

<b>Document Title</b>	<b>PROGRAMME REGULATIONS (MQF/ EQF Level 5 – 7) ICA RUBRIC APPLICABLE TO ARTEFACT-BASED PROJECTS ONLY</b>			<b>Page 1 of 4</b>	
<b>Document Number</b>	005	<b>Document Revision</b>	J	<b>Date Issued</b>	8/4/20

**GENERAL INFORMATION**

<b>1</b>	<b>Document category</b>	Rules and regulations		
<b>2</b>	<b>Document approver</b>	Council of Institutes		
<b>3</b>	<b>Minimum list of document users to be notified upon release of document update</b>	All ICA Academic Staff and All Students		
<b>4</b>	<b>Document change history</b>			
	<b>J</b>	<b>Document Change Tracking Number</b>	<b>Date released</b>	<b>Change originator</b>
		14/20	8/4/20	Caruana Martina
		<b>Change history (Section/change details)</b>		
		ICA rubric as approved at Col meeting held on 28 <sup>th</sup> February 2020. Implementation is with immediate effect. Rubric will be integrated into full document of programme regulation at the end of academic year 2019/20.		

**PLEASE READ BELOW BEFORE REFERRING TO THIS DOCUMENT**

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*All MCAST employees can access current, controlled and approved documents related to the Quality Management System from the College website.*

*Document users who do have access to online documents are therefore encouraged **NOT** to retain printed hard copies of the Quality Management System documents.*

*If however a hard copy of the document is required, the user is to ensure that the printed document is the current revision.*

**Continuous Improvement**

*Procedures are meant to be 'living' documents that need to be followed, implemented and maintained. If the procedure does not reflect the current, correct work practice, it needs to be updated! Contact your Document Controller on Ext 7121 **today!***

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### APPENDIX 3 : DISSERTATION GRADING CRITERIA AND RUBRIC – INSTITUE FOR THE CREATIVE ARTS

**N.B.** This rubric is applicable only to dissertations that include an artefact, model or prototype at the Institute of Creative Arts

Grading Criteria	Marks			
	0-4	5-6	7-8	9-10
<b>Content (assessed through visual product, dissertation and logbook)</b>				
<b>C SE:</b> Establishment of link between written study and visual product	No / insignificant link is evident between written study and visual product	Essentially clear links between written study and visual product	Clear link between written study and visual product	Strong and clear link between written study and visual product
<b>C KU:</b> Contextual research	Insufficient exploration, understanding and application of primary and secondary contextual research	Sufficient exploration, understanding and application of primary and secondary contextual research	Sound exploration, understanding and application of a variety of primary and secondary contextual research	Extensive and coherent exploration, understanding and application of a wide array of primary and secondary contextual research
<b>C AA:</b> Research and analysis	Inadequate use of research approaches, methods and tools, and insufficiently effective analysis of results	Adequate use of research approaches, methods and tools, and sufficiently effective analysis of results	Effective use and justification of research approaches, methods and tools, and good analysis of results	Critical use and justification of research approaches, methods and tools, and thorough analysis of results
<b>C SE:</b> Organisation and rationale	Insufficiently logical organisation of ideas	Sufficiently logical organisation of ideas	Largely logical organisation of ideas	Coherently logical organisation of ideas
<b>C AA:</b> Address of artistic / creative problems	No or little solutions to artistic / creative problems are given	Solutions to artistic / creative problems are outlined. Application indicates minor contribution to sector	Solutions to artistic / creative problems are discussed. Application indicates contribution to sector	Solutions to artistic / creative problems are thoroughly justified. Application contributes significantly to sector
<b>C SE:</b> Independence of thought	Evidence of little or no independence of thought	Evidence of some independence of thought	Evidence of independence of thought	Evidence of insightful independence of thought

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<b>Practical (assessed through visual product)</b>	<b>0-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
<b>P:</b> Technical competence	No or inadequate technical skills are evident	Evidence of adequate technical skills	Evidence of good technical skills	Evidence of excellent technical skills
<b>C AA:</b> Aesthetic effectiveness	Project is aesthetically weak due to a substandard interpretation/application of the formal elements and principles of art and design/media production	Project is aesthetically adequate due to a sufficient interpretation/application of the formal elements and principles of art and design/media production	Project is aesthetically valid due to an able interpretation/application of the formal elements and principles of art and design/media production	Project is aesthetically strong due to a masterful interpretation/application of the formal elements and principles of art and design/media production
<b>C AA:</b> Professional presentation	Presentation of work not/hardly appropriate to purpose and context	Presentation of work essentially appropriate to purpose and context	Presentation of work appropriate to purpose and context	Professional presentation of work according to purpose and context
<b>Management (assessed through sketchbook, log book, documentation)</b>	<b>0-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
<b>A:</b> Social skills and communication	Inadequate communication of ideas, problems and solutions during project management	Adequate communication of ideas, problems and solutions during project management	Effective communication of ideas, problems and solutions during project management	Fluent communication of ideas, problems and solutions during project management
<b>A:</b> Autonomy and responsibility (management)	No or little responsibility for the management of a creative project	Sufficient responsibility for the management of a creative project	Responsibility for the management of a creative project	Exceptional autonomy and responsibility for the management of a creative project
<b>C SE:</b> Judgement and evaluation	Insufficient reflections on social and ethical issues within the area of specialisation, little problem solving skills, and insufficient evaluation of the management of the project	Sufficient professional judgement on social and ethical issues within the area of specialisation, essential mastery of problem solving skills, and adequate evaluation of the	Professional judgement on social and ethical issues within the area of specialisation, good mastery of problem solving skills, and effective evaluation of the management of the project	Insightful professional judgement on social and ethical issues within the area of specialisation, skillful mastery of problem solving skills, and critical evaluation of the management of the

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		management of the project and people	and people	project and people
<b>C SE:</b> Preparation for further learning	Inadequate assessment of own learning and no or little ability to specialise in one or more key competences for further learning	Sufficient assessment of own learning and adequate ability to specialise in one or more key competences for further learning	Effective assessment of own learning and good potential to specialise in one or more key competences for further learning	Critical assessment of own learning and exceptional potential to specialise in one or more key competences for further learning
<b>Academic Writing (assessed through dissertation)</b>	<b>0-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
<b>C AA:</b> Writing skills	Thoughts are not well communicated in writing so that language obscures meaning	Thoughts are sufficiently well communicated in writing	Thoughts are well communicated in writing	Thoughts are fluently communicated in writing
<b>C KU:</b> Grammatical correctness	Numerous grammatical and spelling errors	Some grammatical and spelling errors	Negligible grammatical and spelling errors	No grammatical and spelling errors
<b>C SE:</b> Organisation of material	Content is weakly organised	Content is sufficiently well organised	Content is generally coherent	Content is coherent throughout
<b>C SE:</b> Consistency / presentation	Formatting is inconsistent	Formatting is essentially consistent	Formatting is largely consistent	Formatting is consistent throughout
<b>C KU:</b> Referencing	Largely incomplete/incorrect acknowledgement of sources	Sufficiently correct and consistent acknowledgement of sources	Largely correct and consistent acknowledgement of sources	Correct and consistent acknowledgement of sources