

UNIVERSITY OF KENT

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA (Hons) Visual Arts [top up]

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	East Kent College Group
3. School responsible for management of the programme	Centre for Music and Technology/East Kent College Group
4. Teaching Site	Canterbury College
5. Mode of Delivery	Full-time
6. Programme accredited by	
7. a) Final Award	BA (Hons)
7. b) Alternative Exit Awards	BA (Non-hons)
8. Programme	Visual Arts
9. UCAS Code (or other code)	C12 WP29
10. Credits/ECTS Value	120 (60 ECTS credits)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Art and Design (2016)
13. Date of creation/revision	Oct 2012/May 2014/revised FSO Feb 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

- provide a strong educational basis for a range of creative, technical and management careers related to art and graphic design
- provide specialised studies directly relevant to creative arts and the creative industries in which students intend to seek employment
- enable students to make an immediate contribution in employment or progress to further study, such as a postgraduate qualification
- provide a creative and supportive environment in which to develop skills and specialisms
- foster independent learning, analysis and enquiry

- provide flexibility, knowledge, skills, and motivation as a basis for future studies and in preparation for professional creative practice
- develop a range of skills, techniques and critical self-awareness essential for successful performance in professional working life and further study

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the QAA subject benchmarking statement for Art and Design (2017) (SB).

A. Knowledge and Understanding of:

1. Theories, principles and practices in the processes of observation, investigation, visualisation and creation (SB 4.4, 4.3, 6.5)
2. The critical and contextual dimensions of own specialism, such as cultural, economic, environmental, ethical, historical, societal, theoretical (SB 4.1, 4.4, 6.5)
3. One's relationship with audiences, clients, markets, users, consumers and other participants (SB 4.4, 6.5)
4. The significance of the works of other practitioners (SB 6.5)
5. Influences that have informed current social and creative attitudes (SB 6.5)
6. The promotion and dissemination of concepts and production pertaining to own professional creative practice (SB 6.5)

Skills and Other Attributes

B. Intellectual Skills:

1. Able to articulate and synthesise knowledge, understanding and skills in effective ways to support creative practice, research and self-fulfilment (SB 6.6)
2. Apply, consolidate and extend learning in different contextual frameworks and situations (SB 6.6, 6.9)
3. Apply resourcefulness and entrepreneurial skills to support own practice, including exhibitions or displays (SB 6.6)
4. Able to employ appropriate materials, media, techniques, methods, technologies and tools with skill and imagination, whilst observing good working practices (SB 6.6, 6.9)
5. Able to interpret and analyse works relating to other practice and practitioners and critically evaluate own work (SB 6.9)
6. Critically research and analyse texts, critiques and practices of other practitioners and present arguments and conclusions (SB 6.9)

C. Subject-specific Skills:

1. Generate ideas, concepts and proposals independently in response to briefs and as self-initiated work (SB 6.8)
2. Effectively develop ideas from conception to outcome (e.g. image, artefact, product) (SB 6.8)
3. Produce and present a body of work that meets particular needs, e.g. client brief, commission, innovation, self-development, and which displays integrity and understanding of the intentions (SB 6.8)
4. Research methodology and creative techniques, able to formulate reasoned opinion of potential benefits and strategies (SB 6.8)

5. Determine the potential of own specialism in relation to current and emerging practice in art and design (SB 6.8)

D. Transferable Skills:

1. Improving own learning and performance - ability to manage own roles and responsibilities, to manage self in achieving objectives, to transfer skills gained to new and changing situations and contexts (SB 6.10)
2. Working with others - ability to relate to and interact effectively with individuals and groups, to work effectively as a team member, to develop negotiating skills (SB 6.10)
3. Communication - ability to receive and respond to a variety of information, accurately present information in a variety of forms, to participate in oral and non-verbal communication (SB 6.10)
4. Problem solving - ability to explore information sources, to deal with routine and non-routine tasks, to plan, implement and review problem solving (SB 6.10)
5. Applying design and creativity - ability to apply a range of skills and techniques to develop a variety of ideas in creation of new/modified products, to use a range of thought processes (SB 6.10)

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Teaching and learning:

Lectures, tutorials and practical application. Guidance for further reading and individual research. There will be practical demonstrations and extended project-based enquiries. Students will be required to reflect on and evaluate ideas, thus combining both the conceptual and practical.

Directed and non-directed analysis of various art forms and techniques in seminars and private study.

