflectively, developing strategies to respond successfully to changing requirements, demonstrating qualities of adaptability and flexibility.
DO5	Interpersonal and social skills - develop strategies for problem solving, communicating effectively within different situations, interact effectively with others, for example, through collaboration, collective endeavour and negotiation.

Learning and Teaching Strategy

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E. Programme Structure
Level 4

Compulsory Modules	Credit Points	Optional Modules	Credit Points
Principles of design	20		
Introduction to industry skills	20		
Visual experimentation	20		
Contextual visual communication 1	20		
Creative typography	20		
Professional practice 1	20		

Level 5

Compulsory Modules	Credit Points	Optional Modules	Credit Points
Advanced industry skills	20	Graphic Design pathway –Typographic communication	20
Contextual visual communication 2	20	Illustration pathway - Audience and message	20
Professional practice 2	20	Graphic Design pathway –	

		Graphic Design Practice and Creative Thinking	20
		Illustration pathway – Narrative and moving image	20
		Graphic Design pathway – Negotiated study	20
		Illustration pathway – Negotiated study	20

Exit Award(s):	Credit Points
FD	**240**

F. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The FD Visual Communication (Graphic Design and Illustration) course exists to produce graduates who fully understand the purposes, processes and products of graphic design and/or Illustration practice. Visual communication is at the heart of the course and a wide range of communication media available to the modern practitioner is explored. Typography, drawing, printmaking, 3D model-making, computing/software, web and social media become part of the students' communication tool kit.

Students have the opportunity to work towards their specific and/or personal interests within their chosen subject and may then progress to:

- employment at a high level of responsibility and creative decision-making in the field of professional communication design;
- subject-related top-up study;
- other related areas of employment or further study where the attributes and skills gained during the programme of study are valued.

Level Four is generalist and is mainly concerned with overviews, sampling, basic principles, and skills. Students develop an understanding of the scope of design and illustration, what it can achieve and its place in the world. An appreciation of heroes and influences is gained through exposure to well-regarded illustration and graphic design practitioners whilst the ability to comment on such work is developed through continual debate and discussion. The assignment briefs may include exercises in mark making, typography, printmaking, and 3D.

At the same time students develop their understanding of the analytical process in their Contextual Visual Communication modules, which complements their experience of other studio modules.

Level Five continue to develop the exploration of the language, culture and theory of graphic design and illustration. The foundation of level four is reinforced with a deeper understanding and a questioning of the conventions of communication allowing experimentation that is informed and rationalised. Ethical, cultural and social responsibilities become part of the debate surrounding graphic design and illustration, and self-initiated work is introduced.

At level 5 students study on a variety of compulsory and optional modules giving them the opportunity to take a chosen pathway either in Graphic Design or Illustration.

Learning and teaching throughout the two years of the course is diagnostic and collaborative which allows an on-going dialogue between students and tutors and provides an opportunity for tutors to guide individual students towards their chosen goals.

Teaching and learning is an on-going process of group tutorials and critiques where

students are given the opportunity to present their ideas and thoughts to both staff and fellow students in a way that is constructive and confidence building. In return, students are given feedback and advice on their ideas and presentation triggering wider discussion and debate.

Tutorials, feedback and discussion continue through the development stages of the assignment often lasting several weeks. This period of on-going critical analysis mirrors the profession and gives students the opportunity to justify their work and to learn and use professional language and terminology.

The Graphic Design and Illustration Foundation degree embraces the use and adoption of appropriate industry standard digital processes, techniques and principles throughout all stages of the course. Within the first year, students are introduced to, and encouraged to further explore and experiment with how digital technology can be used to effectively develop, refine and produce work for a variety of purposes and outcomes.

Students will learn how to use software and hardware effectively and understand the principles behind what is needed to create innovative and individual creative solutions. Digital processes will also be used in conjunction with more traditional processes and techniques in order to maximise a student's ability to most appropriately respond to a given problem or brief (for example, a client may require seeing 'rough' drawings in the initial stage of the design process, before giving the final approval to produce final artwork).

During the second year, students will further refine and develop their skills with appropriate industry standard software and hardware, specifically within the Advanced Industry Skills module, as well as through other module work.

