



# STUDENT HANDBOOK



**Bachelor of Arts (Honours) Degree Visual Media In  
Animation / Game Design**

**Ballyfermot College of Further Education  
&  
University of Dundee**

**2024 / 2025**

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## Introduction



I would like to take this opportunity to welcome you to the Bachelor of Arts (Honours) degree in Visual Media in Animation/Game Design (CDA/G). The degree is validated by the University of Dundee, Scotland, UK. This handbook should help you make the best use of the facilities and services here at Ballyfermot College of Further Education (BCFE). It brings together information about the programme structure, student services and student life. The handbook also gives information on examinations and University of Dundee regulations, assessments, and teaching methods.

Ballyfermot College places a strong emphasis on facilitating learning through performance. There is an expectation that students take a responsibility for their personal development. You have chosen to follow this course, and your participation is central to both a successful and an enjoyable period of study at the college.

Ballyfermot College will fully support your development over the coming years, and in this regard, it is important you communicate any issues of concern so the support structure may find a way to help you. There is an in- built student teacher consultative committee that reports to the course committee on a regular basis.

I hope you find the information useful and that you enjoy your time spent attaining a competent level of skills and knowledge for a successful career in Visual Media in Animation / Game Design.

The CDA/G teaching team is looking forward to working with you over the coming year, and I personally wish you the best for your studies.

Best regards,

Kenneth Rea

Deputy Principal

kenneth.rea@bcfe.cdetb.ie

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## **BA (Hons) Visual Media in Animation/Game Design Calendar 2024-2025**

The academic year begins in September and finishes the following September. The following dates will be important:

### **August 2024**

Tuesday, 27<sup>th</sup> August Teaching Staff report for duty and session commences

### **September 2024**

Thursday and Friday September 16<sup>th</sup> and 17<sup>th</sup> - 2<sup>nd</sup> Year Induction (CDA2 and CDG2)  
Thursday and Friday, 19<sup>st</sup> and 20<sup>th</sup> September, First Year Induction (CDA1 and CDG1)  
Monday, 23<sup>rd</sup> September, Classes begin for all students

### **October**

Monday 28<sup>th</sup> October – Friday 1<sup>st</sup> November inclusive Mid-Term break

### **November**

Monday 2<sup>nd</sup> November - Classes resume after the mid-term break  
Thursday 28<sup>th</sup> November - Graduation, RDS

### **December**

Friday 20<sup>th</sup> December - Last day of term before Christmas

### **January 2025**

Monday 6<sup>th</sup> January - Classes resume after Christmas

### **February**

Monday 3<sup>rd</sup> February - Bank Holiday – St Brigid's  
Monday 17<sup>th</sup> February through Friday 21<sup>st</sup> February inclusive Mid-Term break

### **March**

Monday 17<sup>th</sup> March - St. Patrick's Day

### **April**

Friday 11<sup>th</sup> April - Last day of classes, and last day of term before Easter break  
Monday 28<sup>th</sup> April – final submissions due after Easter break  
Wednesday 30<sup>th</sup> May - Assessment begins

### **May**

Monday 5<sup>th</sup> May - Public holiday  
Friday 30<sup>th</sup> May - Assessment complete

### **June**

Results sent to students



# Visual Media Whole Course Plans

## BA Visual Media Whole Course Plan Yr. 1 Animation

Course Code		Teacher/Module	Teacher/Module	Teacher/Module	Teacher/Module
CDA1 Animation		VM30008 Professional Practice Gwen Fagan	VM30009 Life Drawing Gwen Fagan	VM30011 Visual Media Theory Jolien Hampson	VM30013 Visual Media Design and Technology Jolien Hampson
DATE Week beginning					
16/9/24		Induction	Induction	Induction	Induction
23/9/24	1		BRIEF OUT		
30/9/24	2				
7/10/24	3	BRIEF 1 OUT			
14/10/24	4			BRIEF 1 OUT	
21/10/24	5				BRIEF 1 OUT
28/10/24		MID TERM	MID TERM	MID TERM	MID TERM
4/11/24	6				
11/11/24	7				
18/11/24	8				
25/11/24	9				
02/12/24	10				
09/12/24	11		Portfolio Reviews	Guidance	Guidance
16/12/24	12		Portfolio Reviews		
23/12/24		Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays
30/12/24		Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays
06/01/25	13	BRIEF 1 IN BRIEF 2 OUT			

