FACULTY OF HUMANITIES
SCHOOL OF MUSIC AND FINE ART

ASSESSMENT GUIDELINES

2014-2015
During your degree a full range of assessment methods will be used to test your understanding of the subject matter. This ensures that your learning is tested by the most appropriate means, and that there is no undue emphasis placed on any one mode of assessment. Furthermore; assessment exercises, together with the written feedback given on the exercises, are considered to be an important aspect of learning.

Assessment has two main purposes:

1. To offer you an opportunity to demonstrate the **level to which you have achieved the learning outcomes** of the course/module;

2. To further enhance your learning – the process of undertaking assessment (of whatever kind) is a learning process; you read, you research, you develop projects etc.

The module handbook will specify how each module is assessed in general terms. It may also include details of specific assessment exercises. If it does not contain the specific details (e.g. project brief/essay title) then you can expect to receive this in good time from the module convener. Each assignment ‘brief’ will detail the task, parameters, deadline and assessment criteria.

Remember assessment is also part of learning; thus a project, for example, is simultaneously both a method of teaching and a method of assessment. This is the nature of such continuous assessment.

On the following pages you will find a set of marking criteria and grade descriptors for different types of activity and assessment. These help us mark them, and should help you prepare them.

We use a wide range of assessment methods, and it would take many pages to write detailed lists for each type of exercise, instead we have provided criteria for the main / archetypal activities – all assessment exercises can be marked using one or several (in combination) of these.

These are:

1. Essays and Formal Seminar Presentations (assessing knowledge, argument and communication).
2. Practical and Creative Work (outcome or product)
3. Contribution and process in practical projects.
4. Contribution to seminars and other discussions.

You will note however that we use a range of assessments, not always fitting neatly into these. Some projects use two or more of these sets of criteria, sometimes these will be
marked separately in a project, but more often they overlap too much, and one mark will be
given, derived from a combination of the areas above. Your module handbook and convener
will let you know which criteria are being used for each project.

Reading and understanding these criteria will give you a clear sense of what is being looked
for, and therefore, if used well, should help you to achieve the highest possible marks. Since
these criteria are common to all our modules (to ensure that we all use the same standards)
some of the phrasing is naturally a little general. However, if you use these in conjunction
with a module’s learning outcomes these will become much more specific. The module
learning outcomes influence the way the criteria are applied.

Your work will always be assessed according to its academic level, its relevance to the
module’s learning outcomes, its demonstration of appropriate knowledge, understanding
and skills, and the manner of its presentation.

All major Units of Assessment will be double marked and/or moderated as required by
University of Kent conventions to ensure the accuracy and fairness of the marking
process.

**IMPORTANT NOTE:** Familiarise yourself with the University’s definition of plagiarism. We
will ALWAYS take action when plagiarism is suspected, and where proved this may result
in a zero being awarded for the piece of work in question. In the worst cases, or where a
student is found to have committed plagiarism on several occasions, the punishment may
be more severe and potentially result in the requirement to withdraw from the University.

**SUBMITTING YOUR WORK**

As assessment methods vary depending on the nature of the assignment, so too does the
procedure for submitting your work. It is important to be aware of how a particular piece of
work should be submitted to ensure that it is marked correctly. Indeed, failure to submit
your work in the correct manner, can risk your work not being accepted for marking and can
therefore mean you are awarded a mark of zero.

School submission procedure (per assignment type) is as follows:

**A) Written Essays and Reports**

Written essays and reports need to be submitted electronically via upload to the Turnitin
link on the Moodle page of the module for which you are being assessed. These are usually
found on the left hand side or at the top of the Moodle page. Turnitin runs a similarity
check between uploaded assignments and other existing written sources, which helps us to
identify work that may have been plagiarised or poorly referenced. When you upload your
essay an automatic on-line receipt will be issued to you to confirm that the upload has been
successful. Written work submitted via email will **not** be accepted.
Before you submit an essay for assessment, please ensure that the pages are numbered and that you have included your name, student number, programme of study and module code in the page header. You are also required to include a completed cover sheet with your electronic submission; these are available on Moodle. You should also check the word count of your work, which unless stated otherwise, can fall within a boundary of 10% above or below the word count stated in the module brief.