The ability to reflect on and apply concepts in practice/analysis will be developed throughout. Students will be required to demonstrate accurate principles of analysis, research and enquiry to devise and sustain arguments and solve problems using accepted techniques and ideas.

Students will be supported in utilising a range of equipment and processes. They will be expected to present their work in a variety of formats and to identify external situations for employing specialist practice.

Assessment Methods:

A combination of written, oral, practical and observational assessments, including individual and group work, group critiques, presentations, exhibitions. Self-generated projects.

Progress will be monitored and tracked through regular tutorials.

For more information on the skills developed by individual modules see the module mapping table, located at the end of this specification.
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17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This is a Stage 3 top up programme and is studied over one year full-time.

The programme comprises modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students on this Stage 3 programme who do not achieve all the modules but who achieve at least 60 credits at level 6 or above and meet Credit Framework requirements will be eligible for the award of a BA non-honours degree.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html#exit-awards>.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
DSGN6010	HZ550	Presentation/Exhibition Practice	6	30	2
DSGN6011	HZ551	Research Project	6	30	1 & 2
DSGN6007	HZ547	Developing Graphic Practice	6	30	1
DSGN6009	HZ549	Consolidating Graphic Practice	6	30	2

18 Work-Based Learning

N/A

19 Support for Students and their Learning

- Induction programme
- Programme/module handbooks

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- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentssupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>

College-specific:

- HE Learning Resources Centre, Drop in Support Centre (DISC)
- Student Information Centre for welfare matters
- Pastoral and academic tutorial support :advice on academic difficulties, progression routes and individual progress
- Student Union

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

Applicants must have a relevant HND or equivalent to the value of 240 credits

International applicants are required to have reached an average 6.5 in IELTS, minimum of 6.0 in reading and writing, 5.5 in listening and speaking or equivalent outcome in other English tests approved by the UK Border Agency.

20.2 What does this programme have to offer?

- An excellent standard of arts-based education that will enable the learner to progress in employment or continue in their studies
- Guest speakers as appropriate, providing current relevant knowledge and insight into the arts and graphics sector
- Widening participation to allow learners who have previously been forced to study away from home to study locally and continue in their employment
- Provides the learner with knowledge of the client/contractor process to support freelance employment
- to enable students to make an immediate contribution in employment or progress to further study, such as a postgraduate qualification

20.3 Personal Profile

The learner:

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- will be seeking to develop a career in graphic design or an associated discipline
- Should possess good oral and written communication skills
- Should have the ability to work alone and with others
- Will have a willingness to build knowledge and skills across all aspects of art and design
- Should have the commitment to develop the skills required to analyse problems
- Should be passionate about design
- Wants to develop a professional portfolio

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

College-specific:

- Triennial Review
- Higher Education Reports

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

College-specific:

- Canterbury College Quality Committee

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

21.4 Staff Development priorities include:

- PGCHE requirements

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- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review
- QAA Higher Education Review
- Annual External Examiner reports
- Annual programme and module monitoring reports

College-specific:

- Canterbury College Annual Programme Course Reviews and grading

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement for Art and Design (2016)
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)

College-specific:

- Canterbury College Plan and Learning and Teaching Strategy
- EDEXEL (now Pearson) Higher Nationals Guidance

23 Inclusive Programme Design

The College recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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Module Mapping:

	Developing Graphic Practice	Consolidating Graphic Practice	Presentation/ Exhibition Practice	Research Project
Programme Learning outcomes				
Knowledge and Understanding:				
A1	✓	✓		✓
A2	✓		✓	✓
A3	✓	✓	✓	
A4	✓	✓		✓
A5		✓		✓
A6		✓	✓	
Intellectual Skills:				
B1	✓			✓
B2	✓		✓	✓
B3	✓		✓	
B4	✓	✓		
B5	✓	✓		✓
B6	✓	✓		✓
Subject-specific Skills:				
C1	✓	✓		
C2		✓	✓	
C3	✓	✓	✓	
C4	✓			✓
C5		✓		
Transferable Skills:				
D1	✓	✓	✓	✓
D2	✓	✓	✓	
D3	✓	✓	✓	✓
D4			✓	✓
D5	✓	✓	✓	

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Specific Grading Criteria for the BA Visual Arts Top Up