13/01/25	14			<b>BRIEF 1 IN</b>	
20/01/25	15			Feedback	
27/01/25	16				<b>BRIEF 1 IN</b>
03/02/25	17	Mon Bank holiday	Mon Bank holiday	Mon Bank holiday	Mon Bank holiday
10/02/25	18			<b>BRIEF 2 OUT</b>	
17/02/25		<b>Mid term</b>	<b>Mid term</b>	<b>Mid term</b>	<b>Mid term</b>
24/02/25	19				<b>BRIEF 2 OUT</b>
03/03/25	20				
10/03/25	21				
17/03/25	22	Mon Bank holiday <b>Assignments IN</b>	Mon Bank holiday	Mon Bank holiday	Mon Bank holiday
24/03/25	23				
31/03/25	24				
07/04/25	25		<b>Assignments IN</b>		<b>BRIEF 2 IN</b>
14/04/25		<b>Easter Holidays</b>	<b>Easter Holidays</b>	<b>Easter Holidays</b>	<b>Easter Holidays</b>
21/04/25		<b>Easter Holidays</b>	<b>Easter Holidays</b>	<b>Easter Holidays</b>	<b>Easter Holidays</b>
28/04/25	26			<b>BRIEF 2 IN</b>	
05/05/25		Mon Bank holiday	Mon Bank holiday	Mon Bank holiday	Mon Bank holiday
12/05/25					
19/05/25					
26/05/25					

**BA Visual Media Whole Course Plan Yr. 1 Game Design**

<b>Course Code</b>	<b>Teacher/Module</b>	<b>Teacher/Module</b>	<b>Teacher/Module</b>	<b>Teacher/Module</b>
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<b>CDG1 Game Design</b>		<b>VM30008 Professional Practice Gwen Fagan</b>	<b>VM30008 Game Design Sergio Calabria</b>	<b>VM30011 Visual Media Theory Jolien Hampson</b>	<b>VM30013 Visual Media Design and Technology Shane Whelan</b>
<b>DATE Week beginning</b>					
16/9/24		<b>Induction</b>	<b>Induction</b>	<b>Induction</b>	<b>Induction</b>
23/9/24	1				
30/9/24	2				
7/10/24	3	<b>BRIEF OUT</b>			
14/10/24	4			<b>Brief out</b>	
21/10/24	5		<b>BRIEF OUT</b>		<b>BRIEF OUT</b>
28/10/24		<b>MID TERM</b>	<b>MID TERM</b>	<b>MID TERM</b>	<b>MID TERM</b>
4/11/24	6				
11/11/24	7				
18/11/24	8				
25/11/24	9				
02/12/24	10				
09/12/24	11				
16/12/24	12				
23/12/24		<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>
30/12/24		<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>
06/01/25	13				
13/01/25	14		<b>FORMATIVE FEEDBACK</b>	<b>Brief in</b>	
20/01/25	15			<b>Feedback</b>	
27/01/25	16				
03/02/25	17	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>
10/02/25	18			<b>Brief out</b>	
17/02/25		<b>Mid term</b>	<b>Mid term</b>	<b>Mid term</b>	<b>Mid term</b>
24/02/25	19				
03/03/25	20				

10/03/25	21				
17/03/25	22	Mon Bank holiday Submissions IN	Mon Bank holiday	Mon Bank holiday	Mon Bank holiday
24/03/25	23				
31/03/25	24		Submissions IN		
07/04/25	25			Final Drafts, feedback	
14/04/25		Easter Holidays	Easter Holidays	Easter Holidays	Easter Holidays
21/04/25		Easter Holidays	Easter Holidays	Easter Holidays	Easter Holidays
28/04/25	26			Brief in	Submissions IN
05/05/25		Mon Bank holiday	Mon Bank holiday	Mon Bank holiday	Mon Bank holiday
12/05/25					
19/05/25					
26/05/25					

### BA Visual Media Whole Course Plan Yr 2

Course Code		Teacher/Module	Teacher/Module	Teacher/Module
CDA2 CDG2		Animation VM40001 Production Miriam van Gelderen	Animation and Games VM40002 Applied Theory Donal Griffin	Games VM40001 Production Shane Whelan
DATE Week beginning				
16/9/24		Induction Assign Out	Induction	Induction Assign Out
23/9/24	1		Assignments Out	
30/9/24	2			
7/10/24	3			
14/10/24	4			
21/10/24	5			