B) Non-written work
For assignments requiring you to submit music, audio or film files, for example, there are two main submission methods:

1. Files less than 64mb in size should be uploaded to the module moodle page via the multi-file upload link.
2. Files greater than 64mb in size should be uploaded to the School server, as per instructions below.

You will be advised by your module convenor and in your module guide as to which of these methods you are required to use to submit your work.

Instructions for submitting work to the School Server:
1. Log on to a School iMac with your Kent username and password
2. Go to 'Connect to server' and type in the server address: **SMFA-Server.local**
3. When prompted, enter the username ‘student’ and password ‘student’
4. Go to the relevant folder for your module
5. Drag and drop work into relevant folder.

Please ensure that file names include your name (last name, then first name), the module code and the assignment title.

Please note: some electronic file and project work based assessments require you to write a written commentary or evaluation about the work you have carried out. Such written work should be submitted along with the other components of the assignment. For example, in the case of electronic music files, the commentary should also be uploaded to the School server.

C) Hard Copy Submissions
In cases where you are asked to submit a hard copy of your assignment, such as a journal for example, your hard copy needs to be submitted to the School reception in the Old Surgery by midday on the day of the deadline, where you will need to fill out a cover sheet with details of the work. This will then be stamped with the date and you will be given a dated receipt as confirmation of the submission. Where the work is a written document with multiple pages, please ensure that pages are securely fastened or bound together (for example, with staples, as opposed to paperclips). Electronic Files can be handed in on a CD, DVD or USB drive.
Please note: the submission of a hard copy is not an alternative to uploading your work to Moodle or to the server. You will be penalised for not uploading your work for assignments that require it, as outlined above.

D) Practical and In-Class assessments: Events, Presentations and Exhibitions
The submission details for practical work and in-class assessments are available with the module brief in your module handbook. Your module convenor will also advise you as to how to submit your work. For example, some artwork will be assessed directly in the studio setting. Please ensure that all your work is presented at the time and place specified; he examiner(s) will be present at that time and will take what they see to be the submission. The submission may be videoed and/or photographed for archival and/or further assessment purposes.

In the case of a verbal presentation illustrated with slides or videos, a copy of the displayed material must be submitted for archival. The module convenor will inform you how this submission will occur.

E) MyFolio Submissions
If one of your modules is using MyFolio for assessment, you will have been added to a ‘course group’ for the module, and an extra option will appear under each of your Pages and Collections. When you are ready to submit your Page or Collection for assessment:

1. Select the relevant ‘course group’ from the drop down list where it says “Submit this Page (or Collection) to...for assessment” (it may already be selected).
2. Click the ‘Submit’ button.

Your Page or Collection will now be locked and you won’t be able to edit it until the teacher releases it back to you.

Please ensure you follow the above instructions so that all work is ‘locked’ for marking by the specified assignment deadline.

F) Dissertations
As with other written assignments, students are required to submit Dissertations to Moodle via Turnitin and to observe a word count of 10% above or below that stated in the Module Handbook.

A hard copy submission is also required; undergraduate students will need to submit one copy of their dissertation and MA students need to submit two copies.

Dissertation Guidelines for both Undergraduate and MA students:
- Dissertations must be word-processed and printed on one side of good quality A4 paper
- Margins must be no less than 15mm, except for on the bound edge, where the margin must be at least 40mm
• All main text, including displayed material, needs to be 10pt or larger, with no characters such as those used for subscripts and superscripts smaller than 7pt.
• Hard copy dissertations need to be securely bound, in a soft-backed folder. You can get your dissertation bound at the Student Union in the Pilkington Building.
• If your bound dissertation has an opaque front cover, this should show your name, the title of your dissertation, the degree for which you are submitting the dissertation and the year of submission. The first page of all dissertations, regardless of whether they have an opaque cover or not, are required to include the same information, plus the final word count.
• The word count will include everything in the body of the text, such as quotations, citations, footnotes and headings. It does not include bibliography, references, appendices or other supplementary material, which does not form an essential part of the text.

