

**Bradford** College



**BA (Hons) Music for the Creative  
Industries (Top-Up)**

**MUB60129 Ensemble Musicianship**

**MODULE HANDBOOK**

**2024/2025**

Semester 1 and 2

Level 6

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## 1. Key Information

Module Tutor	John Dey
Module Tutor Email	<a href="mailto:j.dey@bradfordcollege.ac.uk">j.dey@bradfordcollege.ac.uk</a>
Other Contact Methods	The best way to contact your module tutor is via MS Teams.
Availability	Mon - on Teams. Tues - Fri - in person (C20)
Weblink to Moodle Class	<a href="https://moodle.bradfordcollege.ac.uk/course/view.php?id=14105">https://moodle.bradfordcollege.ac.uk/course/view.php?id=14105</a>
Weblink to Module Specification	Module Specification on Moodle

## 2. Module Communications

The Module Tutor's contact details are provided above. You must check your **Bradford College email address** and the **Moodle/VLE** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However, responses will be longer in holiday periods.

## 3. Module Description

This module will develop your skills to perform in an ensemble in a range of scenarios. The emphasis will be on professional and creative musicianship and you will be expected to rehearse and perform pieces of music expressively and within stylistic conventions.

The module will involve rehearsal and/or production sessions leading to performances that should reflect the development you have made throughout the rehearsal process. You will respond to musical direction, demonstrate your enthusiasm for live performance and show professionalism throughout all the different aspects of the module. You will be encouraged to research and analyse artists from a range of cultures and backgrounds to ensure that your awareness of diverse and potentially underrepresented artists is embedded in your development as an ensemble musician. You will perform in a variety of different scenarios whilst working and communicating with other musicians from different backgrounds, ensuring their creative views are respected and responded to

This module will require you to research and engage in the development of contemporary live ensemble performance, as well as delivering this as part of a production.

The assignments can be submitted in different ways, which takes into account the nature of the cohort and your needs.

The skills developed in this module will reinforce those required in others, and also have a beneficial impact on the work that is created, thus consolidating your learning.

## 4. Learning and Teaching

This module is delivered over **28** weeks/sessions using a blended learning approach. This involves timetabled face-to-face campus-based and online sessions. You are also expected to carry out your own independent study including research and assessment activities.

Throughout the delivery of your module, tutorials will take place which will provide you with the opportunity to discuss your progress on the module and receive feedback on assessments. This may be face-to-face or online as arranged.

If you are unable to attend or engage in a scheduled session due to factors outside your control, you are expected to inform your tutor and complete any activities set before the next session.

Please note that attendance is taken into account when making Assessment Board decisions.

## 5. Learning Outcomes and Assessments

Module Learning Outcomes	Assessment No. and Type
LO1: <i>Formulate skills in ensemble music performance creatively and within stylistic conventions.</i>	Assessment 1
LO2: <i>Perform effectively and professionally to an audience in a range of different scenarios.</i>	Assessment 1
LO3: <i>Select, develop and arrange appropriate repertoire for an ensemble performance.</i>	Assessment 1
LO4: Critically evaluate the execution of live ensemble performance development.	Assessment 1

## 6. Assessment Deadlines

Assessment item	Due Date	Weight
1 Ensemble performance portfolio (minimum 30 minutes)	02/05/2025	100%

## 7. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your work to be marked and feedback provided not more than 20 working days** from the deadline date. However, please note that such feedback will be provisional and not agreed until the Assessment Board has met and may therefore be subject to change.

Please take time to read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

## 8. Module Calendar

Session No.	Date or Week Commencing	Topics Covered	Planned Delivery Method(s)
0	09/09/24	Enrolment and Induction	On Campus
Semester 1 1	16/09/24	Module introduction. Ensemble Project 1.	On Campus/MS Teams (amend as appropriate)
2	23/09/24	Ensemble Project 1. Rehearsal Techniques.	On Campus
3	30/09/24	Ensemble Project 1. Rehearsal Techniques 2.	On Campus
4	07/10/24	Ensemble Project 1. Rehearsal Techniques 3.	On Campus
5	14/10/24	Ensemble Project 1. Rehearsal Techniques 4.	On Campus
6	21/10/24	Ensemble Project 1. Reading notation 1.	On Campus
7	28/10/24	Reading Week  Personal practice week.	VLE
8	04/11/24	Ensemble Project 1. Reading notation 2.	On Campus
9	11/11/24	Ensemble Project 1. Reading notation 3.	On Campus
10	18/11/24	Ensemble Project 1. Reading notation 4.	On Campus
11	25/11/24	One to one scheduled tutorials,	On Campus
12	02/12/24	Ensemble Project 1. Live performance techniques 1.	On Campus