Industry standard software and hardware will include Adobe Creative Cloud, Apple Macintosh desktop hardware and other appropriate hardware such as the use of scanners, Laser cutting, printers and graphics tablets.

G. Support for students and their learning

Students receive pastoral and academic support through the College Tutorial System which includes group and individual tutorial entitlements. Students will also be access online materials as part of their studies to further develop their own understanding during their self-directed study.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. The Library staff provides support for learners during the induction period and throughout the programme.

All HE students have the opportunity to join the Students Union (SU) and access their facilities and support. The SU is NUS affiliated.

A Student Engagement Officer (SEO) is available to support students who may be struggling with personal and time management, attendance and who require support to

make requests for mitigation or are considering suspending studies.

Support Staff

Leanne Dolan Senior HE Quality Officer Tel:01482 598958 **Leanne.Dolan@hull-college.ac.uk**	**Julia Billaney** HE Registrar Tel: 01482 598970 **Julia.Billaney@hull-college.ac.uk**
Rachel Harrison Senior Registry Officer Tel: 01482 598958 **Rachel.Harrison@hull-college.ac.uk**	**Sue Usmar** Additional Support for English and Maths Tel: 01482 598919 **Susan.Usmar@Hull-College.ac.uk**
Kate Hoyle Communications Support for Deaf & Hard of Hearing Students Tel: 01482 308049 **Kate.Hoyle@hull-college.ac.uk**	**Joy Bottery** Group Dyslexia Co-ordinator Tel: 01482 381951 **Joy.Bottery@hull-College.ac.uk**
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H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant Level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS points under the new UCAS Tariff from 2017.

The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level, plus three other subjects at GCSE grade C or above (be specific about GCSE requirements for your programme).
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen.
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above.
- International Baccalaureate. Award of the Certificate with a minimum of 20 points.
- Irish Leaving Certificate. Three higher/honours passes at grade C
- Access courses

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications.

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework
- City and Guilds qualifications at Level 3 or above
- Advanced Modern Apprenticeships with Level 3 qualifications

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid, or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning this will require students to evidence this previous experience and also consider whether an application for APL (see below) could be considered.

A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course. Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

Accreditation of Prior Learning (APL)

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of prior learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning - APCL) or in other ways (Accreditation of Prior Experiential

Learning- APEL).

Additional Requirements for Entry to the Programme:

Entry directly onto Level 5 is possible either through a level 4 qualification such as an HNC Qualification or the completion of a suitable Certificate of Higher Education, prospective students will need to complete an APL/APEL claim though as soon as possible before the programme starts.

I. Language of study

Programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

J. Information about assessment regulations

Summary of Assessment Requirements:

The programme adopts, in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit all of the appropriate assessments to Turnitin, all work will be marked electronically and grades recorded electronically once the moderation process has completed. Assignments are due on an agreed date for submission to the Faculty Board Office.

Feedback to students on assessments is provided within 20 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments. It is important for all students to be aware that grades are not final until they have been ratified by a Board of Examiners, so any provisional grades until this point maybe subject to change.

External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on

the same course and to all students across the College and nationally. External Examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

K. Methods for evaluating and improving the quality and standards of teaching and learning.

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Curriculum planning
- Course team minutes
- Quality Enhancement Plans (QEPs)
- Modifications of the course
- National Student Survey (NSS) and other surveys which are administered by the college

This award will be evaluated against the following criteria:

Benchmark alignment:
The award will be reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement:
The award will be subject to peer review as part of the College quality improvement processes and will also be subject for data interpretation during the Curriculum and Quality Meetings between the Assistant Principal of Higher Education, the Quality Directorate and the Faculty Management Teams.

Student Perceptions
The award will be subject to Student Experience Meetings, module and mid-module evaluations, the NSS and other student feedback mechanisms. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

Recruitment Retention and Achievement
The award will be measured against annually agreed college targets which will be monitored through the Curriculum and Quality Meetings and also through the annual monitoring process.