Please note that all work should be submitted by 12 noon on the day of your assignment deadline, except in the case of in-studio submissions or in-class assessments when alternative times may be specified. The deadlines for submitting written coursework will be published in your Module Handbooks, and these deadlines are non-negotiable. If you miss a deadline your work will not be accepted and you will automatically be awarded a mark of zero.
The University of Kent uses a 22-point categorical marking scale for the marks awarded in the majority of the assessments you will undertake while studying your degree. This means that your work will receive one of the below 22 possible marks out of 100 when it is marked. Use of the categorical scale is intended to (i) encourage markers to make firm decisions about assessed work in relation to class band grade criteria (i.e. such work may no longer be regarded as borderline); and (ii) encourage markers to use the full range of the marking scale, particularly in the first class band. It is possible some of your work will not be marked using this scale, this is most common in exams and tests where there are either a large number of questions or the answers are discreet and not subjective. Assessments like this are uncommon in the School of Music and Fine Art, but you may still encounter them.

For more information about the University’s marking policy please refer to: [www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html)

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<th>HONOURS CLASSIFICATION</th>
<th>NUMERICAL SCALE</th>
<th>FOR PROGRAMMES CLASSIFIED UNDER P/M/D</th>
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<td>First Class</td>
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<td>Upper Second Class</td>
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Whilst learning outcomes vary greatly across different modules and programmes, the completion of any stage of study at the University of Kent, and the awarding of the qualification that corresponds to it, depends on whether or not you have demonstrated the key competences required at that particular level. Please see the table below for general descriptors of the abilities and knowledge that student need to acquire at each level across the University.

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<tr>
<th>Level</th>
<th>Qualifications at the level indicated are awarded to students who have demonstrated:</th>
<th>Typically, holders of a qualification indicated will be able to:</th>
<th>And will have:</th>
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| C     | i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;  
    ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. | a) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;  
    b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;  
    c) undertake further training and develop new skills within a structured and managed environment; | d) the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. |
| I     | i) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;  
    ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;  
    iii) knowledge of the main methods of enquiry in their area(s) of study. | a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;  
    b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;  
    c) undertake further training, develop existing skills, and acquire new competences | d) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. |
subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;

iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

| H | i) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;  
   ii) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;  
   iii) conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;  
   iv) an appreciation of the uncertainty, ambiguity and limits of knowledge;  
   v) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline). | that will enable them to assume significant responsibility within organisations;  

a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;  

b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;  

c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;  

d) the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature. |
|   | M | i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;  
   |   | ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;  
   |   | iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;  
   |   | iv) conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline; and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses  
---|---|---  
|   | D (PhD) | i) the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;  
   |   | ii) a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline  
|   |   | a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;  
   |   | b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;  
   |   | c) continue to advance their knowledge and understanding, and to develop new skills to a high level;  
   |   | b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;  
   |   | c) continue to advance their knowledge and understanding, and to develop new skills to a high level;  
|   |   | d) the qualities and transferable skills necessary for employment requiring:  
   |   | the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development.
or area of professional practice; iii) the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems; iv) a detailed understanding of applicable techniques for research and advanced academic enquiry.

and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;

initiative in complex and unpredictable situations, in professional or equivalent environments.

ASSESSMENT CRITERIA FOR WRITTEN WORK AND FORMAL SEMINAR PRESENTATIONS

Coursework is assessed in various forms of writing, ranging from traditional academic essays and dissertations to portfolios comprising a variety of components from reviews to reports. Formal presentations of research and academic arguments may also be part of the assessment. Whether written or oral, most of the criteria for this presentation of research and synthesis remain the same, only the means of communication varies. The actual assessment methods employed by individual modules reflect their aims and objectives as stated in the module specification. For all written work and formal presentations, the application of intellectual discipline and thorough research, reflecting individual study beyond the set hours of lectures and seminars, along with appropriate communication of securely founded ideas and coherently structured arguments in a well-presented form are the basis of assessment. Students’ work will be assessed with regard to the following qualities, which are inflected accordingly for formal oral presentations:

- The ability to communicate (in writing or in live presentation) lucidly and with focused relevance, avoiding vague and unsupported generalities.
- The ability to go beyond description to analysis, identifying issues with precision.
- The ability to present, sustain and conclude a complex argument based on a secure grasp of source data and to draw reasoned and logical conclusions.
- The ability to identify and productively work with appropriate illustrative and supportive material through research.
- The ability to discriminate between primary and secondary sources, to assess the reliability of source material, and to synthesise information while avoiding overdependence.
- The ability to adhere to academic conventions for formatting written work, including standards of punctuation, spelling, and referencing.
The level of expected achievement is assessed with respect to the student’s stage of study according to the following skills and criteria:

A) Knowledge and understanding of relevant practitioners, works, social, historical and cultural contexts, the impacts of theory upon practice, as well as theoretical perspectives and critical methodology

Students are expected to demonstrate:

at C-Level:
- their knowledge of fundamental concepts, works, and facts as appropriate to the module outcomes
- the ability to make sound judgements and interpretations applying basic critical theories and analytic concepts;
- the acquisition, development, and application of new skills and perspectives.

at I-Level:
- their knowledge and overview of well-established concepts, works, and key contexts relative to the module outcomes, and the way in which these have historically developed;
- an awareness of the main critical methods and methodological discourses in the subject area;
- the ability to apply underlying critical concepts and principles effectively, including outside the context in which they were initially introduced and studied.

at H-Level:
- their systematic understanding of key concepts, works, practitioners, and contexts;
- a conceptual understanding that enables the students to review, consolidate, extend, and apply their knowledge and understanding;
- the ability to describe, synthesize, and comment upon aspects of current academic research, and theoretical problems of the subject area, and/or practical issues, tendencies, and developments as appropriate to the nature of the assignment.

at M-Level:
- their systematic understanding and critical awareness of concepts, works, practitioners, and contexts.
- a conceptual understanding that allows students to deal with complex issues autonomously.
- the ability to develop critiques around current academic research and theoretical problems of the discipline and to propose new ideas from this analysis.
B) Research: undertaking, management, independence of thought, cataloguing and representing own practice

Students will be tested to demonstrate their ability:

at C-Level:
• to evaluate the appropriateness of different material with regards to a given topic/area/essay title;
• to interpret the material within this given context;
• to critically approach research material and published arguments.

at I-Level:
• to demonstrate a wider range of approaches to initiate research, to trace material, and to conduct a critical analysis;
• to show the ability to use effectively diverse research resources;
• to critically evaluate the appropriateness of a diverse range of information and arguments;
• to assume responsibility for framing their own arguments.

at H-Level:
• to initiate and direct their own independent learning, and to trace resources beyond the remit of the material used in the course, and indicated in the module bibliography;
• to acquire detailed knowledge from scholarly publications and primary knowledge, at least some of which is informed by the forefront of the subject area regarding the defined aspect of the task;
• to accurately and productively deploy techniques of analysis and enquiry;
• to critically evaluate arguments, underlying assumptions, concepts, contexts, and data.

at M-Level:
• to direct their own learning and work with greater independence to find source material relevant to their own research or advanced scholarship.
• to acquire detailed knowledge from scholarly publications and primary sources, much of which is informed by the forefront of the subject area, discipline or professional practice relevant to the work undertaken.
• to use established techniques of analysis and enquiry to create and interpret knowledge in the discipline.
• to critically evaluate current research, advanced scholarship and methodologies, and to propose new ideas where relevant.
• to work with self-direction and originality in the tackling of problems and to work autonomously in planning and implementing of tasks.
C) Structure of argument: synthesising, presenting and sustaining; clarity; conclusion

Students are expected:

at C-Level:
• to develop and frame a structured and coherent line of argument;
• to communicate the result of study and research adhering to basic academic/professional standards and registers.

at I-Level:
• to propose solutions to given problems on the basis of their own analytical enquiry;
• to understand the limits of their own knowledge, and how this influences analysis and interpretation based on this limited knowledge.

at H-Level:
• to devise and sustain arguments that are using and applying ideas and techniques informed by the forefront of the discipline;
• to demonstrate the ability to frame appropriate questions to achieve a solution, and sustain an advanced level of argument to arrive at conclusions that achieve a solution, or identify a range of potential solutions to critical and/or practical problems of the discipline/profession.

at M-Level:
• to devise and sustain arguments through the creative, original use and application of ideas and techniques informed by the forefront of the discipline;
• to communicate new approaches and conclusions clearly to both specialist and non-specialist audiences.
• to evaluate methodologies and develop critiques of them and, where appropriate to propose new hypotheses.