Honours Class		Report/Log	Reflective Study
I 70-100	100 95 85	Sophisticated report professionally detailing the dissemination process; making extensive use of research; evidencing imaginative and perceptive understanding of the professional skills and considerations necessary to disseminate specialist practice.	Extremely well-researched with the context clearly understood in all its complexities. Sophisticated and critically evaluative with excellent presentation.
	78 75 72	Good quality report articulating the dissemination process in detail; making appropriate use of research; evidencing a comprehensive understanding of the necessary professional skills and considerations.	Extensive use of original ideas from wide-ranging research, evaluative and fluent. High level of perception as to theory and practice.
II(i) 60-69	68 65 62	Coherent report on the dissemination process; some detail, evidencing good/adequate use of research and understanding of the necessary professional skills and considerations.	Very good, coherent descriptions with clear context and minor errors. Points clearly made with good background research and sound analysis. Occasional original thought.
II(ii) 50-59	58 55 52	Generally competent report with reasonable use of research, showing some understanding of the necessary professional skills and considerations.	Competent and straightforward work although may lack some depth. Some good background research that may not be fully analysed although meaning still discernible. Academically referenced throughout, with bibliography.
III 40-49	48 45 42	Generally limited report, evidencing generally poor use of research and often limited engagement with the requirements necessary for dissemination of specialist practice.	Errors of description and/or short of technical content. Broad understanding possible with a few stilted passages. Performed majority of the research necessary. Showed some understanding of academic referencing and of compiling a bibliography.
Fail 0 - 39	38 35 32 25	Very limited report evidencing minimal understanding of the dissemination process and the supporting research.	Understanding possible only with some difficulty. Very basic research and poorly laid out. No academic referencing
	20	Extremely weak report showing almost non-existent research and/or understanding	Very limited research and poorly expressed.
	10 0	Report entirely inappropriate or non-existent	No/almost no evidence of research and very poor quantity

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Honours Class		Practical Work	Critique/Presentation
I 70-100	100 95 85	Dynamic experimentation that juxtaposes concepts alongside own studio specialism whilst employing a wide variety of materials and/or processes in a highly skilled response. A highly creative body of work that evidences conceptual and practical understanding of the practice. Innovative and imaginative strategies have been developed. The body of work evidences an ability to produce work of the highest quality that clearly articulates its intentions	Flawless analytical debate on own position that is fully evaluative as to the relationship between concepts and specialism. Academically extends critical discussion to improve/further practice. Dynamic and sophisticated presentation, which articulates the work in a fully coherent way, engages the audience fully and demonstrates an ability to employ a range of appropriate resources imaginatively. A critically evaluative approach to both the creative industry and the work. Perceptive awareness of concepts and clear understanding of their wider significance
	78 75 72	Excellent creative experimentation employing own specialism/s. Excellent use of a variety of media that skilfully align with concepts. Appropriate and innovative use of a variety of media and ideas that skilfully align with an understanding of the brief. Considerable attention is given to engaging specific audiences/clients.	Excellent analysis of own position, and is keen to enhance own practice through effective debate. The presentation is dynamic, sophisticated and fluently articulates intentions of the work. The audience is engaged and a range of resources used. Response to audience highly considered, and open to debate. Evidence of integrity, practical reflection and research.
II(i) 60-69	68 65 62	Evidence of practical experimentation and technical ability that show creative imagination. The body of work demonstrates practical ability and creative aptitude. There is a clear understanding of the relationship between the brief and the work, which is based on experimentation and reflection.	Very good reflective response to own position and encourages debate with others to progress own practice, offering a coherent description of the work with good background research and sound analysis. Several strategies are employed to engage the audience and communicate own position.
II(ii) 50-59	58 55 52	Competent body of work that shows experimentation using creative processes though there may be a tenuous connection to concepts/brief. The body of work is competent and shows some creative aptitude in response to the brief; however the content sometimes bears little relation to the stated intentions	Good analysis of own concepts and use of materials. Prepared to engage in debate on a majority of comments. Competent although generally straightforward and lacking depth or imagination. There is some attempt to engage the audience. Research and analysis are basic and preparation is satisfactory.
III 40-49	48 45 42	Work shows some integrity but lacks appropriate experimentation. Some consideration as to developing own specialism evident although little collaboration with intended concepts/brief. The body of work shows little integrity and lacks appropriate breadth. Body of work evidences an inadequate level of reflection or development.	Generally effective debate although may be reluctant to analyse own position fully with others. The presentation of own position is rather basic and lacks imagination or analysis. Resources used are generally inappropriate or of poor quality and there is little attempt to engage the audience. Some lack of preparation is evident.