L. Annexe's

Annexe 1	Curriculum Map
Annexe 2	Assessment Map
Annexe 3	Programme Delivery Models

TBC

Level	Module Name	Semester	Knowledge and Understanding						Cognitive Skills						Practical and Professional Skills						Key / Transferrable Skills				
			AO1	AO2	AO3	AO4	AO5	AO6	BO1	BO2	BO3	BO4	BO5	BO6	CO1	CO2	CO3	CO4	CO5	CO6	DO1	DO2	DO3	DO4	DO5
4	Principles of Design	1	X		X					X									X		X				X
4	Introduction to Industry Skills	1	X				X	X	X								X					X			
4	Visual Experimentation	1				X							X						X				X		X
4	Contextual Visual Communication 1	2				X			X	X										X	X		X		
4	Creative Typography	2				X	X					X	X		X				X				X		X
4	Professional Practice 1	2	X	X		X					X			X	X		X			X		X		X	
Level	Module Name	Semester	AO1	AO2	AO3	AO4	AO5	AO6	BO1	BO2	BO3	BO4	BO5	BO6	CO1	CO2	CO3	CO4	CO5	CO6	DO1	DO2	DO3	DO4	DO5
5	Advanced Industry Skills	1		X		X			X		X		X		X		X	X							X	
5	Typographic Communication	1	X			X	X				X						X	X		X					
5	Audience & Message	1	X			X	X				X						X	X					X			
5	Graphic Design Practice and Creative Thinking	2			X		X		X		X						X	X			X			X	
5	Narrative Ilustration & Moving Image	2	X		X		X		X		X						X	X			X			X	
5	Contextual Visual Communications 2	2				X			X	X		X								X			X		
5	Professional Practice 2			X							X	X				X		X			X	X		X	X
5	Negotiated Study (Graphic Design)			X							X		X	X				X						X	X	X
5	Negotiated Study (Illustration)			X							X		X	X				X						X	X	X

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Annexe 2 – Assessment Map
Level 4 – FD …..

Assessment Method	Principles of Design	Introduction to Industry skills	Visual Experimentation	Contextual Visual Communications 1	Creative Typography	Professional Practice 1
PDF Research & development document	30%	40%				40%
PDF reflective report	20%	20%		30%		
Verbal/visual presentation of final outcome/s	50%		20%	40%	40%	30%
PDF CAD Process Document		40%				
PDF Process & Development document			60%			
PDF Research document			20%	30%	20%	
PDF Development document					40%	
Professional Practice Document						30%

https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf (Good source for identifying a range of different assessment methods)

Level 5 Graphic Design Pathway

Assessment Method	Advanced Industry Skills	Typographic Communication	Graphic Design Practice and Creative Thinking	Contextual Visual Communication 2	Professional Practice 2	Graphic Design Negotiated Study
PDF Research & development document	40%		30%			
PDF reflective report	20%		30%			
Verbal/visual presentation of final outcome/s	40%	40%	40%	20%	40%	50%
PDF Process & Development document						30%
PDF Research document		30%		40%	20%	20%
PDF Development document		30%		40%	40%	

Level 5 Illustration Pathway

Assessment Method	Advanced Industry Skills	Audience and Message	Narrative and Moving Image	Contextual Visual Communication 2	Professional Practice 2	Illustration Negotiated Study
PDF Research & development document	40%	30%				
PDF reflective report	20%	30%	20%			
Verbal/visual presentation of final outcome/s	40%	40%	40%	20%	40%	50%
PDF Process & Development document			40%			30%
PDF Research document				40%	20%	20%
PDF Development document				40%	40%	

Annexe 3 - Programme Delivery Models

STILL TO BE COMPLETED

<u>Full Time Delivery Model: Year 1</u>

Semester 1	Semester 2
Principles of Design	Contextual Visual Communication 1
Introduction to Industry Skills	Creative Typography
Visual Experimentation	Professional Practice 1

<u>Full Time Delivery Model: Year 2:</u>

Semester 1	Semester 2
Advanced Industry Skills	Contextual Visual Communications 2
Typographic Communication (Graphic Design) Audience & Message (Illustration)	Professional Practice 2
Graphic Design Practice and Creative Thinking (Graphic Design) Narrative Ilustration & Moving Image (Illustration)	Negotiated Study

<u>Part Time Delivery Model ???</u>

<u>FD ??</u>	
Year One	
Semester 1	**Semester 2**
Year Two	
Semester 3	**Semester 4**
Year Three	
Semester 5	**Semester 6**

Grading Taxonomy

Distinction Outcome 70% +

Analysis: Excellent analytical responses which are complex, extensive and relevant to tasks. Excellent ability to identify key areas/themes independently. Excellent ability to use a wide range of strategies to develop materials/ideas, whilst also identifying limitations and ambiguities.

