



THD310 – DESIGN DISSERTATION

MODULE GUIDE 2021-22

Module Descriptor

Module Summary Information	
A	Module Title Design Dissertation
B	Module Code: THD310
C	Credits: 20
D	Level: 6
E	Pre-Requisites: THD210 or equivalent experience
F	Co-Requisites: None
G	Faculty: Arts and Creative Industries
H	Module Leader: Dr. Neil Ewins
I	Other Teaching Staff: Joe Woodhouse, Dr Mike Pickard and Gabrielle Barkess-Kerr on campus, and other staff at partner institutions
J	HECoS Code: 100783

K	Content Synopsis- Web version
	<p>Develop an in-depth investigation into a particular issue or topic that is relevant to you as a developing designer, or an issue inspired by wider society.</p> <p>Utilize and build on your knowledge of various design and theoretical disciplines and techniques gained in previous THD modules, or from studying at other colleges.</p> <p>Gain research and organizational skills through an introductory lecture, tutorials and discussion. Complete the module with a dissertation (3500 to 4500 words), supported by a clear central question and hypothesis relevant to the chosen topic. Research conducted in this module can be used as the foundations for your major final project in the module EXD300, although this is not compulsory.</p>
L	Module Content
	<p>Produce a dissertation of between 3500 to 4500 words, examining a particular issue that is relevant to your own developing design practice, potentially influenced by an issue identified from society. You will be given a personal tutor, who you will see on regular basis to evoke discussion, provide formative feedback and guidance. In consultation with the personal tutor, you are encouraged to formulate, plan, and co-ordinate your own research methodology and hypothesis. Group critiques may be used where appropriate, but you will develop ideas through both tutorial meetings and non-contact time. Emphasis is very much placed on guiding you to become a self-initiated researcher with a sound ability to reference your sources and how to</p>

	develop an appropriate research methodology. Non-contact time is utilized for personal research and the final writing and completion of the assignment.
M	Module Learning Outcomes
	By the end of this module successful students will be able to do the following:
1	Demonstrate sound planning, research methodology, critical evaluation and analytical skills to develop a deeper understanding of a design related issue or topic and use that to contextualise their own practice.
2	Apply written communication and presentation skills to demonstrate an in-depth understanding of their chosen subject and be able to articulate how this might relate to their own practice or broader discipline.

N	Teaching and Learning Methods														
1.	Scheduled learning and teaching activities: this includes: <ol style="list-style-type: none"> a. Introductory lecture b. One-to-one or small group sessions which are by fixed appointment (dissertation supervision) 														
2.	Independent study: guided learning which is not directly supervised: all the study activity which is not covered above, including: <ol style="list-style-type: none"> a. Private study b. On-line work in the students' own time c. Library-based work d. Research (primary, secondary, desk-based, etc) 														
	<table border="1"> <thead> <tr> <th>Scheduled Activities</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Introductory lecture</td> <td>2</td> </tr> <tr> <td>Weekly meetings to provide formative feedback and guidance</td> <td>3</td> </tr> <tr> <td>Independent Study</td> <td>195</td> </tr> <tr> <td>Placement</td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total Hours</td> <td>200</td> </tr> </tbody> </table>	Scheduled Activities	Hours	Introductory lecture	2	Weekly meetings to provide formative feedback and guidance	3	Independent Study	195	Placement	0			Total Hours	200
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O	Assessment Methods
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#	Title	Exam Length or Word length	Central or Local Exam	%	Summary	Module Mark
001	Dissertation	3500-4500		100	Dissertation with word limit of 3500-4500 words	*

		words				
Overall Mark						**
Are there Programme Specific regulations that are applicable to this module?						No
If Yes please give details:						
Are programme Specific regulations applicable on every programme that the module is delivered on						No
If No please give details:						
https://my.sunderland.ac.uk/display/AQH/Academic+Regulations						

