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

MUB60130 Pre-Production Portfolio

MODULE HANDBOOK

2024/2025

Semester 1

Level 6

Contents

1. Key Information

Module Tutor	John Dey
Module Tutor Email	j.dey@bradfordcollege.ac.uk
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	https://moodle.bradfordcollege.ac.uk/course/view.php?id=14106
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 allow you to develop your ability and application of pre-production techniques and skills for a creative project. This will result in a portfolio that provides a proposal and portfolio for the Independent Project that follows in semester 2. You will develop and apply your pre-production skills through which you will demonstrate collaborative and industry standard techniques necessary for the implementation of a successful project. You will apply skills in communicating and executing pre-production processes from scheduling, budgeting and planning to considerations about health and safety and the creative direction of the project. You will demonstrate leadership and professional thinking as well as key pre-production and communication techniques across your specialism.

This module will require you to research and engage in current and contemptorary trends and debates within the Creative Industries.

There will be clear choice in the content of the proposal and portfolio, therefore taking into account the nature of the cohort and your needs.

The module will help develop academic skills and presentation skills that relate to the other modules, and will bring in the skills and knowledge developed on other modules.

4. Learning and Teaching

This module is delivered over **14** 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: *Justify, in a written proposal, a creative project that builds upon work undertaken thus far on the degree programme.*	Assessment 1
LO2: *Critically evaluate key topics and areas related to the project, including industry relevance and position.*	Assessment 1
LO3: *Compile professional standard pre-production conceptual and planning documentation for your independent project.*	Assessment 2

6. Assessment Deadlines

Assessment item		Due Date	Weight
1	Project proposal - 2,000 words.	15/11/2024	50%
2	Pre-production portfolio	06/01/2025	50%

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.	On Campus
2	23/09/24	Aims and objectives. Research	On Campus
3	30/09/24	Example proposals. Current Music/Film industry issues	On Campus
4	07/10/24	Industry position and relevance.	On Campus
5	14/10/24	One to one scheduled tutorials	On Campus
6	21/10/24	Academic writing workshop	On Campus
7	28/10/24	Reading Week Research task	VLE
8	04/11/24	Enrichment trip/off campus session	On Campus
9	11/11/24	Submission of Assessment 1 Assessment 2 overview. Risk assessments Schedules/Gannt Charts	On Campus
10	18/11/24	Marketing and promotion planning Resource and personnel requirements.	On Campus
11	25/11/24	Budget and costings. Problem solving.	On Campus
12	02/12/24	Further documentation and planning. Demos and pre-production.	On Campus

13	09/12/24	Demos and pre-production. One to one scheduled tutorials	On Campus
14	16/12/24	Final workshop. Portfolio completion.	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

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*

BORG, B. 2020, Music Marketing for the DIY Musician : Creating and Executing a Plan of Attack on a Low Budget, Rowman & Littlefield Publishers, Incorporated, Blue Ridge Summit. (available as an E-Book)
PASSMAN, D. S. (2019) All you need to know about the music business , Penguin Books (available as an e-book)
RADBILL, C. (2016) Introduction to the Music Industry, 2nd Edition. Routledge. (available on the O'Reilly platform)

- *Recommended Resources*

BRAE, C. (2017). New Channels of Music Distribution. Routledge. (available on the O'Reilly platform)
CANN, S. (2009) Rocking Your Music Business, Cengage Learning ALLEN, P. (2018) Artist Management for the Music Business. Routledge (available on the O'Reilly platform)
FEIST, J. (2013) Project Management for Musicians, recordings, concerts, tours, studios and more. (available as an e-book)
HARRISON, A. (2017) Music: the business. Virgin Digital (available on the O'Reilly platform)
Film

- *Further Reading*

LEWIS, J. P. (2023) Project Planning, Scheduling, and Control: The Ultimate Hands-On Guide to Bringing Projects in On Time and On Budget, 6th Edition, McGraw Hill (available on the O'Reilly platform)

LOCK, D (2013). Project Management. Farnham Productions

Websites

https://www.musicbusinessworldwide.com/

https://www.soundonsound.com

https://www.musicweek.com

https://musically.com/news/

https://www.ukmusic.org

https://musiciansunion.org.uk

https://www.ism.org

https://www.screenskills.com

https://www.weareukfilm.com

Journals

Music Periodicals Database:

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

Discover:

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

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/

<u>Minimum Secondary Research Source Requirements:</u>

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:

  o Re-writing content where the original meaning is unclear
  o Re-ordering/re-wording sentences to improve the structure of an argument
  o Significantly changing grammar to enhance the structure of an argument
  o Adding new ideas through generative AI to existing content
  o 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	Project proposal - 2,000 words.
Assessment 1 Weighting	50%
Assessment 1 Submissions Date	15/11/2024
Assessment 1 Task	This assessment requires you to produce a proposal of 2000 words in which you justify a creative project that builds upon the work undertaken thus far on the degree programme. This project will form the basis for your Independent Project, which you will complete in semester 2. Therefore, you must propose something that is realistic and achievable, but also ambitious and relevant to your skillset. The proposal should include a significant amount of research that critically evaluates key topics and areas related to the subject, including its relevance and position with regards to current industry developments. The research should include a range of primary and secondary sources of both current and more established sources, which will ensure your writing is underpinned by an appropriate level of academic research. The proposal should be uploaded to Turnitin as a Word document by the deadline above. Please see the module handbook for guidance on late submissions. 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. 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.