28/10/24		<b>MID TERM</b>	<b>MID TERM</b>	<b>MID TERM</b>
4/11/24	6			
11/11/24	7			
18/11/24	8			
25/11/24	9			
02/12/24	10			
09/12/24	11		<b>Proposal Presentations and Critical Summaries</b>	
16/12/24	12			
23/12/24		<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>
30/12/24		<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>
06/01/25	13			
13/01/25	14			
20/01/25	15			
27/01/25	16			
03/02/25	17	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>
10/02/25	18		<b>Lit. Review in</b>	
17/02/25		<b>Mid term</b>	<b>Mid term</b>	<b>Mid term</b>
24/02/25	19			
03/03/25	20			
10/03/25	21			
17/03/25	22	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>	<b>Mon Bank holiday</b>
24/03/25	23			
31/03/25	24			
07/04/25	25		<b>Primary Research Paper in</b>	
14/04/25		<b>Easter Holidays</b>	<b>Easter Holidays</b>	<b>Easter Holidays</b>

21/04/25		Easter Holidays	Easter Holidays	Easter Holidays
28/04/25	26			
05/05/25		Assign In Mon Bank holiday	Mon Bank holiday	Mon Bank holiday Assign In
12/05/25		Examination Deadline WB		
19/05/25				
26/05/25				

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## **Links with University of Dundee**

Ballyfermot College works in a collaborative partnership with Duncan of Jordanstone College of Art & Design, University of Dundee (UoD). University of Dundee has responsibility for ensuring the quality of the programme delivered by BCFE and the degree follows University of Dundee regulations and processes. The degree for the BA (Hons) degree in Visual Media in Animation / Game Design (CDA/G) is awarded by University of Dundee.

## **Quality Assurance**

The BA (Hons) degree in Visual Media in Animation/Game Design is at Level 8 on the National Framework of Qualifications (NFQ) and, as the awarding body, UoD personnel will continuously monitor the programme. In addition, External Examiners will provide an independent and impartial view of our academic

standards including comparability with other higher education providers. The External Examiners are appointed from independent Higher Education institutions and will visit the programme twice per year.

Quality on the programme is maintained through adherence to Marks and Standards and BCFE's quality manual. Ballyfermot College's approach to quality will also reflect the ethos and principles, and operating responsibilities, of UoD.

In addition, Ballyfermot College adopts the policies, procedures, and regulations, regarding organization, examination, and award regulations, as outlined by UoD. Information on policy and procedure, marks and standards and expected participation will be given to students during the induction process, and again at appropriate times, e.g. prior to examinations. In addition, student may talk to their teacher or the Programme Leader at any time to clarify any specific rules and regulations.

## **Student Feedback**

Ballyfermot College operates a continuous system of information feedback to students working on module projects and assignments. It is the students' responsibility to ensure regular contact with class lecturers and personal tutors to gain full advantage from this developmental process. Students are also given the opportunity to provide their feedback on the programme.

## **Student Feedback to Staff**

The underlying policy of BCFE is to promote a culture of openness and transparency with clear communication between all parties. The aim is to anticipate and resolve student issues before they become complaints.

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There are many avenues for student/ staff communication. There are specific procedures for students to give feedback to college staff and management. Individual student issues are identified on a normal day to day contact basis. Class issues can be raised by student representatives (Student Council) either informally or through team meetings. Issues that are relevant to the student body as a whole are dealt with by Student Council.

## **Complaints**

BCFE and The University of Dundee welcomes comments and suggestions from individuals and groups with whom it has contact, reflecting its commitment to enhance the quality of its provision. If you have a complaint, please follow the procedure which is described in the weblink below, to obtain a timely response.

<https://www.dundee.ac.uk/governance/dca/complaints/>

## **Programme Management**

The BA Visual Media: Animation programme is delivered in the Arts building, Kylemore Road, with additional lectures held in the Main and Media buildings. The BA Visual Media: Game Design programme is delivered in the Main building with additional lectures held in the Arts and Media buildings. Post-production for both programmes is facilitated in the Arts and Media buildings. The Programme Leader has responsibility for the delivery of the programme and subsequently reports to the principal, who will maintain overall day to day responsibility for the programme.

## **Programme Teams**

The programme teams for both courses will meet at least once per week and will take responsibility for the delivery, development, and assessment of the programme. Attendance at the meeting will include the Deputy Principal, Programme Leader, Member of Department of Guidance / Counselling, and all lecturers delivering on the programme,

## **Programme Committees**

This Programme Committees oversee the management of both pathways. The programme committee will meet at least once each semester. Meetings will provide a communication forum for students regarding programme delivery. This Committee will report to the College Management and will be comprised of the following. The

Deputy Principal, Programme Leader, Module Leaders, Class Representatives and Member of Department of Guidance / Counselling.

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## **Examination Board**

The Examination Board shall formally consider all student assessment results for each cycle of delivery. A convention of the Board, which includes all BCFE staff with teaching and/or assessment duties associated with the programme, will occur at a time agreed with UoD. The External Examiners will also attend the final Examination Board. An Internal moderator in the subject area from UoD staff will also be in attendance to monitor the process and ensure that UoD standards and regulations are followed.