P	Reading List
	Fitzpatrick, J. (1998) <i>Secrets for a successful dissertation</i> , Sage [St.Peter's Library]
	Greetham, B. (2009) <i>How to write your undergraduate dissertation</i> , Macmillan [St.Peter's Library].
	Lyons, P. (2010) <i>The Dissertation from beginning to end</i> , Oxford University Press [E book]
	Noble, I. and Bestley, R. (2005) <i>Visual Research: An Introduction to Research Methodologies in Graphic Design</i> , AVA. [Murray library]
	Ridley, D. (2008) <i>The Literature Review: A Step-by-Step Guide for Students</i> , Sage Study Skills. [St.Peter's Library]
	Squire, V. (2006) <i>Getting it Right with Type: The dos and don'ts of typography</i> Laurence King Publishing.
	Walliman, N. (2014) <i>Your Undergraduate dissertations: the essential guide to success</i> , Sage [St.Peter's Library]
	Williams, K. (2013) <i>Planning Your Dissertation</i> , Macmillan [E book]

Q	Programmes using the module as Core/Option:
i	BA(Hons) Animation and Games Art
ii	BA(Hons) Advertising and Design
iii	BA(Hons) Fashion Product and Promotion (at AAS only)
iv	BA(Hons) Illustration and Design
v	BA(Hons) Graphic Design

R	Module Delivery
i	On-Campus Yes
ii	Off-Campus Yes

iii	Distance Learning No
iv	Apprenticeship No
v	Available for incoming Study Abroad students Yes
vi	Professional Accreditation: No <i>(If yes, by whom and what conditions if any are specific to the module?)</i>

S. Version Control

Module Descriptors are checked annually and updated when changes are made to the Module.

Version No		Date	Details of change	Author
V1	Document created	Feb 2021	Transferred from old style descriptor	N. Ewins
V2	Document created	March 2021	Amended the code, title, learning outcomes and content to fit new PLO's / style of descriptor	G. Singh

Module Guide THD310

INTRODUCTION

“Design is a way of life.” Paul Rand

Political, commercial, environmental and cultural issues all influence society. As designers it is inevitable that we are ‘influenced’ by these issues. A dissertation is an opportunity to explore and express the ways in which design reflects society.

As undergraduates you should be able to demonstrate your knowledge of a specific area of design. You should also be able to show an ability to gather information, analyse it, and produce a synthesis of your critical thinking. In this way, gathered information can formulate new ideas and debates.

This module will **rely heavily upon research**. A clear understanding of a research methodology appropriate to your topic will have an impact on the outcome of your dissertation. It also relies heavily on your own initiative. **Please maintain regular contact with your personal tutor.**

BRIEF

Through initial research, you are required to formulate a topic or issue that is relevant to you as a designer. The dissertation should have a design dimension that is applicable to your developing practice. If it does not it may fail, and so please confirm with your main Studio Tutor and Dissertation Tutor that the idea is appropriate. **In fact, you will be given a form to fill in giving an indication of your dissertation idea to be signed by your main Studio Tutor, your Dissertation tutor and yourself.**

The dissertation should be backed up by a hypothesis, or preliminary idea, or judgement that needs to be tested. Personal Tutors will guide the student through developing appropriate questions and therefore a hypothesis. Your methodology is the way in which you test your hypothesis. The final result is an in-depth investigation into an area of design or visual culture that expresses a point of view.

REQUIREMENTS

THE DISSERTATION is (3500 to 4500 words).

SUBMISSION METHOD

The DISSERTATION has to be submitted on **Thursday 13th January 2022, via THD310 Module on Canvas.*** as:

A **digital copy** has to be submitted via CANVAS, before mid-night on the submission day. Each of your Modules has folder on Canvas. Once logged-in, you should be presented with a list of Modules you are registered on. GO to THD310. You can submit via the **bottom** of the Home page – you may need to scroll down.

Note, there is a **Rough Draft** submission option in THD310 where YOU can obtain a test report (from Turnitin) on your own work (ie the percentage of sources used, and how much is your own writing). You may test the piece of work as many times as you like.

Click on **Final Submission ONLY**. Attach your file. You can only submit ONE file so make sure it contains the Title page, chapters, Bibliography and Appendices etc. A PDF is quicker to upload, and it is worth compressing this file, if your dissertation has many images. Imagery adds to the size of the File. Your Dissertation should be in a single up-loadable document that will be on your hard-drive, or a memory stick. Click on Submit Assignment. It may take some time to up-

load your dissertation, but it is the start time that counts, not the end time. So please do not worry if it takes a while. You may log out while the Process is occurring.