Assessment 2 Description	Pre-production portfolio
Assessment 2 Weighting	50%
Assessment 2 Submissions Date	06/01/2025
Assessment 2 Task	For this assessment you are required to develop a pre-production portfolio to support the delivery of your Independent Project, which you will undertake in semester 2. Your portfolio must be presented to a professional standard and build on the proposal you have submitted for assessment 1. This could include, but is not limited to: 1. Budgetary planning evidence 2. Risk assessment(s) 3. Staging/sound/lighting design 4. Resource/personnel requirements 5. Problem solving evidence. 6. Schedules/rehearsal planning 7. Meeting minutes/schedules 8. Marketing and promotion campaign planning 9. Planning/demos/experimentation. 10. Documentation relevant to your specialism The portfolio should be submitted in an appropriately structured blog or Digitalspace page. Any research elements should also be uploaded to Turnitin as a Word document by the deadline above. Please see the module handbook for guidance on late submissions. 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.

<u>Learning Outcomes Assessed:</u> See Section 5

<u>Specific Assessment Criteria/Marking Scheme:</u>

Level 6

First class (70% and above):
Assessment 1 - Students will provide an in-depth proposal, demonstrating excellent critical reasoning skills and knowledge throughout. The structure will be logical and well planned. Extensive research demonstrating use of a wide range of current secondary research sources will be evident. Written English, academic style and referencing will be excellent. Assessment 2 - Students will provide an in-depth pre-production portfolio, demonstrating excellent critical reasoning skills throughout the planning of the portfolio. Detailed and accurate health and safety considerations must be present. Focused and justified recommendations will be made as to how problems/weaknesses identified in the project may be overcome. The presentation of the documentation in the portfolio will be professional throughout. The portfolio will show clear direction and delivery of how the project will be completed.

Upper Second Class 2(1) (60-69%):
Assessment 1 - Students will provide an in-depth proposal, demonstrating very good critical reasoning skills and knowledge throughout. The structure will be logical and well planned. Research demonstrating use of a wide range of current secondary research sources will be evident. Written English, academic style and referencing will be very good. Assessment 2 - Students will provide a comprehensive professional pre-production portfolio, demonstrating critical reasoning skills throughout the planning, development and proposal of the portfolio. Justified recommendations will be made as to how problems/weaknesses identified in the project may be overcome. Research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be very good.

Lower Second Class 2(2) (50-59%):
Assessment 1 - Students will provide an in-depth proposal, demonstrating good critical reasoning skills and knowledge throughout. The structure will be logical and well planned. Research demonstrating use of a wide range of current secondary research sources will be evident. Written English, academic style and referencing will be good. Assessment 2 - Students will provide a professional pre-production portfolio, demonstrating critical reasoning skills throughout the planning, development and proposal of the portfolio. Justified recommendations will be made as to how problems/weaknesses identified in the project may be overcome. Research demonstrating use of a range of current secondary research sources will be evident. Academic style and referencing will be good.

Third class (40-49%):

Assessment 1 - Students will provide an in-depth proposal, demonstrating satisfactory critical reasoning skills and knowledge throughout. The structure will be mainly logical and well planned. Research demonstrating use of a wide range of current secondary research sources will be evident. Written English, academic style and referencing will be satisfactory. Assessment 2 - Students will provide a satisfactory pre-production portfolio, demonstrating critical reasoning skills throughout the planning, development and proposal of the portfolio, demonstrating critical reasoning skills. Considered recommendations will be made as to how problems/weaknesses identified in the project may be overcome. Research demonstrating use of a range of current secondary research sources will be evident. Academic style and referencing will be fair.

Fail (39% and below):

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. **Learning outcomes are met.**	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. **Learning outcomes are met.**	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. **Learning outcomes are met.**	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.