13	09/12/24	Ensemble Project 1. Live performance techniques 2.	On Campus
14	16/12/24	Ensemble Project 1. Live Performance Techniques 3. LIVE PERFORMANCE WEEK.	On Campus
15	23/12/24	Winter Holiday - College Closed	N/A
16	30/12/24	Winter Holiday - College Closed	N/A
17	6/1/25	Exam Week - No formal Teaching	N/A
18	13/1/25	Exam Week - No formal Teaching	N/A
19	20/1/25	Admin Week - No Formal Teaching	N/A
Semester 2 1	27/1/25	Ensemble Project 2.	On Campus
2	3/2/25	Ensemble Project 2.	On Campus
3	10/2/25	Ensemble Project 2.	On Campus
4	17/2/205	Reading Week  Personal practice week.	VLE
5	24/2/24	Ensemble Project 2.	On Campus
6	3/3/25	Ensemble Project 2.	On Campus
7	10/3/25	Ensemble Project 2. ENSEMBLE PROJECT 2 PERFORMANCE WEEK.	On Campus
8	17/3/25	Reflection week and blog update.	On Campus
9	24/3/25	Ensemble Project 3.	On Campus
10	31/3/25	Ensemble Project 3.	On Campus
	7/4/25	Spring Holiday - College Closed	N/A
	14/4/25	Spring Holiday - College Closed	N/A
11	21/4/25	Ensemble Project 3.	On Campus
12	28/4/25	Ensemble Project 3. PERFORMANCE WEEK. Completion of blog and submission.	On Campus
13	5/5/25	No session (hours made up on performance weeks).	N/A
14	12/5/25	No session (hours made up on performance weeks).	N/A
15	19/525	Exam Week- No formal Teaching	N/A
16	26/5/25	Exam Week- No formal Teaching	N/A

## 9. Formative Assessment

Formative assessment can take place in various forms, they are all aimed at monitoring your learning and providing you with ongoing feedback to improve your knowledge and understanding, and improve your performance in assessments. It may include activities like quizzes, class discussions, reflective writing tasks, or peer reviews. Lecturers can also use observational techniques, such as monitoring student participation and collaboration in group work. The key feature of formative assessment is that it's not graded or used for final evaluations; instead, it helps you and lecturers identify areas that need improvement before the final assessment.

## 10. Indicative Reading

- *Essential Resources*

DUMAIS, D, (2017). Music Performance: The Musician's Guide to Mastering the Art of Performance. CreateSpace

GAZARD, P. (2012). How to Create a Successful Music Ensemble, Running Your Group & Arranging the Music. Rhinegold.

HOLLEY, S. (2019). Coaching a Popular Music Ensemble: Blending formal, non-formal and informal approaches in the rehearsal. McLemore Ave Music

- *Recommended Resources*

INGLIS, I (ed) (2006), Performance and Popular Music: History, Place and Time, Routledge.

ROCKSCHOOL (2020/2021). The Rock School Drums/Bass/Guitar Method, Rockschool

ROYAL ASSOCIATED BOARD, Grades 6-8, Brass, Strings, Woodwind, Piano.

WILLIAMSON, A, (ed) (2004), Musical Excellence: Strategies and Techniques to Enhance Performance, Oxford University Press.

Websites

<https://bassmagazine.com>

<https://drummagazine.com>

<https://www.isingmag.com>

[www.mattwarnockguitar.com](http://www.mattwarnockguitar.com)

- *Further Reading*

Journals

Music Periodicals Database:

<https://www.proquest.com/iimp/publicationbrowse?accountid=15500>

Discover

<https://publications.ebsco.com/?custId=s7868694&groupId=main&profileId=pfui>

<https://musictech.com>

[www.musicthinktank.com](http://www.musicthinktank.com)

<https://www.guitarplayer.com>

## 11. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count (excluding reference list/bibliography, figures, tables and appendices).

Where a word limit is specified, the following penalty systems applies:

- Up to 10% over the specified word length = no penalty

- 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
  - More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will be capped at the pass mark for the assessment.
4. At the end of the assessment you should include a declaration of any software tools including Generative AI (GAI) applications that you used in developing and completing the assessment. The assessment brief will specify if and how you can use GAI applications in the assessment.
  5. All written work should be referenced using the standard University of Bolton referencing style - see: <https://libguides.bolton.ac.uk/resources/referencing/>

Harvard Referencing Style - <https://libguides.bolton.ac.uk/resources/referencing/>

### **Minimum Secondary Research Source Requirements:**

**Level 3** - It is expected that the Reference List will contain at least **five sources**. As a MINIMUM the Reference List should include **three academic books**.

**Level HE4** - It is expected that the Reference List will contain between **five and ten sources**. As a MINIMUM the Reference List should include **one refereed academic journal** and **three academic books**

**Level HE5** - It is expected that the Reference List will contain between **ten and fifteen sources**. As a MINIMUM the Reference List should include **two refereed academic journals** and **four academic books**

**Level HE6** - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **three refereed academic journals** and **five academic books**.