The process of submitting electronically is through to **Turnitin via Canvas**. **Your Dissertation submission will be automatically checked for plagiarism, or if it in any way exists as a document on the web. Turnitin provides excess to an international repository of Dissertations, and assignments, developed to prevent work being plagiarised or submitted more than once. YOU need to go through CANVAS, THD310 to submit work, not direct to Turnitin.**

To fulfil this Module, it is important to speak to your personal tutor who will advise you regarding binding, layout, citations, appendices, bibliography etc.

*** If you are registered with learning support, your hand-in date is 27th January 2022, via CANVAS, THD310. PLEASE check with your Personal Tutor for confirmation of what you are entitled to, regarding any extensions. You must be registered with University – ie completed a dyslexia test. Please also submit a digital copy via CANVAS. See above.**

FURTHER INFORMATION

You should have a formal title page immediately inside the front cover. **See Appendix 1.**

You should follow the correct citation method and layout of Bibliography. Consider the Presentation carefully. See **Appendix 2** for information regarding writing style, citations and bibliography.

The Generic Assessment Criteria is included in **Appendix 3.**

Useful 'University of Sunderland' links to URLs is included in **Appendix 4.** There is one for extenuating circumstances etc.

Appendix 5 – Book list.

A THD310 Dissertation Handbook is also available on CANVAS, within the Module THD310 This provides a great deal of advice about research, dissertation structure, layout, citations etc.

SCHEDULE OF WORK

Week of		Activity.
27/09/21	1	Start of THD310. Lecture <u>Wednesday 29th September, 2021, 1-3pm.</u> <i>Group Lecture and discussion NE/ library staff. Collect from Canvas, THD310, Module Guide and Handbook. You will be <u>allocated</u> a tutor and a time/place to see discuss process with your personal tutor. It is vital to have meetings with your tutor, regularly, and we may have some group chats so that you can compare progress with fellow students.</i>
4/10/21	2	Person tutorials (about 15-20 minutes each week)* (*NE or other tutors)
11/10/21	3	Personal tutorial * <i>Feedback on what has been written so far</i>

18/10/21	4	Personal tutorial * <i>Feedback on what has been written so far</i>
25/10/21	5	Personal tutorial * <i>Continue research and discussion</i>
1/11/21	6	Personal tutorial * <i>Continue research and discussion</i>
8/11/21	7	Personal tutorial /GROUP CHAT * <i>Continue research and discussion</i>
15-11-21 – 19-11-21		Creative Industries Week
22/11/21	8	Personal tutorial * <i>Continue research, discussion and writing</i>
29/11/21	9	Personal tutorial * <i>Continue research, discussion and writing</i>
6/12/201	10	Personal tutorial * <i>Continue research, discussion and writing</i>
13/12/21	11	Personal tutorial * <i>Feedback regarding what has been accomplished, and what needs to be achieved over the Christmas break.</i>

• CHRISTMAS VACATION • CHRISTMAS VACATION • CHRISTMAS VACATION •

DEADLINE FOR DISSERTATION

Thursday 13th January 2022, via THD310 on Canvas.*

For IACT, HKCT, Trinidad, MDIS Tashkent students your deadline will vary. Please ask your main tutor.

(* unless you are entitled to the two-week extension).

Dissertation grades will be given back to the students after the Examination Board. Please note that to mark dissertations accurately takes time. Dissertations are cross-marked by different tutors to ensure parity and examined by our External Examiner.

ASSESSMENT CRITERIA

A Generic Assignment Criteria is provided at the End in Appendix 3, but specifically for this Module the Criteria is as follows:

ASSESSMENT CRITERIA (100% of the overall module mark)

The assessors will look for these essential evidences from your dissertation for assessment:

20% SUBJECT AND AIMS (*Learning outcome 2: an in-depth understanding of a particular issue or topic relevant to the context of design*)

Are your aims clearly defined in the introduction?

Are they followed through in subsequent chapters?

Is there a close and coherent relationship between the title and the content?

Is all the above clear to the reader?

30% ANALYSIS & SYNTHESIS (*Learning outcome 1: demonstrated the ability to critically evaluate and support a hypothesis relevant to their dissertation*)

Have you provided evidence of analysis and critical assessment of the information obtained?