D) Form and Presentation: topic according to the assessment title, word count / length, style sheet, spelling, grammar, referencing, use of visual support

Students are expected:

C-Level:
• to work accurately and reliably;
• to be able to present text according to academic conventions.

I-Level:
• to communicate effectively in a wider range of appropriate forms;
• to develop an awareness of a wider register of discourses, both specialist and non-specialist.
H-Level:
• to communicate information, ideas, problems, arguments, and solutions in an advanced range of appropriate textual registers, informed by the forefront of the discipline’s academic knowledge, as well as required in a professional situation.

M-Level:
• to communicate information, ideas, problems, arguments, and solutions in an advanced range of appropriate textual registers, informed by the forefront of the discipline’s academic knowledge, as well as required in a professional situation.

Grade Descriptors

95-100%: Work marked high in this category will demonstrate outstanding qualities in all aspects and will evidence the skills to the highest level. It will show the excellence of written work that may be considered for publication and/or used in the professional context.

78-85% Marks awarded in this category will be awarded for work that is excellent in all aspects, and outstanding in some (lower range), or many (upper range). The work is of exceptional quality and will put forward complex and imaginative ideas in a clear and perceptive argument, deploying a wide range of resources and supporting material with rigour, responsiveness and confidence. The argument is perceptively constructed with precision, displaying critical awareness, and advancing and/or challenging knowledge and understanding, and it is faultlessly presented and communicated.

72-75%: Marks in this category will be awarded for work that is very good in all aspects, and excellent in many. The work will demonstrate deep knowledge, a secure grasp of complex material, and is intelligently and inventively framed in a coherent, sophisticated argument. It is effectively constructed and eloquently presented. It explores a range of appropriate material beyond that offered on the module, showing an awareness of problems and questions. The presentation is largely faultless.

65-68%: Works marked higher in this category will demonstrate very good qualities in all aspects, and excellence in some respects. The work will be fully informed, focused along a carefully planned line of argument that demonstrates originality as well as a competent and complex understanding, and displays some independence of analytical thought. It will engage with a comprehensive range of sources, which are effectively synthesized and utilised to put forward conclusions. It communicates clearly, and is presented with care.

62%: Marks in this category will demonstrate very good qualities in most aspects, and good qualities in all respects. The work will give evidence of a well-constructed, insightful argument that is appropriately informed by a range of sources and analytical approaches. It shows a clear knowledge and an appropriate awareness of contexts, and is attentively and persuasively presented, showing no more than an acceptable number of minor faults in language, spelling, and academic format.
52-58%: Marks in this category will be awarded for clear and solid work that displays good qualities in all aspects, and is satisfactory throughout. The work will show some analytical understanding and some sound knowledge, while it may be somewhat restricted in being descriptive rather than analytical, relying on obvious sources and not engaging with more complex aspects. On the lower range of the scale there will be a greater reliance on description with limited analysis. While properly presented, there may be a few faults in the presentation.

42-48%: Works marked in this category adequately achieve the majority of objectives. On the lower range of the scale, one or two aspects may only be poorly developed or show flaws; at the upper end, there will be evidence of solid work in most regards. The work will show reasonable knowledge, but be presented lacking clarity, coherence or focus, demonstrating only a limited analytical approach and a simple argument. It will miss proper supporting evidence, and may contain a number of errors in linguistic and academic standards.

35-38%: Marks awarded in this category will indicate that the submission did only show some but limited evidence of skills, and did, while adequate in some respects, generally not meet the objectives of the relevant assignment as detailed in the Module Handbook, and the qualifications appropriate for the relevant level of studies. The work may not engage with, or may misunderstand the topic, without a sufficiently developed argument, and contain inaccurate or unsophisticated knowledge, and/or omit vital aspects, demonstrating insufficient research and lacking academic investigation. It may also be under or over length, and be poorly presented, not adhering to conventions and/or grammar.