**Level HE7** - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **four refereed academic journals** and **five academic books**.

6. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle/VLE class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
7. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information, as well as for hidden text characters and GAI generated text. You will be able to see similarity matches but not currently flags for hidden



characters and AI-generated text. The outcomes of Turnitin reports may be used as evidence in an academic misconduct investigation (see Section 13).

#### 8. Late work

Late work will be subject to the following penalties:

- Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
- More than 7 calendar days late = This will be counted as non-submission and no marks will be recorded.

Late submission of assessments on refer and those which are graded Pass/Fail only, is not permitted unless an extension is approved. See below.

#### 9. Extensions

In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be requested using the standard Bradford College Extension Request Form. For approval there would need to be an explanation and evidence of relevant circumstances.

Longer extensions for individual assessments, projects and artefacts may be granted, at the discretion of the Programme Leader.

Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedure.

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines for disability adjustments do not require the completion extension request paperwork. However, students should request these in writing in advance.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

## 12. Procedures for Other Assessments

Please see details on the assignment brief.

## 13. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating and unauthorised use of GAI) amongst other offences.

In order to avoid these types of academic misconduct, you should **ensure that all your work is your own and that sources and software applications are attributed.** You can also check originality through *Turnitin*.

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

Academic Misconduct Policy

## Use of Generative Artificial Intelligence (GAI) Applications in this Assessment

### 1. Permissible Uses of AI:

- **For Research and Idea Generation:** AI tools may be used to assist in the generation of ideas, preliminary research and the organisation of thoughts for academic projects.
- **As Educational Aids:** Students may use AI to better understand complex material or explore subjects in more depth, provided that the final academic work reflects their own understanding and expression.

### 2. Prohibited Uses of AI:

- **For Submission Purposes:** Direct submission of AI-generated content as part of coursework, dissertations or any form of evaluative academic work by the student is strictly prohibited. i.e. no copying and pasting of generated content and attempting to claim authorship of the content.
- **Unacknowledged Usage:** Using AI tools to complete assignments without acknowledgment or beyond the scope explicitly permitted by the tutor.

### 3. Use of AI to Check Spelling and Grammar:

- It is crucial for students to recognise that certain modifications made by an AI proof-reader or editor would be unacceptable and considered a breach of academic integrity. Students should consult their subject tutors before using these tools. Some examples of unacceptable use when using AI proof-reading and editing tools:
  - Re-writing content where the original meaning is unclear
  - Re-ordering/re-wording sentences to improve the structure of an argument
  - Significantly changing grammar to enhance the structure of an argument
  - Adding new ideas through generative AI to existing content
  - Generating or checking calculations or formulae

### 4. Paraphrasing Tools

Paraphrasing tools such as those offered by Quillbot or Scribbr are strictly prohibited. These tools can be used to disguise plagiarism, such as rewriting large portions of text without proper attribution and can enhance text beyond the author's original intent and convey a clearer or more concise text. This would constitute as academic misconduct and a student would be subject to the appropriate misconduct procedures. You should apply critical thinking and comprehension over rote rewriting to avoid the misuse of paraphrasing tools with generative AI capabilities.

### 5. Citation Requirements:

- Any use of AI that contributes to academic submissions must be clearly cited, specifying the nature of the AI's contribution. This includes the generation of ideas, data analysis or provision of research materials.

- Failure to appropriately cite AI assistance will be considered a breach of academic integrity.

### When to Cite AI:

Any use of AI that significantly influences or contributes to the creation, research, analysis or presentation of academic work should be cited. This includes (but is not limited to) generating ideas, providing data analysis, assisting in research and creating visual content and/or using tools like Grammarly for spelling and grammar checks that utilise AI functionality.

### How to Cite AI:

- **General Format:** Students should include a citation within the text where the AI has contributed, as well as a detailed description in the bibliography or reference section. The citation should follow this format:
- **In-text citation:** AI Tool Name (Year).
- **Bibliography/Reference entry:** AI Tool Name, (Year). Description of the assistance provided by the AI tool [Software]. Available at: URL (if applicable).

### Examples of AI Citations:

- **In-Text Example:** As suggested by ChatGPT, (2024).
- **Bibliography Example:** ChatGPT, (2024). Assisted in generating initial ideas and provided data analysis [Software]. Available at: <https://openai.com/chatgpt>

It is important that students specify the extent of the AI's contribution. For instance, if AI was used to generate initial ideas, it should be clarified by the student that those sections were further developed independently.

For AI tools such as Grammarly or Microsoft Editor, it is recommended that an unedited initial draft version of your assignment is saved before confirmation of the tool's changes/updates.