## **The Programme Team**

The team includes the Principal and Deputy Principals, Programme Leader, module leaders, administrative staff, and elected student representatives.

**Programme Leader**                      Ms. Gwen Fagan

**Principal**                                      Ms Cecilia Munro

**Deputy Principals**                      Mr Kenneth Rea  
    Dr Denis Murray

Two Student Representatives from each class.

## **Personal tutors**

Students will have Project and Dissertation supervisors appointed to direct work and provide advice.

## **Module leaders are as follows:**

Mr Sergio Calabria

Ms Gwen Fagan

Mr. Donal Griffin

Ms Jolien Hampson

Ms Miriam van Gelderen

Mr Shane Whelan

Ms Sarah Anne Brennan Aaslepp                      Narrative Mentor

Mr Eddie Hallahan                                      2D Tech Support

Ms Denise Moylan                                      3D Tech Support

Mr Gerald Murphy                                      Narrative Mentor

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Mr Larry O'Toole	Technical Sound Support
Mr Shane O'Donovan	Technical Sound Support
Ms Francesca Prendergast	Technical Sound Support

### **Link Coordinators**

Gwen Fagan	BCFE Link Tutor
Ms Susan Ball	Dundee Link Tutor

### **Induction Programme**

1. The course will commence with an induction programme for all students.
2. The introduction of all lecturers and support staff will give students a sense of the programme and a set out the outcomes for each module.
3. The requirement for multi-tasking throughout the year will be emphasised and key deadlines will be set for each deliverable.
4. The demands which the dissertation and research activities will place on all students will be explained in detail and appropriate strategies for a successful outcome presented.
5. Students will receive an explanation on how the reporting requirements and structures to deal with any exceptional events or occurrences of a personal or professional nature are carried out.
6. The election of student representatives to the relevant committees will be organized after their roles and responsibilities have been explained and discussed.
7. Access and security procedures for the use of course facilities will be explained, discussed, and agreed.
8. Individual concerns of students will be sought and addressed to ensure optimum performance.
9. Health and safety issues will be discussed.



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## **Degree Regulations**

### **Admission**

Before entering the programme of study in Ballyfermot College of Further Education for BA Visual Media: Animation and BA Visual Media: Game Design, the candidates must satisfy the general entry requirements of the College and any additional conditions deemed necessary by the UoD.

### **Credit Rating of the Degree and Other Awards**

Candidates may receive an award only on graduating and leaving the College. The award will be the highest level qualification to which the total accumulated credit entitles the candidate (see below).

**BA Degree with Honours:** Minimum of 480 credits including a minimum of 120 at Level 4.

**BA Ordinary Degree:** Minimum of 360 credits including a minimum of 120 at Level 3.

### **Duration of Study**

Every candidate must attend the College for four academic years in the case of the Honours Degree and must pass the Degree examinations and other assessments prescribed.

A candidate undertaking part of the programme of study in another university or equivalent institution under the terms of an agreement approved by the College and UoD may be exempted from some or all of the Degree examinations provided that appropriate programme work has been undertaken and examinations deemed by the College and the UoD to be of equivalent standard in appropriate subjects have been passed.

### **Programme of Studies**

The programme of studies comprises four levels each of one academic year in length. In the case of the BA Visual Media: Animation degree, Levels 1 and 2 are comprised of a two-year HND in Classical and Computer Animation undertaken at Ballyfermot College of Further Education or equivalent. In the case of the BA Visual Media: Game

Design degree, Levels 1 and 2 are comprised of a two-year HND in Creative Media Production (Games Design) undertaken at Ballyfermot College of Further Education or

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equivalent. Students then progress to the degree levels of the programme which are accredited and validated by The University of Dundee; Level 3 leads to the BA Ordinary Degree and Level 4 leads to the BA Degree with Honours.

## **Degree Examinations**

For each module, the nature of the component assessments and the way performance in these counts towards the overall grade for the module will be explained in the written information given out or otherwise made accessible to candidates at the outset of their studies. Only those candidates awarded an overall pass grade will pass the Degree and gain the credits for each module.

With the permission of the Principal of BCFE and the Dean of Duncan of Jordanstone College of Art, UoD, candidates may undertake alternative modules at an appropriate level offered elsewhere in the University.

The non-Honours degree may be awarded to candidates who have achieved a mark of D3 or more in each of their level three modules – please refer to the UoD Assessment Policy for Taught Provision.