	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 II/ii (Good Quality) 50% - 59%	Work addresses key requirements of the brief. Some irrelevant content. **Learning outcomes are met.**	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. **Learning outcomes are met.**	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. **One or more learning outcomes have not been met.**	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. **One or more learning outcomes have not been met.**	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%	Relevant information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately and expertly. Work directly and expertly addresses all of the implications of the project brief. **Learning outcomes are met.**	Demonstrates an exceptional breadth and depth of knowledge and critical understanding of theory and practice beyond the threshold for this level. Demonstrates mastery in conceptual understanding of a range of specialised areas. 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.	Demonstrates complex technical skills which have contributed to ideas development. Demonstrates an exceptional level of accomplishment and innovative application of practical skills beyond the threshold level. Approach is to a highly professional standard, with outstanding attention to detail.	Provides expert analysis and interpretation of a wide range of material with systematic, perceptive, and sophisticated creative solutions. Employs complex critical evaluation and autonomous application of problem-solving approaches.	Provides exceptional evidence of a high level of originality, initiative and creative flair as appropriate to the subject. Expertly explores a broad range of concepts, media, materials and processes, drawn from diverse and divergent contexts, for project development. Comprehensive evidence of highly effective conceptual risk taking.	The presentation style and approach are correct for the type of assignment. The communication is convincing and accomplished, evidencing an expert understanding of specific context/ audience requirements.	Takes complete responsibility for own personal and professional development, with exceptional critical self-awareness, decision-making and strong examples of initiative and independence. 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.	Demonstrates extensive independent research from a broad range of contemporary and relevant sources and exceptional familiarity with the material and expert judgements. Employs accurate referencing in the correct style (as appropriate to the project).
Class I (Excellent Quality) 70-85%	Relevant information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately and comprehensively. Work comprehensively addresses the implications of the project brief. **Learning outcomes are met.**	Demonstrates an excellent breadth and depth of knowledge and critical understanding of theory and practice for this level. Demonstrates an in-depth conceptual understanding of a range of specialised areas. 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.	Demonstrates complex technical skills which have contributed to ideas development. Demonstrates an excellent level of proficiency and innovative application of practical skills for this level. Approach is to a professional standard, with outstanding attention to detail.	Provides a sophisticated analysis and interpretation of a wide range of material with systematic, perceptive, and well-developed solutions. Employs complex critical evaluation and application of problem-solving approaches.	Provides excellent evidence of originality, initiative and creative flair as appropriate to the subject. Insightfully explores a broad range of concepts ideas, media, materials and processes, drawn from diverse contexts, for project development. Clear evidence of effective conceptual risk taking.	The presentation style and approach are correct for the type of assignment. The communication is convincing, evidencing a sophisticated understanding of specific context/ audience requirements.	Takes full responsibility for own personal and professional development, with excellent critical self-awareness, decision-making and independent initiative. 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.	Demonstrates independent research from a wide range of contemporary and relevant sources and excellent familiarity with the material and highly developed judgements. Employs accurate referencing in the correct style (as appropriate to the project).

Class II/i **(Very Good Quality)** **60-69%**	Relevant information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately. Work addresses most of the implications of the project brief well. **Learning outcomes are met.**	Demonstrates a thorough breadth and depth of knowledge and critical understanding of theory and practice for this level. Demonstrates a sophisticated conceptual understanding of a range of specialised areas. 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.	Demonstrates advanced technical skills which have contributed to ideas development. Demonstrates a very good level of proficiency and effective and capable application of practical skills for this level. Approach is highly developed and effective, with accurate attention to detail.	Provides a perceptive analysis and interpretation of a wide range of material with thoughtful and justified solutions. Employs thorough critical evaluation and application of problem-solving approaches.	Provides very good evidence of originality and creativity as appropriate to the subject. Thoroughly explores concepts, media, materials and processes for project development. Some evidence of conceptual risk taking which is mostly effective.	The presentation style and approach are correct for the type of assignment. The communication is clear and consistent, evidencing a well-developed understanding of specific context/ audience requirements.	Takes responsibility for own personal and professional development, with evidence of critical self-awareness and well-developed initiative. 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.	Demonstrates independent research from a wide range of relevant sources and very good familiarity with the material and effective judgements. Employs accurate referencing in the correct style (as appropriate to the project).
Class II/ii **(Good Quality)** **50-59%**	Key information, skills, theoretical, conceptual and/or studio-based elements are deployed accurately. Work addresses the requirements of the brief, although superficially in places. Minor irrelevant content. **Learning outcomes are met.**	Demonstrates a sound breadth and depth of knowledge and critical understanding of theory and practice for this level. Demonstrates a sound conceptual understanding of specialised areas. 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.	Demonstrates advanced technical skills which have facilitated ideas development. Demonstrates a good level of proficiency and informed application of practical skills for this level. Approach is well-developed and consistent, with accurate attention to detail.	Provides some considered analysis and interpretation of a range of material with clear and logical solutions. Employs consistent evaluation and application of problem-solving approaches.	Provides some evidence of originality and creativity as appropriate to the subject. Effectively explores concepts, media, materials and processes for project development. Some evidence of conceptual risk taking, but this may not always be effective or justified.	The presentation style and approach are correct for the type of assignment. The communication is clear and coherent, evidencing an understanding of specific context/audience requirements.	Takes responsibility for own personal and professional development, with evidence of self-awareness and initiative. 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.	Demonstrates research drawn from a range of relevant sources and good familiarity with the material and appropriate judgements. Mostly accurately referenced in the correct style (as appropriate to the project).