## 14. Assessments

Assessment 1 Description	Ensemble performance portfolio (minimum 30 minutes)
Assessment 1 Weighting	100%
Assessment 1 Submissions Date	02/05/2025
Assessment 1 Task	<p>Create and maintain an online blog/portfolio which documents your ensemble performance development and progress throughout the module. Content could include:</p> <ul style="list-style-type: none"> <li>☐ Video evidence from gigs, rehearsals and individual practice time.</li> <li>☐ Rehearsal planning and practice diaries.</li> <li>☐ Research and contextual evidence relating to the module content.</li> <li>☐ Critical reflection and evaluation.</li> </ul> <p>This should be presented in a way that is appropriate to the level of the qualification, ie. Demonstrating correct referencing, critical analysis, relevant research and an independent approach to your studies.</p> <p>Where appropriate, you are encouraged to upload content to your blog/portfolio from both the workshops/rehearsals in College, as well as any external gigs and performances that you have undertaken. Any video and audio you capture should be of similar quality to the evidence uploaded by the module tutor.</p> <p>The work should be uploaded to your blog by submission date, with video and audio embedded as directed in the general submission guidelines. The minimum performance time is 30 minutes.</p>

Learning Outcomes Assessed: See Section 5

Specific Assessment Criteria/Marking Scheme:

### Level 6

**First class (70% and above):**

Students will provide an in-depth blog demonstrating an excellent standard of instrumental/vocal technique, as well as excellent accuracy of musicianship and professionalism of performance,

taking total responsibility for own learning. Focused and justified recommendations will be made as to how problems/weaknesses identified in the reflection/evaluation may be overcome, and realistically improved. Relevant research demonstrating the use of primary and secondary research sources will be evident, as well as clear evidence of how this has impacted on performance. Technical proficiency and practical skills, as well as academic style and referencing will be excellent.

**Upper Second Class 2(1) (60-69%):**

Students will provide a comprehensive blog demonstrating a very good standard of instrumental/vocal technique, as well as very good accuracy of musicianship and professionalism of performance, taking some responsibility for own learning. Justified recommendations will be made as to how problems/weaknesses identified in the reflection/evaluation may be overcome, and potentially improved. Relevant research demonstrating the use of primary and secondary research sources will be evident, as well as some evidence of how this has impacted on performance. Technical proficiency and practical skills, as well as academic style and referencing will be very good.

**Lower Second Class 2(2) (50-59%):**

Students will provide a blog demonstrating a good standard of instrumental/vocal technique, as well as good accuracy of musicianship and professionalism of performance, taking some responsibility for own learning. Justified recommendations will be made as to how problems/weaknesses identified in the reflection/evaluation may be overcome, and potentially improved. Relevant research demonstrating the use of primary and secondary research sources will be evident, as well as some evidence of how this has impacted on performance. Technical proficiency and practical skills, as well as academic style and referencing will be good.

**Third class (40-49%):**

Students will provide a satisfactory blog demonstrating an adequate standard of instrumental/vocal technique, as well as adequate accuracy of musicianship and professionalism of performance, taking partial responsibility for own learning. Considered recommendations will be made as to how problems/weaknesses identified in the reflection/evaluation may be overcome. Mostly relevant research demonstrating the use of primary and secondary research sources will be evident. Academic style and referencing will be fair. Technical proficiency and practical skills, as well as academic style and referencing will be fair.

**Fail (39% and below):**

Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

(Also see Section 15: General Assessment Criteria for Written Assessments)