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Fail 0 - 39	38 35 32 25	Weak portfolio of work that lacks experimentation, conceptual strategy or technical ability. Body of work bears little relationship to the requirements of the brief; is practically and conceptually inadequate and not developed	Weak analysis and description of own practical work and unable to understand constructive criticism in debate. The presentation is difficult to understand. Lack of preparation and no attempt to engage the audience
	20	Poorly articulated practical skills/experimentation in media with little relationship to concepts. An extremely weak body of work with no relationship to the requirements of the brief	Limited/almost no understanding of critique in relation to own work. Limited/entirely inappropriate presentation and lack of research
	10 0	Almost no evidence of engagement. Minimal or non-existent body of work	Minimal or non-existent evidence of engagement

Honours Class		Research	Evaluation
I 70-100	100 95 85	The area is extremely well researched; the context has clearly been investigated in all its complexities. Engagement with the research has been sustained, imaginative, critical, focused and analysed rigorously. Significant supporting research into a wider context of associated methodologies. Format is appropriate and sophisticated. Excellent referencing and bibliography.	Extremely professional, original and coherent study offering an effective and sophisticated strategy to implement evaluative techniques. Shows a highly developed ability to analyse information and formulate independent judgements. Presented to a highly professional standard.
	78 75 72	Aspects of the selected area are well researched in depth. Information has been retrieved from a variety of sources and is coherent and collated imaginatively. Clear evidence of analytic engagement with the selected area of practice and supporting research into the wider context of associated methodologies. Format shows an aptitude for academic rigour when researching to support practice. Excellent referencing and bibliography.	Submission is sophisticated, original and fluently articulates the evaluative strategies. Demonstrates an ability to analyse information and formulate independent judgements. Well structured and articulate. It is presented to a high standard.
II(i) 60-69	68 65 62	The selected area has been researched in some depth. Selected information has been retrieved from a number of sources, and collated in a coherent and generally imaginative manner. Some evidence of critical analysis of research to place this within the wider context of associated methodologies. Generally excellent referencing and bibliography.	A very good coherent piece that applies evaluative strategies showing some imagination and structured analysis. Evidences the analysis of information and formulates judgements. There are some minor mistakes but the submission is of good quality.

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II(ii) 50-59	58	Research is generally effective and demonstrates an ability to identify and retrieve information from a range of sources. Critical analysis of this information and some engagement with the wider context is evident. Very good referencing and bibliography.	The evaluative strategies are competent although generally lacks depth or imagination. Not fully analytical but there is a clear and sustained attempt to establish a sound evaluative framework. The submission is generally good.
	55		
	52		
III 40-49	48	The research is rather basic, often poorly collated and demonstrates a limited, unimaginative, engagement with the task. Appropriate referencing and bibliography.	Rather basic, it lacks imagination and the attempt to establish a sound evaluative framework is pedestrian. The ability to analyse information is clearly limited.
	45		
	42		
Fail 0 - 39	38	The research is not generally appropriate or demonstrates an inability to identify pertinent resources. Referencing and bibliography not always sufficient.	Difficult to understand, inappropriate or of poor quality and very little attempt to engage in analysis of the outcomes
	35		
	32		
	25		
	20	Extremely limited/entirely inappropriate research has been conducted. Poor referencing and bibliography.	Limited/entirely inappropriate evaluation.
	10	Minimal/non-existent research. Referencing and bibliography very poor or non-existent.	Minimal or non-existent.
	0		

Honours Class		Professional Portfolio	Client Proposal/Brief
I 70-100	100	Innovative, professional portfolio; imaginatively and analytically considering possible strategies to skilfully align portfolio with the requirements of the individual specialism and associated audiences. High quality images/information to suit specialism	Excellent written proposal evidencing a thorough and imaginative consideration of the entrepreneurial and practical skills required or a highly skilled response to a given client brief that interprets the contexts and requirements, and supplements this with a highly detailed action plan. Original, well-structured, analytical and fluent written proposal/response displaying an ability to complete high quality written work within deadlines.
	95		
	85		
	78	Professional portfolio; showing imaginative and reflective consideration of possible formats that meet the requirements of the individual specialism and associated audiences.	Imaginative and good quality written proposal with minimal errors. A fluent proposal demonstrating an ability to complete good quality, analytical and carefully structured written work within deadlines
	75		
	72		
II(i) 60-69	68	Good quality portfolio; using a format appropriate to the individual specialism and associated audiences. Own work is presented professionally in suitable format/s.	A well-presented brief or response to client brief showing some imagination, analysis and fluency, with some minor errors. Clear understanding of deadlines and actions necessary to complete project to a good standard.
	65		
	62		