<https://www.dundee.ac.uk/media/dundeewebsite/qualityframework/documents/Assessment-Policy-2015-revised%20Nov-18.pdf>

Assessments take place at the end of each module and the Examination Board takes place at the end of the second semester. Any student who does not pass a module or does not submit work for assessment will be given the opportunity to re-sit the module examination in August/September which will be followed by a further Examination Board to consider these grades. A candidate who is absent from any module must submit evidence to explain the absence. Any student who requires an extension of time must submit a formal request accompanied by evidence to support their request which will be considered by the academic staff.

Further information about Mitigating Circumstances can be found in Section 7 of the UoD Assessment Policy for Taught Provision.

## **Progression**

A candidate who fails any resit attempt and therefore fails to satisfy the examiners at the end of Level 3 of the Degree Programme shall be required either:

- (a) to take the examination in the following year without a second attendance.
- (b) to repeat the failed module (s) in the following year; or to discontinue studies.

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A candidate who is repeating all or part of a programme will be required to submit work for review at the end of the modules which are being retaken. If the work is unsatisfactory, the decision may be taken by the Examination Board that the candidate may be required to discontinue studies. A candidate who fails to satisfy these provisions shall be required to discontinue studies for the degree.

A candidate who has been required to discontinue study in terms of these Regulations, shall have the right to appeal for leave to continue studies in accordance with Regulations governing Termination of Studies

Unless UoD grants permission, a candidate must complete all examinations for the Ordinary Degree within a maximum period of four consecutive years.

## **Honours Degree**

Before entering, the programme of study leading to the award of the Honours Degree, candidates must have completed the requirements for an award at Level 3 and satisfy the BCFE Examination Board that they are academically fit to enter the proposed Level 4 Honours programme.

A candidate for the Honours Degree who fails either or both modules will have failed the Honours programme but will, having already completed the requirements for award at Level 3, be awarded the Ordinary Degree. Candidates who have completed the examination for Honours may not present themselves a second time for the Degree with Honours.

If a candidate for Honours is prevented by illness or other sufficient cause from completing the normal final assessment, the Examination Board may, at its discretion, award an unclassified Honours (Aegrotat) Degree or, in exceptional circumstances, a classified Honours Degree. Alternatively, if the Examination Board considers that there is insufficient evidence to enable it to exercise this discretion, the candidate may sit the Honours Examination at a subsequent diet.

Except with the special permission of the UoD, a candidate must complete all the examinations prescribed for the Honours Degree within a maximum period of five consecutive years. A candidate who has satisfied all the conditions prescribed in these Regulations and has attained a satisfactory standard in the examinations and other assessments shall be qualified for the award of the Degree with Honours.

## **Programme of Studies**

Entry to the two-year programme is at Level 3 with the qualification of HND in Classical and Computer Animation from Ballyfermot College of Further Education (or relevant and equivalent qualification).

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## **BA Visual Media Animation: SHE Credits**

Note: SHE Credits are double ECTS, ie: 240 SHE Credits = 120 ECTS Credits

<b>Levels 1&amp;2 Accredited Prior Learning</b>			240
<b>Level 3</b>			
	VM30008	Professional Practice	20
	VM30009	Life Drawing	20
	VM30011	Visual Media Theory	20
	VM30013	Visual Media Design and Technology	60
<b>Level 4</b>			
	VM40002	Applied Visual Media Theory	30
	VM40001	Visual Media Production	90

## **BA Visual Media Game Design: SHE Credits**

Note: SHE Credits are double ECTS, ie: 240 SHE Credits = 120 ECTS Credits

Entry to the two-year programme is at Level 3 with the qualification of HND in Creative Media Production (Games Design) from Ballyfermot College of Further Education (or relevant and equivalent qualification).

<b>Levels 1&amp;2 Accredited Prior Learning</b>			240
<b>Level 3</b>			
	VM30008	Professional Practice	20
	VM30010	Game Design	20
	VM30011	Visual Media Theory	20
	VM30013	Visual Media Design and Technology	60
<b>Level 4</b>			
	VM40002	Applied Visual Media Theory	30
	VM40001	Visual Media Production	90

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## **Monitoring Procedures and Sequence**

There is a set sequence of monitoring student participation and performance. They include the following stages.

### **Tutorials**

Tutorials occur twice per semester or when requested and are attended by the Module Leader and the student. Their purpose is to discuss and advise on progression and participation on the programme and specifically within the particular module. They also serve as a platform for feedback and advice while allowing the student to develop self-evaluative skills. Tutorials provide a very positive space for discussion and the resolution of any issues of concern for either the Module Leader or the student.