## GENERAL ASSESSMENT GUIDELINES - LEVEL HE6

	Relevance Learning outcomes must be met for an overall pass	Knowledge and Understanding	Analysis, Creativity and Problem-Solving	Self-awareness and Reflection	Research/ Referencing	Written English	Presentation and Structure
Class I (Exceptional Quality) 85% - 100%	Work is directly relevant and expertly addresses the requirements of the brief.  <b>Learning outcomes are met.</b>	Demonstrates an exceptional breadth and depth of knowledge and understanding of theory and practice beyond the threshold expectation for the level.  Demonstrates mastery in conceptual understanding of a range of specialised areas.	Presents an exceptional synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and insightful conclusions. Provides a sophisticated critical insight and expertly interprets complex matters and ideas. Demonstrates exceptional creative flair and a high level of originality. Demonstrates exceptional problem- solving skills and initiative.	Provides insightful reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility.	An extensive range of contemporary and relevant reference sources selected and drawn upon.  Sources cited accurately in both the body of text and in the Reference List/ Bibliography.	Writing style is clear, succinct and appropriate to the requirements of the assessment. An exceptionally well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.
Class I (Excellent Quality) 70% - 84%	Work is relevant and comprehensively addresses the requirements of the brief.  <b>Learning outcomes are met.</b>	Demonstrates an excellent breadth and depth of knowledge and understanding of theory and practice for this level.  Demonstrates an in-depth conceptual understanding of a range of specialised areas.	Presents an excellent synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and perceptive conclusions. Provides a critical insight and clearly interprets complex matters and ideas. Demonstrates creative flair and a high level of originality. Demonstrates excellent problem- solving skills and initiative.	Provides excellent reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility.	A wide range of contemporary and relevant reference sources selected and drawn upon.  Sources cited accurately in both the body of text and in the Reference List/ Bibliography.	Writing style is clear, succinct and appropriate to the requirements of the assessment. An excellently well written answer with competent, spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.
Class II/i (Very Good Quality) 60% - 69%	Work is relevant and addresses most of the requirements of the brief well.  <b>Learning outcomes are met.</b>	Demonstrates a thorough breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a sophisticated conceptual understanding of a range of specialised areas.	Presents a perceptive synthesis and critical evaluation of findings from a range of relevant sources in order to draw clear, justified and thoughtful conclusions. Interprets complex matters and ideas well. Demonstrates a good level of creativity and originality. Demonstrates strong problem- solving skills.	Provides very good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.	A wide range of relevant reference sources selected and drawn upon.  Sources cited accurately in the main in both the body of text and in the Reference List/ Bibliography.	Writing style is clear, succinct and appropriate to the requirements of the assessment. A very well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured in the main. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.

	<b>Relevance</b> Learning outcomes must be met for an overall pass	<b>Knowledge and Understanding</b>	<b>Analysis, Creativity and Problem-Solving</b>	<b>Self-awareness and Reflection</b>	<b>Research/ Referencing</b>	<b>Written English</b>	<b>Presentation and Structure</b>
Class II/ii (Good Quality) 50% - 59%	Work addresses key requirements of the brief. Some irrelevant content.  <b>Learning outcomes are met.</b>	Demonstrates a sound breadth and depth of knowledge and understanding of theory and practice for this level.  Demonstrates a sound conceptual understanding of specialised areas.	Presents a logical evaluation of findings from a range of relevant sources in order to draw clear and justified conclusions. Interprets some complex matters and ideas.  Demonstrates some creativity. Demonstrates effective problem-solving skills and initiative.	Provides good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.	A range of relevant reference sources selected and drawn upon.  Most sources accurately cited both the body of text and in the Reference List/Bibliography.	Writing style is mostly appropriate to the requirements of the assessment. Grammar, spelling and punctuation are generally competent and minor lapses do not pose difficulty for the reader. Paragraphs are structured and include some linking and signposting. Sentences are complete. A range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Logically structured in the most part. Inclusion of figures, tables and images but not all relevant or referred to.
Class III (Satisfactory Quality) 40% - 49%	Work addresses the requirements of the brief, although superficially in places. Some irrelevant content.  <b>Learning outcomes are met.</b>	Demonstrates a sufficient breadth and depth of knowledge and understanding of theory and practice for this level.  Demonstrates a conceptual understanding of some specialised areas.	Presents an evaluation of findings from a range of sources in order to draw some valid conclusions. Interprets some complex matters and ideas but with descriptive passages evident which lack clear purpose. Demonstrates creativity in places. Demonstrates sufficient problem-solving skills and initiative.	Provides some reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.	Some relevant reference sources selected and drawn upon.  Some weaknesses in referencing technique.	Writing style is occasionally not appropriate for the assessment. Grammar, spelling and punctuation are generally competent, but may pose minor difficulties for the reader. Some paragraphs may lack structure, and there is limited linking and signposting. Some appropriate vocabulary is used	The presentational style and layout are largely correct for the type of assignment. Adequately structured. Inclusion of some figures, tables and images but not all clear, relevant and/or referred to.
Borderline Fail 35% - 39%	Work addresses some of the requirements of the brief. Irrelevant and superficial content.  <b>One or more learning outcomes have not been met.</b>	Demonstrates a lack of knowledge and understanding of theory and practice for this level. Demonstrates Insufficient conceptual understanding of specialised areas.	Presents a limited evaluation of findings from set sources. Descriptive or narrative passages evident which lack clear purpose. Demonstrates little creativity. Demonstrates insufficient problem-solving skills and initiative.	Provides limited reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, when required.	Sources selected are limited and lack validity/relevance.  Poor referencing technique employed.	Writing style is unclear and does not match the requirements of the assessment. Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear in places. Paragraphs are poorly structured.	For the type of assignment the presentational style, layout and/or structure are lacking. Inclusion of figures, tables and images but not clear, relevant and/or referred to.
Fail <34%	Work does not address the requirements of the brief. Irrelevant and superficial content.  <b>One or more learning outcomes have not been met.</b>	Demonstrates inadequate knowledge and understanding of theory and practice for this level.  Demonstrates Insufficient conceptual understanding of relevant areas.	Analysis is weak and poorly constructed with inadequate sources drawn upon. Demonstrates little or no creativity. Demonstrates a lack of problem-solving skills and initiative.	Provides inadequate reflection and self-awareness in relation to the outcomes of own work and personal responsibility, when required.	An absence of relevant sources selected and drawn upon.  Poor referencing technique employed.	Writing style is unclear and does not match the requirements of the assessment in question. Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear. Unstructured paragraphs.	For the type of assignment the presentational style, layout and/or structure are lacking. Inclusion of figures, tables and images but not clear, relevant and/or referred to.