Have you demonstrated an awareness of the limitations of the research methodology or the subject matter handled?

Have you demonstrated sound arguments based upon these observations?

30% RESEARCH METHODOLOGY (*Learning outcome 1: demonstrated sound planning, research methodology and analytical skills.*)

What methods have you employed to obtain your information and are they appropriate?

Have you covered all the important areas in the research archive?

Does your dissertation indicate evidence of in-depth research?

20% WRITING SKILLS & PRESENTATION (*Learning outcome 2 demonstrated good written communication and presentation skills.*)

Does the dissertation exhibit sound writing style with good command of written English?

Are there correct use of grammar, sentence structure, punctuation and spelling?

Are there correct use of footnotes and references for illustrations?

Are there correct use of the Harvard System for referencing, bibliography and appendices?

ASSESSMENT CRITERIA CORRELATED TO PERCENTAGES AND DEGREE CLASSIFICATIONS

70-100% (1ST) EXCEPTIONALLY HIGH STANDARD

The dissertation shows exceptionally high standard of understanding of the topic chosen.

There is exceptionally high level of research methodology used to gather the information.

The hypothesis is articulated and supported by excellent level of analysis and synthesis.

The writing skill and command of English is excellent with flawless use of the Harvard system for referencing.

The design and layout for the dissertation is of an exceptionally high standard.

60 - 69% (2:1) HIGH STANDARD

The dissertation shows a high standard of understanding of the topic chosen.

There is a high level of research methodology used to gather the information.

The hypothesis is articulated and supported by high level of analysis and synthesis.

The writing skill and command of English is of a high standard with the correct use of the Harvard system for referencing.

The design and layout for the dissertation is of a high standard.

50 - 59 % (2:2) COMPETENT STANDARD

The dissertation shows only a competent standard of understanding of the topic chosen.

There is a fairly good level of research methodology used to gather the information.

The hypothesis is articulated but only supported with a reasonable level of analysis and synthesis.

The writing skill and command of English is reasonable with the correct use of the Harvard system for referencing.

The design and layout for the dissertation is of a reasonable standard.

40 - 49 % (3RD) MINIMUM STANDARD

The dissertation shows only a minimum level of understanding of the topic chosen.

There is a minimum level of research methodology used to gather the information.

The hypothesis is partially articulated and supported with a minimum level of analysis and synthesis.

The writing skill and command of English is poor with the some use of referencing but not annotated in the Harvard system.

The design and layout for the dissertation is of a poor standard.

0 - 39 % (FAIL) UNACCEPTABLE STANDARD

The dissertation shows no realistic understanding of the topic chosen.

There is inappropriate or no research methodology employed to gather the information.

There is no hypothesis and the dissertation shows no evidence of analysis and synthesis.
The writing skill and command of English is very poor with no use of referencing.
The design and layout for the dissertation is of an unacceptable standard.

IMPORTANT - PLEASE READ!

ATTENDANCE You are expected to participate in all of your individual tutorials. Please give prior notice to the appropriate lecturer if you are unable to attend a particular session.

DEADLINES All work is to be handed in via Canvas, to THD310. Towards the bottom of that page there is a section entitled Rough Draft and Final Submission ONLY. In the event of any problems with CANVAS submit your pdf to **neil.ewins@sunderland.ac.uk**.

The deadline is final as ALL students must be treated equally. However, See Extenuating Circumstances. Registered Dyslexic students are entitled to more time of an additional 2 weeks.

MARKED WORK The module leader will keep some samples of the dissertation for the archive. Hence, it is essential that you keep a hard copy or a digital version of your dissertation for future use.

EXTENUATING CIRCUMSTANCES

If there is a personal problem may complete an Extenuating Circumstances Form. This is available from:

<https://my.sunderland.ac.uk/display/AQH/Extenuating+Circumstances>

This completed form must be accompanied by relevant documentary evidence, e.g. medical certificate or a supporting statement from a student counsellor.

All extenuating circumstances must be claimed *before* the Module Assessment Board.

It is up to the module leader's discretion, with consultation with the Module Assessment Board as to whether to accept the Extenuating Circumstance Form.