The portfolio of work leads the tutorial, the student generates discussion around self-evaluation, and reflection. The Module Leader will provide feedback to the student after the tutorial is complete.

The procedure for setting up a tutorial requires the student to complete a request form prior to the meeting outlining the student's personal reflections on their progression and development in the module area. The tutor will then establish an agenda and set a meeting at an appointed time and place with reference to the programme calendar.

### **Module Reviews**

Module reviews are specific to the module calendar and/or structure and components of assessments. Their purpose is to record student progression at interim points during the learning year. Most importantly, they allow feedback and identify issues relating to progression. They also allow the student self-evaluation, presentation and confirmation of the progress at this point.

The Module Leader, independent tutor (Associated with Module) and the individual student or collaborative group attends the review.

The procedure for module reviews requires the tutor to establish a schedule within the yearly programme calendar. Student should be aware of these dates and prepare for a meeting with their tutor by completing and submitting a self-development form. The student presents their portfolio of work for evaluation. The tutor then follows up with feedback that is informative and descriptive of the level of student achievement.

## Module Assessments

All assessment and feedback are undertaken in accordance with the University of Dundee Assessment Policy for Taught Provision.

<https://www.dundee.ac.uk/qf/documents/details/assessment-policy-for-taught-provision.php>

Module assessments specific to the module requirements are set in the module and programme calendar. They occur at the end of the module, though there may be additional interim assessment points. Their purpose is to assess and place the work of the student within an established marking band related to performance. The module is assessed through specific assessment criteria which is available for each module.

Module leaders, tutors and students or collaborative groups all follow a procedure. Students complete a form related to the module and reflect on their development within the module before meeting with the tutor. Students also submit a portfolio for assessment. Following assessment, written and verbal feedback is then provided to each student using the standard Feedback Template (see Appendix A). The grade awarded for the module is a provisional mark until it has been ratified by a Moderating Panel and the final Board of Examiners.

## Marking Bands,

Marking bands provide a range of grades/indicators, which reflect the level of achievement and performance for students. They are directly related to the classification of awards for the degree.

## Reporting Scale

Literal Reporting Scale	Associated Aggregation Scale	Summary descriptor	Honours class (where appropriate)
A1	23	Excellent	1 <sup>st</sup>
A2	22		
A3	21		
A4	20		
A5	19		
B1	18	Very Good	2 (i)
B2	17		

B3	16		
C1	15	Good	2 (ii)
C2	14		
C3	13		
D1	12	Sufficient	3 <sup>rd</sup>
D2	11		
D3	10		
MF1	9	Marginal Fail	
MF2	8		
MF3	7		
CF	5	Clear fail	
BF	2	Bad fail	
QF*	-		
**	0		

\* QF indicates that a student has not met the conditions required to have obtained an overall pass. Any queries should be directed to the school concerned.

\*\* Relevant descriptor selected from CA (Certified Absence); AB (Unauthorised Absence); MC (Medical Certificate); WD (Withdrawn); DC (Discounted); ST (Stopped); NM (Not Marked— generally used where penalties have been applied for plagiarism).

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## **Mitigating Circumstances**

If there are any circumstances, which are likely to affect your performance in your examinations, such as severe or chronic illness, disability, or adverse domestic circumstances which you wish the Board of Examiners to consider when assessing your performance, you should provide full details in writing to the Deputy Principal. You must also furnish any necessary confirmation (e.g., medical certificate) at least two weeks prior to the commencement of the examinations.

Letters explaining your mitigating circumstances (illness, personal circumstances, bereavement, etc.) and enclosing any evidence to support your case (doctor's certificates, counselling reports, etc.) give to the Deputy Principal, in an envelope marked 'Confidential.'

## **Late Submission Policy**

Students must be aware that penalties will apply for late submission of work, which has not received an approved extension. Penalties for late submissions will apply to all levels of the programme.

Marks will normally be deducted when coursework is submitted after the prescribed deadline.

The only exceptions to this are where there are documented mitigating circumstances, where reasonable adjustments are in place for individual students, where there have been recognised difficulties with University IT systems which have prevented assignments being submitted by the deadline or where there have been unforeseen delays with project or dissertation work (e.g., ethical approval, availability of University equipment) which were outside the student's control).

All unauthorised late submissions of coursework will be penalised by one numeric point on the 19-point marking scale per day up to a maximum of 5 days late. To this policy, a day is defined as each 24-hour period following the prescribed submission deadline including weekends and holidays.

Assignments submitted more than 5 days after the agreed deadline will receive a zero mark.