## General Art & Design Assessment Criteria for Practice Level HE6

	Relevance Learning outcomes must be met for an overall pass	Subject Knowledge and Understanding	Technical Accomplishment	Analysis and Problem-Solving	Concepts, Creativity, and Ideas Development	Visual, Oral and Written Presentation	Personal and Professional Development; Reflective Practice	Research and Referencing
Class I (Exceptional Quality) 85-100%	<p>Relevant information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately and expertly.</p> <p>Work directly and expertly addresses all of the implications of the project brief.</p> <p><b>Learning outcomes are met.</b></p>	<p>Demonstrates an exceptional breadth and depth of knowledge and critical understanding of theory and practice beyond the threshold for this level.</p> <p>Demonstrates mastery in conceptual understanding of a range of specialised areas.</p> <p>Demonstrates exceptional synthesis of complex theory, practice and information in relation to the objectives of the assessment, through the expert analysis of the most important issues, themes and principles.</p>	<p>Demonstrates complex technical skills which have contributed to ideas development.</p> <p>Demonstrates an exceptional level of accomplishment and innovative application of practical skills beyond the threshold level.</p> <p>Approach is to a highly professional standard, with outstanding attention to detail.</p>	<p>Provides expert analysis and interpretation of a wide range of material with systematic, perceptive, and sophisticated creative solutions.</p> <p>Employs complex critical evaluation and autonomous application of problem-solving approaches.</p>	<p>Provides exceptional evidence of a high level of originality, initiative and creative flair as appropriate to the subject.</p> <p>Expertly explores a broad range of concepts, media, materials and processes, drawn from diverse and divergent contexts, for project development.</p> <p>Comprehensive evidence of highly effective conceptual risk taking.</p>	<p>The presentation style and approach are correct for the type of assignment.</p> <p>The communication is convincing and accomplished, evidencing an expert understanding of specific context/ audience requirements.</p>	<p>Takes complete responsibility for own personal and professional development, with exceptional critical self-awareness, decision-making and strong examples of initiative and independence.</p> <p>Provides an expertly articulated and insightful personal reflection and planning supported by extensive evidence. Complex ideas are skillfully communicated verbally or in writing, using sustained, coherent arguments and appropriate language.</p>	<p>Demonstrates extensive independent research from a broad range of contemporary and relevant sources and exceptional familiarity with the material and expert judgements.</p> <p>Employs accurate referencing in the correct style (as appropriate to the project).</p>
Class I (Excellent Quality) 70-85%	<p>Relevant information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately and comprehensively.</p> <p>Work comprehensively addresses the implications of the project brief.</p> <p><b>Learning outcomes are met.</b></p>	<p>Demonstrates an excellent breadth and depth of knowledge and critical understanding of theory and practice for this level.</p> <p>Demonstrates an in-depth conceptual understanding of a range of specialised areas.</p> <p>Demonstrates excellent synthesis of complex theory, practice and information in relation to the objectives of the assessment, through the comprehensive analysis of the most important issues, themes, and principles.</p>	<p>Demonstrates complex technical skills which have contributed to ideas development.</p> <p>Demonstrates an excellent level of proficiency and innovative application of practical skills for this level.</p> <p>Approach is to a professional standard, with outstanding attention to detail.</p>	<p>Provides a sophisticated analysis and interpretation of a wide range of material with systematic, perceptive, and well-developed solutions.</p> <p>Employs complex critical evaluation and application of problem-solving approaches.</p>	<p>Provides excellent evidence of originality, initiative and creative flair as appropriate to the subject.</p> <p>Insightfully explores a broad range of concepts ideas, media, materials and processes, drawn from diverse contexts, for project development.</p> <p>Clear evidence of effective conceptual risk taking.</p>	<p>The presentation style and approach are correct for the type of assignment.</p> <p>The communication is convincing, evidencing a sophisticated understanding of specific context/ audience requirements.</p>	<p>Takes full responsibility for own personal and professional development, with excellent critical self-awareness, decision-making and independent initiative.</p> <p>Provides an articulate and personal reflection and planning supported by extensive evidence. Complex ideas are skillfully communicated verbally or in writing, using sustained, coherent arguments and appropriate language.</p>	<p>Demonstrates independent research from a wide range of contemporary and relevant sources and excellent familiarity with the material and highly developed judgements.</p> <p>Employs accurate referencing in the correct style (as appropriate to the project).</p>