32%: Works in this category do not show adequate achievement in relation to the objectives and expected qualifications, and will only evidence the most basic skills, with significant errors or omissions. The work is poor in most respects, some aspects being very poor. The work may not have addressed the full range of the topic, deviated significantly from the given objects, and rely on only most basic knowledge, containing significant errors. The analysis and argument may be superficial or misconceived, ignoring details and complexities, resulting from only minimal research and engagement with the task. It may show flaws in conventions and language, and/or excessively deviate from the set word count.

20-25%: Works in this category are very poor in most respects, while some aspects may not be met at all. The work will be disorganised and unfocused, and show no or only tentative knowledge and understanding. Academic and grammatical standards will be insufficiently adhered to or ignored.

10%: Marks awarded in this category will indicate minimal achievement with regards to the objectives and relevant level qualifications. There will be little or no measurable evidence of some criteria, while others may be very poor.

0%: This mark will be awarded for non-submission by the deadline, and for work that has been found to contain plagiarism.
Practical and creative work comes in many forms: performing, directing, composing, programming, design, painting, sculpture, scriptwriting, film-making, technical work, etc. Depending on the nature of the practical or creative work being assessed, the criteria will be inflected differently; and in any particular project the relative importance of each criterion may be different. The level of achievement in each of the four areas differs depending on which stage you are currently studying at.

Criteria

A) Ideas: the quality of practical and creative ideas behind the work and your research, particularly as they respond to (and achieve) the brief, the quality of imagination at work, and possibly innovation and taking artistic risks.

Students will be able:

C-Level:
- to show imagination and ideas appropriate to the work

I-Level:
- to demonstrate developed imagination appropriate to more specialised disciplines

H-Level:
- to show a greater level of creativity appropriate to specialised disciplines, and the work should be at, or informed by, the forefront of defined aspects of the relevant disciplines

M-Level:
- to demonstrate creativity and originality, and their work should be at, or informed by the forefront of the relevant discipline or professional practice.

B) Skills: as appropriate to the project. These may include, creative, design, orchestration or directing skills; craft, performance and technical skills, skills in management and time management, modelling, computer aided design; creative writing skills, ability to adapt existing material; skills visual presentation, spatial choreography etc.

Students will be able:

C-Level:
- to show a sound grasp of basic skills and be able to develop new skills

I-Level:
- to deploy key techniques of the discipline effectively
H-Level:
- to apply the methods and techniques they have learned to initiate and carry out projects, and the work should be at, or informed by, the forefront of defined aspects of the discipline

M-Level:
- to apply methods and techniques to plan, implement and direct their own projects at a professional or equivalent level.

C) Coherence: the coherence, clarity of communication, organisation and structuring of the work.

Students will be able:

C-Level:
- to present structured and coherent work

I-Level:
- to present structured and coherent work and exercise some level of initiative and personal responsibility

H-Level:
- to present structured and coherent work, work more autonomously, and exercise initiative and personal responsibility

M-Level:
- to present their work clearly to different audiences, and work autonomously at a professional or equivalent level.

D) Understanding and critical awareness: as shown in the work. Depending on the particular project, this may include: an intellectual understanding of the work; an understanding of social, historical, cultural and/or performance context; awareness of relevant practitioners and/or theorists and theories.

Students will be able:

C-level:
- to demonstrate knowledge of the underlying concepts and principles of the work

I-level:
- to demonstrate knowledge and critical understanding of the well-established principles of the work

H-level:
- to demonstrate a systematic understanding of key aspects of the work
M-level:
- to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights of the work.

The following grade descriptors will be interpreted bearing in mind the level of Ideas, Skills, Coherence and Understanding appropriate to the level of study, as defined above.

**Grade descriptors**

95-100%: Work marked in this category will be outstanding in terms of the practical and creative ideas it encapsulates; the relevant skills demonstrated; its structure and organisation; and the intellectual understanding of the relevant context which it embodies.

78-85%: Work in this range will be consistently excellent, and will be outstanding in one or more of the following areas: the practical and creative ideas it encapsulates; the relevant skills demonstrated; its structure and organisation; and the intellectual understanding of the relevant context which it embodies.

72-75%: Work in this range will be consistently excellent in terms the practical and creative ideas it encapsulates; the relevant skills demonstrated; its structure and organisation; and the intellectual understanding of the relevant context which it embodies.