## **Appeals**

Students have the right of appeal regarding decisions related to their performance. However, appeals or complaints shall not be considered unless they are based upon allegations of:

- (a) extenuating circumstances affecting the candidate's performance and of which the examiners were unaware when their decision was taken, or
- (b) procedural irregularities (including administrative error) in the conduct of a written or oral examination of such a nature as to give rise to reasonable doubt



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whether the examiners would have reached the same conclusion had they not occurred, or

- (c) prejudice or bias on the part of one or more of the examiners.

An appeal must be made in writing and lodged with the Deputy Principal within four weeks of the date on which the candidate received intimation of the decision against which the appeal is directed. The letter of appeal must state all the grounds on which the student considers that the decision should be changed, the remedy which the student seeks and whether the student wishes to make oral representation at a hearing.

[http://www.dundee.ac.uk/academic/ug\\_regs.htm](http://www.dundee.ac.uk/academic/ug_regs.htm)

Just for clarification, students should understand that the marks process works as follows:

- Lecturers award marks for coursework, and/or examinations; these marks are based on the Module Assessment Criteria.
- The marks are moderated by an independent moderator then approved by the Progression and Examination Board. At Level 4, the External Examiner also takes an overview of the marks awarded.

## **Referencing Guidelines and Procedures**

As noted in the section on plagiarism, failure to fully reference your writing leaves you open to possible accusations of stealing the work of others. To avoid this, cite references for every quote, statistic or opinion that is not your own. By "reference" we mean both in the body of the text and by means of a full bibliography. (Note these comments do not apply to journalistic writing, i.e. pieces of assessment that are intended to mimic material in a newspaper.) A reference is a set of data describing a document, or part of a document, in a sufficiently precise and detailed manner as to identify it and to enable it to be located.

### **You need to give a reference**

1. If you quote the exact words of another author.
2. If you paraphrase or summarize a passage by another author.
3. If you use an idea or material based directly on the work of another author.

Failure to do so, can leave you open to accusations of plagiarism.

### **However, there are other reasons for knowing how to write a reference**

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Referencing enables you to find an item you have consulted previously and communicate details of an item that you have consulted. It also contains all the Your Mitigating Circumstances will be considered as outlined in Section 7 of the UoD policy <https://www.dundee.ac.uk/media/dundeewebsite/qualityframework/documents/Assessment-Policy-2015-revised%20Nov-18.pdf>

information that lecturers will need to obtain an item you have used in your work which we are unfamiliar with (and indeed which we may wish to introduce to the library).

There are several widely used referencing standards. BCFE has adopted the

Harvard System and all students are expected to use this. Students should familiarize themselves with the Harvard System so that all work presented for assessment will have accurately cited the sources of any materials.

In addition, students are expected to provide a complete bibliography of all works and sources used in the preparation of projects, essays, assignments, and dissertations and to include the following signed declaration on a separate page after the title page of each piece of work so presented:

*I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Bachelor of Arts (Honours) degree in Visual Media in Animation/Game Design, is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.*

## **Internal Moderation**

Internal moderation takes place once per academic year and is informed directly by the programme calendar of completion dates. The purpose of internal moderation is to ensure student work is reflective of the level of achievement required for the particular modules on the programme. The marking bands are used to aggregate marks, which then indicate the level and classification of degree awarded.

Internal moderation provides a fair and transparent allocation of a single grade per student. The programme leader sets a date to convene and a team including an Independent Chair, Deputy Principal, Programme Leader, Module Leaders and a Guidance Counsellor review the grades of all students. A single draft grade is set, for each student, in accordance with the averaging grades band. The grade is subject to external moderation.

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## **External Moderation**

External moderation (EM) takes place at the end of the academic year. In addition, the External Examiner visits at a mid-point within the year to familiarise themselves with the work of students.

The purpose of EM is to confirm and recommend internal procedures of programme delivery, monitoring and assessment and to determine internal marking is appropriate and consistent. It also confirms and may agree moderation of individual student grades.

The Programme Leader convenes the external moderation team with Deputy Principal, Independent Chair, External Examiner, Guidance Counsellor, and Module Leaders in attendance. The Module Leader presents a range of student work across all bands and including all pass/fail cases for viewing by the External Examiner. After viewing the work, the Examination Board agrees and ratifies the grades for each student and files the grade specification accordingly.

All cases of mitigation are presented and agreed ahead of the examination board.

## **Examination Board**

The Examination Board meets at the end of the academic year to formally confirm and record grades, and to confirm the progression of students and the awarding of classification of degrees.

An Independent Chair, Principal, Deputy Principal, Programme Leader, External Examiner, Guidance Counsellor and all Module Leaders attend.