<p>Class I/i (Very Good Quality) 60-69%</p>	<p>Relevant information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately.</p> <p>Work addresses most of the implications of the project brief well.</p> <p><b>Learning outcomes are met.</b></p>	<p>Demonstrates a thorough breadth and depth of knowledge and critical understanding of theory and practice for this level.</p> <p>Demonstrates a sophisticated conceptual understanding of a range of specialised areas.</p> <p>Demonstrates comprehensive synthesis of complex theory, practice and information in relation to the objectives of the assessment, through the thorough analysis of the most important issues, themes, and principles.</p>	<p>Demonstrates advanced technical skills which have contributed to ideas development.</p> <p>Demonstrates a very good level of proficiency and effective and capable application of practical skills for this level.</p> <p>Approach is highly developed and effective, with accurate attention to detail.</p>	<p>Provides a perceptive analysis and interpretation of a wide range of material with thoughtful and justified solutions.</p> <p>Employs thorough critical evaluation and application of problem-solving approaches.</p>	<p>Provides very good evidence of originality and creativity as appropriate to the subject.</p> <p>Thoroughly explores concepts, media, materials and processes for project development.</p> <p>Some evidence of conceptual risk taking which is mostly effective.</p>	<p>The presentation style and approach are correct for the type of assignment.</p> <p>The communication is clear and consistent, evidencing a well-developed understanding of specific context/ audience requirements.</p>	<p>Takes responsibility for own personal and professional development, with evidence of critical self-awareness and well-developed initiative.</p> <p>Effective personal reflection and planning supported by detailed evidence. Complex ideas are skillfully communicated, verbally or in writing, using sustained, coherent arguments and appropriate language.</p>	<p>Demonstrates independent research from a wide range of relevant sources and very good familiarity with the material and effective judgements.</p> <p>Employs accurate referencing in the correct style (as appropriate to the project).</p>
<p>Class II/i (Good Quality) 50-59%</p>	<p>Key information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately.</p> <p>Work addresses the requirements of the brief, although superficially in places. Minor irrelevant content.</p> <p><b>Learning outcomes are met.</b></p>	<p>Demonstrates a sound breadth and depth of knowledge and critical understanding of theory and practice for this level.</p> <p>Demonstrates a sound conceptual understanding of specialised areas.</p> <p>Demonstrates effective synthesis of some complex theory, practice and information in relation to the objectives of the assessment, through the consistent analysis of the key issues, themes, and principles.</p>	<p>Demonstrates advanced technical skills which have facilitated ideas development.</p> <p>Demonstrates a good level of proficiency and informed application of practical skills for this level.</p> <p>Approach is well-developed and consistent, with accurate attention to detail.</p>	<p>Provides some considered analysis and interpretation of a range of material with clear and logical solutions.</p> <p>Employs consistent evaluation and application of problem-solving approaches.</p>	<p>Provides some evidence of originality and creativity as appropriate to the subject.</p> <p>Effectively explores concepts, media, materials and processes for project development.</p> <p>Some evidence of conceptual risk taking, but this may not always be effective or justified.</p>	<p>The presentation style and approach are correct for the type of assignment.</p> <p>The communication is clear and coherent, evidencing an understanding of specific context/audience requirements.</p>	<p>Takes responsibility for own personal and professional development, with evidence of self-awareness and initiative.</p> <p>A consistent approach to reflection and planning, supported by evidence. Complex ideas are skillfully communicated, verbally or in writing, using sustained, coherent arguments and appropriate language.</p>	<p>Demonstrates research drawn from a range of relevant sources and good familiarity with the material and appropriate judgements.</p> <p>Mostly accurately referenced in the correct style (as appropriate to the project).</p>
<p>Class III (Satisfactory Quality) 40-49%</p>	<p>Key information, skills, theoretical, conceptual and/or studio-based elements with some omissions.</p> <p>Work addresses some implications of the project brief, although only superficially in places, with some irrelevant content.</p> <p><b>Learning outcomes are met.</b></p>	<p>Demonstrates a sufficient breadth and depth of knowledge and critical understanding of theory and practice for this level.</p> <p>Demonstrates a conceptual understanding of some specialised areas.</p> <p>Demonstrates some effective synthesis of relevant theory, practice and information in relation to the objectives of the assessment, through the analysis of important issues, themes, and principles, although this lacks full development at times.</p>	<p>Demonstrates technical skills which are sufficient to communicate ideas.</p> <p>Demonstrates an independent command and application of techniques and processes as appropriate for this level.</p> <p>Approach is mostly accurate, although some lapses in attention to detail may be evident.</p>	<p>Analyses and implements a range of material with some valid conclusions.</p> <p>Employs some considered application of problem-solving approaches.</p>	<p>Provides some evidence of creativity as appropriate to the subject.</p> <p>Explores familiar concepts, media, materials, and processes for project development.</p> <p>Some limited evidence of conceptual risk taking, but this is not always effective or justified.</p>	<p>The presentation style and approach are largely correct for the type of assignment.</p> <p>The communication is largely clear and effective, evidencing some understanding of context/audience requirements.</p>	<p>Takes some responsibility for own personal and professional development, with some evidence of self-awareness and attempts at initiative.</p> <p>Some ability to reflect and plan, but this is not always consistent, and evidence may be sparse. Complex ideas are communicated, verbally or in writing, using mostly sustained, coherent arguments and appropriate language.</p>	<p>Demonstrates research drawn from mostly relevant sources and some familiarity with the material and some appropriate judgments.</p> <p>Some weaknesses in referencing technique evident (as appropriate to the project).</p>