62-68%: Work in this range will be very good practical and creative ideas; will show a very good level of relevant skills; will be coherently structured and very well organised; and will show a developed intellectual understanding of the relevant context. For work marked in the upper range one or more of these areas may be excellent; for the lower range, one or more of these areas may be merely solid and clear.

52-58%: Work in this range will be solid and clear and will involve practical and creative ideas which are essentially sound if not fully developed; a competent level of relevant skills; structure and organisation which is essentially solid if sometimes inconsistent; and a clear intellectual understanding of the relevant context. This level of work may be somewhat predictable, and/or inconsistent.

42-48%: Work in this range will be inconsistent and perhaps in places unsatisfactory, while showing some degree of ability. It will show practical and creative ideas, which are limited, derivative, not fully thought through and/or poorly articulated; a basic if incomplete grasp of the relevant skills; structure and organisation which are weak and/or inconsistent; and a limited intellectual understanding of the relevant context.

32-38%: Work in this range will be poor and show a limited level of ability. Practical and creative ideas will be extremely simple and poorly expressed; there will be a limited grasp of the skills; organisation and structure will be unsatisfactory; and there will be a limited intellectual understanding of the relevant context.

20-25%: Work in this range will be very poor. Practical and creative ideas will be extremely simple and very poorly expressed; there will be a poor grasp of the relevant skills;
organisation and structure will be highly unsatisfactory; and there will be a very limited intellectual understanding of the relevant context.

10%: Work in this range will be highly flawed. Practical and creative ideas will be extremely superficial or misconceived and very poorly articulated; there will be a very poor grasp of the relevant skills; the organisation and structure will be highly flawed; and there will be very little evidence of any intellectual understanding of the relevant context. There will be very little evidence of any achievement.

0-%: This mark will be awarded for non-submission by the deadline, and for work that has been found to contain plagiarism.

**ASSESSMENT CRITERIA FOR CONTRIBUTION AND PROCESS IN PRACTICAL PROJECTS**

Assessment methods reflect the philosophy, aims and objectives of the individual module. Students’ contribution to the process of making creative and practical work will be assessed with regard to these qualities:

- Evidence of preparation (intellectual and practical) for rehearsals, workshops or other project meetings.
- The contribution of research findings, ideas and positive criticism to project development.
- Commitment to project requirements and the exercising of responsibility in the preparation of the project.
- The ability to work effectively within a group, understanding the developing group dynamics, addressing and resolving differences.
- The ability to communicate effectively with peers and support staff about intentions and needs.
- The ability to be organised in dealing with the logistics of the project.

The assessment may also be informed by consultation with other project tutors and professionals, self/peer assessment, a portfolio of ‘evidence’ or a written journal detailing activities undertaken (this is distinct from a separately assessed evaluative journal / critical essay – the module handbook will clarify).

This mark, where used, will reflect only work in the preparation of the project and will not inflect, or be inflected by the success or otherwise of the final outcome. The mark will be determined at the end of the module and with other Units of Assessment students can expect to receive feedback on this area; it is normal practice to let a student know if their performance in this area is below what is expected.

In the categories below, work may reflect the qualities listed above in to a greater or lesser extent. The best will show distinction in all areas, and the worst will not participate significantly in any. The range between will reflect these abilities in varying degrees.
**Grade descriptors**

85-100%: In terms of contribution, management and collaboration, a mark in this category will indicate that the student took full responsibility for their work. They contributed beyond expectation, motivated the team (if there was one), were scrupulously prepared, managed resources or time with excellent and informed judgement, and communicated extremely clearly with all those involved, ensuring everybody knew what was expected of them and by the project. Their involvement will certainly have pushed the project to a high level of achievement.

72-78%: Work in this range will be consistently excellent and will show discipline, thorough and wide-ranging preparation, and excellent communication and motivation skills. It will be meticulously organised and foresee many problems before they occur. The student will be thoroughly engaged with all aspects of the project and be determined to see it succeed.

62-68%: Work in this range will be very good and will show efficient organisation and timekeeping, sensitivity to the group, an energetic engagement with many aspects of project, and effective and valuable research and preparation.