PLAGIARISM **Plagiarism is the deliberate and unacknowledged insertion into a student's work of material taken from the work, published or unpublished, of another source.**

Any student found to have committed plagiarism will be subject to the decision of the Academic Misconduct Panel and this could have implications on whether the student passes their degree. Students that allow others to plagiarise their work, or collaborate, will also be assessed accordingly.

DEADLINE IS Thursday 13th January 2022, via THD310 on Canvas.*

*** unless you are entitled to the two extra weeks.**

FEEDBACK As well as verbal feedback on your Progress (discussed in the weekly 15-20 minute meetings) at the end of the module, written feedback is provided. The mark given is subject to ratification by the assessment board and External examiner. This will take at least 21 days, because of the process of marking the work, and having your work examined by our External examiners.

FEEDBACK FROM STUDENTS

What did previous students think of this module?

'Weekly tutorials really helped as I HAD to try and bring in something new each week in order to have something to talk about. Furthermore, it was a great help too keep the ball rolling. I also felt inspired and driven after every tutorial, which helped a LOT' (ILD).

'The opportunity to learn and explore areas of my interest and help with understanding better' (Graphics).

'I feel that I have learnt a lot that will help me with my final major project and also when I leave University. It has taught me to keep on top of work from an early stage so I could hand in a piece of work that I was happy with – time management. I feel that the way I was guided through the process was fantastic and greatly beneficial' (Animation and Games Art)

'I found out the different types of communication – what the best way to communicate for the primary research of this module – I discovered research that I never thought that I would' (Illustration)

'The individual session were really motivating. Seeing the tutor made me do something for each week which made me work up my dissertation gradually' (Illustration)

'Discussion on our own ideas and finding out what we are really interested in writing about. Exploring a topic with support on how to develop more. The support outside of meeting times' (Illustration)

'I feel like my writing abilities have improved and I am now more confident in my own skills' (Illustration)

'Looking in depth in a subject area of my choice, and giving me the opportunity in researching and developing my knowledge of my favourite subject area – typography' (Graphics).

'Making you focus in-depth on one subject. Allowing you to link it with final major' (Graphics).

'Doing this module has been the most educational and found myself as a designer. It has changed the way I think about design and my processes' (Graphics).

'Encouraged genuine engagement with the discipline and the questioning of otherwise observed notions and ideas' (Illustration).

'Challenging myself...researching in depth various topics' (Illustration).

Appendix 1

The first page of the dissertation will be a Formal Title page (as shown below) for clarity of student name and course etc, and acknowledgement of originality of the text. Remember that samples of Dissertations are sent off to be read by an EXTERNAL examiner. It is important that they know who you are.

TITLE OF TOPIC.

(space)

I confirm that this is an original piece of work, written entirely in my own words, with the exception of those quotations that fully acknowledged in the text. I am aware of and understand the University regulations on infringement and plagiarism.

Student NAME and COURSE TITLE (ie Graphics)

University of Sunderland
Academic Year: 202?/202?

No other text or images on this page

Appendix 2

Citations, Bibliography and Writing Style.

Writing style

Please do not use 'I' in written work, or use 'I' sparingly. All written work is what you think, supported by references. So, I think, or I feel, becomes 'it may be argued', 'It is debatable', 'This research has shown' etc. In general, use the third person, rather than the first person.

Also, Do not use 'don't', 'can't', 'isn't' etc. WRITE in a formal style.

Text

Typefaces should be taken from only a small group of legible fonts. Bizarre or display fonts may be used on the cover. Assignments must be word processed: Suggested size is 12 point or 10 point using clear fonts such as Times, Helvetica or Arial.

Italics are used only to indicate a title of a film, animation or book etc.

Imagery

Appropriate images will be used. Images can be positioned individually within the text, or on separate pages. One would expect between 10 and 20 images to be used.

All images will be referred to in the text (see fig. 1).

Accompanying the image should be (Fig.1 title, designer, date – key pieces of information)

Quotations

All quotations, verbatim or otherwise, will be acknowledged within the text, and the source listed in the bibliography.

Please use the Harvard system. For example, at the end of a quote or supported concept is (Sim,1998, p.3). Quotes are not given in italics.