Research: Excellent level of research which is broad, relevant and in depth and which supports the generation of ideas/outcomes. Consistent ability to differentiate between and identify the suitability of sources/materials.

Critical Thinking: Excellent ability to critically evaluate ideas/works/sources. Extensive awareness of the debates relevant to task. An excellent ability to critically select and/or apply complex materials/ideas and to reflect and respond in a thorough and effective way.

Presentation and Communication: Excellent structured complex outcomes which successfully organise content. Original insights; an individual approach demonstrated throughout.

Innovation: Excellent, creative independent work demonstrating a strong and convincing personal voice/approach.

Technical Competence: Excellent outcomes produced demonstrating a high level of skill in all aspects of production/presentation.

Professionalism: Excellent awareness and understanding of contemporary practice and development of own practice within wider professional context. Excellent management and execution of an expansive and complex body of work.

Synthesis: Excellently integrated, sustained body of work exploring connections between elements of module(s)including professional knowledge, theory and industry standards.

Merit Outcome 60-69%

Analysis: Very good analytical responses which are extensive but not exhaustive to tasks. Very good ability to use a range of strategies to develop materials/ideas independently, limitations and ambiguities are not fully realised.

Research: Very good level of research which is broad, relevant and in depth but not exhaustive, but which still supports the generation of ideas/outcomes. Ability to discriminate and identify the suitability of sources/materials.

Critical Thinking: Very good ability to critically evaluate ideas/works/sources. Effective and critically selection of ideas/materials and their application relevant to task.

Presentation and Communication: Very good well-structured outcomes which effectively organise content. Clear evidence of an individual approach.

Innovation: Very good creative, independent work demonstrating a clear personal realisation.

Technical Competence: Very good well produced outcomes demonstrating a high level of skill in most, but not all, aspects of production/presentation.

Professionalism: Very good awareness and development of own practice, as demonstrated through the management and execution of an expansive and complex body of work in relation to professional contexts.

Synthesis: Very good well integrated, sustained body of work exploring connections between elements of module(s)including professional knowledge, theory and industry standards.

Average Outcome 40-59%

Analysis: Good analytical responses which are relevant to tasks, which identify key areas/themes. Demonstrates the ability to use strategies to develop materials/ideas but with limited exploration.

Research: Good level of research which is varied, relevant and supports the generation of a limited number ideas/outcomes. Some limited ability to differentiate between and identify the suitability of sources/materials.

Critical Thinking: Good ability to critically select appropriate ideas/works/sources /materials, but the critical application and evaluation of these maybe limited.

Presentation and Communication: Good well-structured outcomes which organise content, with some limited evidence of an individual approach.

Innovation: Good creative work demonstrating some limited independence and individuality.

Technical Competence: Good well produced outcomes demonstrating good levels of skill in some, but not all, aspects of production/presentation.

Professionalism: Good awareness and development of own practice, as demonstrated through the management and execution of a limited body of work in relation to professional contexts.

Synthesis: Good integrated, sustained body of work exploring connections between elements of module(s)including professional knowledge, theory and industry standards

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Unsatisfactory Outcome 0-39%

Analysis: Lack of analytical responses which may be irrelevant to tasks. Inability to identify key areas/themes. Lack of development of materials/ideas.

Research: Lacking a level of research which is unrelated to the task and generation of ideas/outcomes. An inability to differentiate between and identify the suitability of sources/materials.

Critical Thinking: Lack of ability to critically evaluate ideas/works/sources. Ineffective ability to select and/or apply material/ideas; or reflect.

Presentation and Communication: Outcomes are incomplete/ineffective and lack structure and organisation.

Innovation: Absence of independence and individuality.

Technical Competence: Ineffective production / presentation of incomplete outcomes which demonstrate poor levels of skill.

Professionalism: Limited awareness and development of own practice, as demonstrated through the poor management and execution of an incomplete body of work in relation to professional context.

Synthesis: Poorly integrated, unstained body of work which does not explore connections between elements of module(s)including professional knowledge, theory and industry standards.