52-58%: Work in this range will be solid and will show some organisation and preparation. The student will be reliable and take their share of creative or practical responsibility without ever showing the drive of higher grades.

42-48%: Work in this range will be will show adequate contribution to the project. The student may sometimes be unreliable, disorganised or have undertaken only limited preparation, although they will have been involved sufficiently to have evidenced some commitment. They may not be sensitive to the dynamics of the group, or may avoid tasks of responsibility. The student will show only limited engagement with the aims of the project or class.

35-38%: Work in this range will show only limited engagement with the project or class, demonstrating minimum preparation. The student may be consistently late for sessions, and only contribute occasionally or marginally.

20-32%: There is unlikely to be any preparation, and any contributions will be superficial or even inappropriate. There may be a significant number of unexplained absences or regular lateness. There is likely to be no evidence of understanding group dynamics or problem solving. Simple tasks assigned will be carried out in class time (rather than before). Responsibility will not be taken. There will be little or no evidence of a pro-active approach to the work.

0%-10%: Contribution will be minimal/non-existent and possibly disruptive.
ASSESSMENT CRITERIA FOR CONTRIBUTIONS TO SEMINARS AND OTHER DISCUSSION CLASSES

Assessment methods reflect the philosophy, aims and learning outcomes (objectives) of the individual module.

These criteria will be used to assess your general contribution to class discussions/seminars. Most modules with a seminar element have a mark called ‘contribution to seminars’ or ‘oral contribution’. Practical classes with discussion/seminar elements will make use of these criteria in combination with the assessment criteria for creative & practical work.

The mark will be determined at the end of the module and with other Units of Assessment students can expect to receive feedback on this area; it is normal practice to let a student know if their performance in this area is below what is expected.

Students’ contributions to seminars will be assessed with regard to these qualities:

- contributions relevant to the topic under discussion, responding to the material set
- the ability to listen to, understand and advance the discussion
- evidence of preparation for the class (your research as required by the module, and additional to the requirements)
- punctuality and time keeping

In the categories below, work may reflect the qualities listed above in to a greater or lesser extent. The best will show distinction in all areas, and the worst will not participate significantly in any. The range between will reflect these abilities in varying degrees.

**Grade descriptors**

85-100%: Marks in this range will have all the qualities of the descriptors below but to the highest level. Preparation will be extremely well researched with cross references followed. The context of the material will be clearly understood in all its complexities. Contributions will be sophisticated in the extreme, perceptive, eloquent and persuasive; they will develop the debate proactively, and if necessary take contrapositions with equal vigour and rigour. At the highest level (90-100%) these qualities will be demonstrated consistently throughout the module or will be demonstrated with extreme insight, imagination and skill.

72-78%: Contributions and preparation will be excellent, reading is likely to be full and analytical, and includes material beyond what was prescribed. Contributions will show sophisticated analysis and clear, possibly eloquent expression. Exemplar material may be brought into class (videos, images etc.). Contributions raise the level of debate and tackle complex issues. Makes the most of the contributions made by others. Contributions may be personal or anecdotal, but the value and nature of these will be fully understood and
appropriate. Timekeeping and punctuality will be flawless (unless known and good cause prevents this).

62-68%: Evidence of full preparation including reading around topic, contributions show wide knowledge and good understanding, points clearly and articulately made; advances discussion, possibly in an innovative direction; engages others with the debate.

52-58%: Evidence of full preparation as required, including background work. Contributions are informed and develop on discussion. Listens to and responds to others. Analytical thinking is present in contributions. Contributions may lack sophistication or eloquence. Preparation may not extend far beyond what was required.

42-48%: Commitment and preparation are limited to the minimum asked; some oral contributions, to the point, straightforward responses, perhaps dominates session without real intellectual contribution, does not allow debate to develop.

35-38%: Commitment is poor, very limited evidence of preparation; very few contributions—possibly vague, unclear, simplistic or off topic. Does not contribute to a debate, but makes one-off, perhaps only partially relevant points. Nonetheless some evidence of reading, thinking and contribution.

20-32%: Commitment is very poor; negligible preparation, minimal contribution— and contributions that are made are likely to be anecdotal, off topic and poorly articulated.

0-10%: Contribution and preparation will be minimal/ non-existent and possibly disruptive.