<p style="text-align: center;">Borderline Fail 35-39%</p>	<p>Deficiencies or omissions in information, skills, theoretical, conceptual, and/or studio-based elements.</p> <p>Only some of the most obvious implications of the project brief are addressed at a superficial level. Irrelevant content.</p> <p><b>One or more learning outcomes have not been met.</b></p>	<p>Demonstrates a lack of knowledge and critical understanding of theory and practice for this level.</p> <p>Demonstrates insufficient conceptual understanding of specialised areas.</p> <p>Insufficient integration of theory, practice and information in relation to the objectives of the assessment, with inadequate analysis of important issues, themes, and principles.</p>	<p>Technical skills are inadequate to communicate ideas.</p> <p>Demonstrates limited independent command and application of techniques and processes as appropriate for this level.</p> <p>Approach is inconsistent with little attention to detail.</p>	<p>Provides limited analysis and implementation of material from set sources; conclusions lack clarity and justification.</p> <p>Employs limited appropriate application of problem-solving approaches.</p>	<p>Provides limited evidence of creativity as appropriate to the subject.</p> <p>Concepts, media, materials, and processes for project development are not explored sufficiently.</p> <p>Unable to take risks and experiment with ideas, media or materials.</p>	<p>For the type of assignment, the presentation style and/or approach is lacking.</p> <p>Communication lacks clarity, with limited understanding of context/audience requirements.</p>	<p>Limited responsibility for own personal and professional development, with little evidence of self-awareness and/or attempts at initiative.</p> <p>Limited and inconsistent reflection and planning, with little supporting evidence. Ideas are not communicated effectively, verbally or in writing, using sustained or coherent arguments and appropriate language.</p>	<p>Demonstrates limited research and sources lack validity/relevance; lacks familiarity with the material with some inappropriate judgements made.</p> <p>Poor referencing technique employed.</p>
<p style="text-align: center;">Fail &lt;34%</p>	<p>Mainly irrelevant and/or incorrect information, skills, theoretical, conceptual and studio-based elements provided.</p> <p>Relevance to the project brief is intermittent or lacking and approach is unchallenging. Irrelevant and superficial content.</p> <p><b>One or more learning outcomes have not been met.</b></p>	<p>Demonstrates inadequate knowledge and understanding of either theory or practice for this level.</p> <p>Demonstrates insufficient conceptual understanding of specialised areas.</p> <p>No integration of theory, practice and information in relation to the objectives of the assessment, with inadequate analysis of important issues, themes, and principles.</p>	<p>Technical skills are inadequate to communicate ideas.</p> <p>Demonstrates little to no technical proficiency, with limited independent application of techniques and processes as appropriate for this level, with evidence of errors.</p> <p>Attention to detail is lacking.</p>	<p>Provides little to no analysis, evaluation or interpretation, with inadequate sources drawn upon; conclusions are sparse and lack justification.</p> <p>Employs little to no application of problem-solving approaches.</p>	<p>Provides little to no evidence of creativity and lack of engagement with concepts media, materials, and processes.</p> <p>No evidence of risk taking or experimentation.</p>	<p>For the type of assignment, the presentation style and/or approach is lacking.</p> <p>Ineffective visual, oral and written communication, with no awareness of context/audience requirements.</p>	<p>Consistent lack of responsibility for own personal and professional development, with little to no evidence of self-awareness or attempts at initiative.</p> <p>Lack of evidence of reflection and planning. Ideas are not communicated effectively, verbally or in writing, using sustained or coherent arguments and appropriate language.</p>	<p>There is an absence of relevant research and little to no evidence of familiarity with the material.</p> <p>Poor referencing technique employed.</p>