Classification	Knowledge/Understanding	Theory & Practice	Technical Skills	Analysis	Creativity	Communication	Personal Development	Research
Class III (Satisfactory Quality) 40-49%	Key information, skills, theoretical, conceptual and/or studio-based elements with some omissions. Work addresses some implications of the project brief, although only superficially in places, with some irrelevant content. **Learning outcomes are met.**	Demonstrates a sufficient breadth and depth of knowledge and critical understanding of theory and practice for this level. Demonstrates a conceptual understanding of some specialised areas. 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.	Demonstrates technical skills which are sufficient to communicate ideas. Demonstrates an independent command and application of techniques and processes as appropriate for this level. Approach is mostly accurate, although some lapses in attention to detail may be evident.	Analyses and implements a range of material with some valid conclusions. Employs some considered application of problem-solving approaches.	Provides some evidence of creativity as appropriate to the subject. Explores familiar concepts, media, materials, and processes for project development. Some limited evidence of conceptual risk taking, but this is not always effective or justified.	The presentation style and approach are largely correct for the type of assignment. The communication is largely clear and effective, evidencing some understanding of context/audience requirements.	Takes some responsibility for own personal and professional development, with some evidence of self-awareness and attempts at initiative. 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.	Demonstrates research drawn from mostly relevant sources and some familiarity with the material and some appropriate judgments. Some weaknesses in referencing technique evident (as appropriate to the project).
Borderline Fail 35-39%	Deficiencies or omissions in information, skills, theoretical, conceptual, and/or studio-based elements. Only some of the most obvious implications of the project brief are addressed at a superficial level. Irrelevant content. **One or more learning outcomes have not been met.**	Demonstrates a lack of knowledge and critical understanding of theory and practice for this level. Demonstrates insufficient conceptual understanding of specialised areas. Insufficient integration of theory, practice and information in relation to the objectives of the assessment, with inadequate analysis of important issues, themes, and principles.	Technical skills are inadequate to communicate ideas. Demonstrates limited independent command and application of techniques and processes as appropriate for this level. Approach is inconsistent with little attention to detail.	Provides limited analysis and implementation of material from set sources; conclusions lack clarity and justification. Employs limited appropriate application of problem-solving approaches.	Provides limited evidence of creativity as appropriate to the subject. Concepts, media, materials, and processes for project development are not explored sufficiently. Unable to take risks and experiment with ideas, media or materials.	For the type of assignment, the presentation style and/or approach is lacking. Communication lacks clarity, with limited understanding of context/audience requirements.	Limited responsibility for own personal and professional development, with little evidence of self-awareness and/or attempts at initiative. 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.	Demonstrates limited research and sources lack validity/relevance; lacks familiarity with the material with some inappropriate judgements made. Poor referencing technique employed.
Fail <34%	Mainly irrelevant and/or incorrect information, skills, theoretical, conceptual and studio-based elements provided. Relevance to the project brief is intermittent or lacking and approach is unchallenging. Irrelevant and superficial content. **One or more learning outcomes have not been met.**	Demonstrates inadequate knowledge and understanding of either theory or practice for this level. Demonstrates insufficient conceptual understanding of specialised areas. No integration of theory, practice and information in relation to the objectives of the assessment, with inadequate analysis of important issues, themes, and principles.	Technical skills are inadequate to communicate ideas. Demonstrates little to no technical proficiency, with limited independent application of techniques and processes as appropriate for this level, with evidence of errors. Attention to detail is lacking.	Provides little to no analysis, evaluation or interpretation, with inadequate sources drawn upon; conclusions are sparse and lack justification. Employs little to no application of problem-solving approaches.	Provides little to no evidence of creativity and lack of engagement with concepts media, materials, and processes. No evidence of risk taking or experimentation.	For the type of assignment, the presentation style and/or approach is lacking. Ineffective visual, oral and written communication, with no awareness of context/audience requirements.	Consistent lack of responsibility for own personal and professional development, with little to no evidence of self-awareness or attempts at initiative. Lack of evidence of reflection and planning. Ideas are not communicated effectively, verbally or in writing, using sustained or coherent arguments and appropriate language.	There is an absence of relevant research and little to no evidence of familiarity with the material. Poor referencing technique employed.