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II(ii) 50-59	58	Competent portfolio; generally in a format appropriate to the individual specialism and associated audiences. Images are well presented with appropriate information.	Clear effort to produce a sound brief or response to a given client brief but rather straightforward and generally lacking depth, imagination or analysis.
	55		
	52		
III 40-49	48	Basic portfolio; evidencing limited consideration of requirements of specialism and associated audiences.	Rather basic, poorly laid out submission that is either a simulated proposal or a response to a given client brief. Demonstrates a limited, unimaginative, engagement with the task.
	45		
	42		
Fail 0 - 39	38	Weak portfolio; evidencing minimal consideration of specialism or associated audiences.	Proposal or response to a selected client brief not entirely appropriate or difficult to discern and demonstrates an inability to complete work of an appropriate standard within deadlines.
	35		
	32		
	25		
	20	Extremely weak portfolio; showing almost no consideration of requirements.	Limited/entirely inappropriate written response to the commission.
	10	Portfolio entirely inappropriate or non-existent.	Minimal/non-existent response to the commission.
	0		

Research Project

Honours Class		Define research area and devise a realistic and sustainable research project	Effectively research chosen subject, to use appropriate methodologies and sources	Critically analyse and evaluate material gathered, to develop arguments within a theoretical context	Engagement with contemporary practice in specialist area and its context	Use of academic conventions	Effectively communicate concepts and arguments
I 70-100	100 95 85	A clearly defined, innovative, relevant and manageable research area.	Effective evaluation and creative employment of methodologies and available resources, draws on wide-ranging independent, innovative and relevant research	Highly sophisticated work showing ability to accurately and innovatively analyse complex material, draws sound and highly creative conclusions	An in-depth critical understanding of the chosen field and its broader context. An ability to identify pertinent issues within that field	Academic conventions are used consistently and effectively throughout	Professional carefully structured presentation throughout, with visual materials used effectively and innovatively.

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	78 75 72	A defined, manageable and relevant research area	Utilises a range of appropriate methodologies and evidences substantial independent research and evaluation of sources.	Good quality, evidencing ability to approach complex material analytically and perceptively, and to draw viable conclusions	Shows considerable understanding of key discourses within specialist discourse and some reference to the wider context	Academic conventions are used consistently and effectively throughout	A high standard of visual and textual presentation maintained throughout, well-structured with evident consideration of audiences
II(i) 60-69	68 65 62	A defined, relevant and generally manageable research area	Utilises appropriate methodologies and evidences independent research	A coherent project. Ability to synthesise material, to analyse some aspects of that material and draw appropriate conclusions	Evidences a good understanding of its specialist discourse.	Ability to use academic conventions	Structured, well-written and presented, supported by good quality visual materials. Some minor errors.
II(ii) 50-59	58 55 52	Selection of a broad, but relevant, area	Some use of appropriate methodologies. Evidence of some independent research	A competent project. Shows an adequate ability to synthesise material gathered and draw conclusions	Evidence of some understanding of the specialist discourse.	Ability to use academic conventions	Generally well-presented, well-written with some mistakes and uses visual materials appropriately.
III 40-49	48 45 42	Only basic evidence of ability to identify an appropriate research area	Little evidence of ability to identify or utilise appropriate resources or methodologies effectively	Limited project showing little evidence of sustained engagement. Weak ability to draw viable conclusions	The project evidences pedestrian engagement with the specialist area.	Only basic use of academic conventions.	Some evidence of an attempt to present material in a considered structured manner, and to use visual material
Fail 0 - 39	38 35 32 25	Very weak or inappropriate engagement with the task	Evidences minimal research and a lack of engagement with resources or methodologies. May be severely over- or under-length	Showing very weak engagement with the task	Very limited engagement with the specialist field.	Poor or generally inappropriate use of academic conventions	Poorly presented. Extremely weak or inappropriate showing minimal understanding of requirements

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	20	Minimal or inappropriate engagement with the task	Minimal/no research or engagement with available resources or methodologies.	Extremely weak or inappropriate, showing almost non-existent engagement with the task	Minimal engagement with, or identification of, the specialist field.	Non-existent or entirely inappropriate use of academic conventions	Inappropriate and showing minimal or non-existent understanding of requirements
	10 0						