Quotes in the text are indicated by 'quote'. (Some writers used "quote". BE consistent in what you decide to use).

If a quote is more than one sentence it is indented as follows:

The fashion designer Alexander McQueen argued in the 1990s:

**'Start quote..... Next sentence.....
Next sentence end quote' (citation).**

New paragraph....etc.

References

The Information services publish a Guide to Bibliographic Referencing. See the University Website and search under 'Harvard'. We use the Harvard system for giving citations.

It has been argued that 'ethics and design do not mix' (Smith 2005, p.10.)

Or

Smith has argued that 'ethics and design do not mix' (2005, p.10.)

Or

Some authors have argued that having strong ethical views and producing design-work is not really compatible. (Smith 2005, pp.10-15.) (In this case **pp** refers to more than one page.)

NOTE: Although this is not a direct quote, it is an idea that has been acquired and still should be referenced.

If you are unable to source books, electronic research may be useful and necessary. But consider the quality of these sources. You might cite a website, but follow this up by indicating that author was unclear.

The most up-date guidance from HARVARD using the web is to state in the TEXT:

(Author, year)

(Organisation, year)

NO AUTHOR

(Title in italics, year)

Bibliography for web

Author:

Smith, L. (2014) *Title in italics* [online]. Available at: <http://www.mms.com/> [Accessed 20 Oct. 2021]

Organisation:

World Health Organisation (2014) [online]. Available at: <http://www.mms.com/> [Accessed 20 Oct. 2021]

No Author:

Style talk, (2015) *M&M'S Official Website*. [online]. Available at: <http://www.mms.com/> [Accessed 20 Oct. 2021]

The **Bibliography** is at the end of any written work. The layout is as such:

Books sources (Surnames are presented in alphabetical order)

Smith, J. (2005) *Designing the World*, London: AB Press.

Starck, M. (1999) *The Wonders of Animation*, New York: Penguin.

(NOTE: Just the Titles of Books are given in *italic*.)

Journal Sources (Surnames are presented in alphabetical order)

Singer, M. (2001) 'Calligraphy for Everyone', *Calligraphy Weekly*, September, No. 12, pp.10-32.

Please Note, the title of the article is given in within ' ', and the title of the Journal is given in *Italics*.

Website sources – note these are author, title, organisation examples but are placed in alphabetic order as:

Smith, L. (2014) *Title in italics* [online]. Available at: <http://www.mms.com/> [Accessed 20 Oct. 2021]

Style talk, (2015) *M&M'S Official Website*. [online]. Available at: <http://www.mms.com/> [Accessed 20 Oct. 2021]

World Health Organisation (2014) [online]. Available at: <http://www.mms.com/> [Accessed 20 Oct. 2021]

Please make sure you get into the habit of working in the above ways. If unclear, or unsure, please ask.

NOTE: when you collect information always write down 5 key things:

Author, Title, Publisher, Date of publication and Page numbers.

If you have used the web, note as much information as you can, and when the material was accessed.

See also: (Cite them right) - University of Sunderland Library

library.sunderland.ac.uk/find-resources/referencing/

Appendix 3. The Generic assessment criteria

		Categories						
		Relevance	Knowledge and Research	Analysis & Problem Solving	Argument / Structure	Critical Evaluation/ Concept	Presentation and Technical Proficiency	Reference to Literature
		The ways in which your practical and/or written work responds to the assignment	The ways in which your work and developmental research evidence your knowledge of the subject	The ways in which your work and supporting materials show analysis of your subject, and the problem solving you have undertaken.	The ways in which your written work is coherent, logically structured and builds a compelling argument	The ways in which you have developed your creative concept and the originality or innovation within the work.	The ways in which your work is effective as a means of communicating ideas both visually and in writing	The breadth and depth of appropriate literature, expert opinion and design practice referenced in the development and production of work.
Pass	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling originality, creativity, interpretation or discourse, and exemplary technical skills appropriate to this level						
	76- 85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling originality, creativity, interpretation or discourse, and outstanding technical skills appropriate to this level						
	70 – 75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling originality, creativity, interpretation or discourse, and excellent technical skills appropriate to this level						
	60 – 69%	Directly relevant to the requirements of the assignment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, identification and resolution of problems - clear and well organised.	Generally coherent and logically structured, using an appropriate visual interpretation/ mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking and/or creative identity; may begin to formulate an independent position in relation to theory and/or practice.	Well presented practical work using a good choice of media and demonstrating good technical proficiency. Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature, design practice and expert opinion. Recognition of different perspectives. Very good use of source material. Uses a range of sources
	50 – 59%	Some attempt to address the requirements of the assignment	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analytical treatment, but may be prone to description, rather than questioning and resolving	Some attempt to construct a coherent visual piece, but may suffer loss of coherence and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms	Sound work which expresses a coherent creative concept and position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently presented practical work using a reasonable choice of media and demonstrating some aspects of technical proficiency. Competently written, with only minor lapses from standard grammar, with acceptable format	Uses a variety of literature and examples of design practice which includes some recent texts and/or appropriate literature, though not necessarily including a substantive amount beyond library texts. Competent use of source material.

40 – 49%	Some correlation with the requirements of the assignment but there is a significant degree of irrelevance	Basic understanding of the subject but addressing a limited range of material	Largely descriptive with little evidence of analysis or problem solving	A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence	Some evidence of a view or concept starting to be formed but mainly derivative.	Basic standards of presentation in practical work showing some deficiencies in choice of media and/or technical skills A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader	Some up-to-date and/or appropriate literature and design practice cited. Goes beyond the material tutor has provided. Limited use of sources to support a point. Weak use of source material.
35 – 39%	Relevance to the requirements of the assignment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, lacking resolution of problems.	Little evidence of coherent argument: lacks development and may be repetitive or thin	Almost wholly derivative	Numerous deficiencies in expression, presentation and technical skills; the designer/writer may achieve clarity (if at all) only by using a simplistic or repetitious style	Barely adequate use of literature and examples from design practice. Over reliance on material provided by the tutor.
The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.							
30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.						
15- 29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.						
0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.						

Appendix 4

Useful URLs

Note: as URLs for some individual documents may change from year to year, some of the links are to folders within the Academic Quality Handbook which contain the relevant documents and which will not change.

<https://my.sunderland.ac.uk/display/AQH/Academic+Regulations>

University Generic Assessment Criteria

<https://my.sunderland.ac.uk/display/AQH/Assessment+Policy?preview=/105484817/105583353/Guidelines%20-%20Writing%20Assessment%20Criteria%20at%20Subject%20Level%20v2.pdf>

University Academic Regulations

<https://my.sunderland.ac.uk/display/AQH/Academic+Regulations>

University Extenuating circumstances

<https://my.sunderland.ac.uk/display/AQH/Extenuating+Circumstances>

University Student Handbook

<https://my.sunderland.ac.uk/display/AQH/Academic+Regulations>

University Policy on Plagiarism

[**Academic Integrity and Academic Misconduct - A Guide v4.pdf**](#)

University Policies on Complaints, Appeals and Student Discipline

<https://my.sunderland.ac.uk/pages/viewpage.action?pageId=105484836>

Appendix 5

INDICATIVE READING LIST

Fitzpatrick, J. (1998) *Secrets for a successful dissertation*, Sage [St.Peter's Library]

Greetham, B. (2009) *How to write your undergraduate dissertation*, Macmillan [St.Peter's Library].

Lyons, P. (2010) *The Dissertation from beginning to end*, Oxford University Press [ebook]

Noble, I. and Bestley, R. (2005) *Visual Research: An Introduction to Research Methodologies in Graphic Design*, AVA. [Murray library – useful for approaches to methodologies]. (ebook)

Ridley, D. (2008) *The Literature Review: A Step-by-Step Guide for Students*, Sage Study Skills. [St.Peter's Library – useful for how to tackle a literature review or survey]

Squire, V. (2006) *Getting it Right with Type: The dos and don'ts of typography* Laurence King Publishing.

[Murray Library - this book provides some useful guidance regarding fonts and layouts].

Walliman, N. (2014) *Your Undergraduate dissertations: the essential guide to success*, Sage [St.Peter's Library]

Williams, K. (2018: second edition) *Planning Your Dissertation*, Macmillan [ebook]