Final ratified results are documented and filed by BCFE, and this is then sent to UoD for recording, issuing the examination results and in the case of Level 4 students, issuing the information regarding degree classification for graduation.

All documentation is confidential and complies with the General Data Protection Regulation (GDPR).

## BA Visual Media: Animation - Modules Level 3

BA Visual Media: Animation	
Programme Award	BA Visual Media: Animation
BCFE Code	CDA 1
Programme Leader	Gwen Fagan
Credits Total	Level 3 / Volume 120

Module Title	Visual Media Design and Technology
Module Code	VM30013
Module Leader	Jolien Hampson
Credit Rating	Level 3 / Volume 60
Module Title	Life Drawing
Module Code	VM30009
Module Leader	Gwen Fagan
Credit Rating	Level 3 / Volume 20
Module Title	Professional Practice
Module Code	VM300008
Module Leader	Gwen Fagan
Credit Rating	Level 3 / Volume 20
Module Title	Visual Media Theory
Module Code	VM30011
Module Leader	Jolien Hampson
Credit Rating	Level 3 / Volume 20

## BA Visual Media: Animation - Modules Level 4

BA Visual Media: Animation	
Programme Award	<b>BA Visual Media: Animation</b>
BCFE Code	CDA 2
Programme Leader	Gwen Fagan
Credits Total	Level 4 / Volume 120

Module Title	Applied Visual Media Theory
Module Code	VM40002
Module Leader	Donal Griffin
Credit Rating	Level 4 / Volume 30
Module Title	Visual Media Production
Module Code	VM40001
Module Leader	Miriam van Gelderen
Credit Rating	Level 4 / Volume 90

## BA Visual Media: Game Design - Modules Level 3

BA Visual Media: Game Design	
Programme Award	<b>BA Visual Media: Game Design</b>
BCFE Code	CDG1
Programme Leader	Gwen Fagan
Credits Total	Level 3 / Volume 120

Module Title	Visual Media Design & Technology
Module Code	VM30013
Module Leader	Shane Whelan

Credit Rating	Level 3 / Volume 60
Module Title	Game Design
Module Code	VM30010
Module Leader	Sergio Calabria
Credit Rating	Level 3 / Volume 20
Module Title	Professional Practice
Module Code	VM300008
Module Leader	Gwen Fagan
Credit Rating	Level 3 / Volume 20
Module Title	Visual Media Theory
Module Code	VM30011
Module Leader	Jolien Hampson
Credit Rating	Level 3 / Volume 20

### **BA Visual Media: Game Design - Modules Level 4**

BA Visual Media: Game Design	
Programme Award	<b>BA Visual Media: Game Design</b>
BCFE Code	CDG2
Programme Leader	Gwen Fagan
Credits Total	Level 4 / Volume 120

Module Title	Visual Media Theory
Module Code	VM40002
Module Leader	Donal Griffin
Credit Rating	Level 4 / Volume 30

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Module Title	Visual Media Production
Module Code	VM40001
Module Leader	Shane Whelan
Credit Rating	Level 4 / Volume 90

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## **Course Features**

### **Mentor System**

A mentoring system supports all productions in their development and direction. It guides the student through objective analysis and progression. A schedule is arranged with students, module leaders and mentors, to cater for each type of production. Individual student performance is monitored through production management meetings.

### **Library Facilities**

There are access arrangements in place to accommodate the students study requirements outside of our immediate resources at B.C.F.E. These include Ballyfermot Library, TUD, Mountjoy Square and NCAD, Thomas Street.

Ballyfermot College has established an on-site joint facility with Ballyfermot Public Library Service, which has a specific section populated with texts and journals for the degree programme. In addition, students have full access to the UoD library and online access to databases and journal materials.

- 1 Library membership is organized through your Programme Leader and our BCFE/Library liaison system.
- 2 If requested at any time by a member of the library staff, users must show their current identity card or Library membership card. These cards will be requested at the issue desk from users wishing to borrow material.
- 3 Users must adhere to the rule of silence in the library.
- 4 Smoking and the consumption of food and drink are not allowed in the library.
- 5 Students accessing the University of Dundee on-line resources must comply with UoD policies and security requirements – please see <https://www.dundee.ac.uk/library/resources/accesstoelectronicresources/>

### **Guest Lecture Series**

It is the intention of BCFE to host a regular complementary study series to invigorate theoretical and practical interest across both pathways.

### **Student Representation**

There will be a student election annually for class representatives. Class representatives will attend two scheduled staff /student consultative meetings per year.

Further meetings may be convened as required.



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## **Attendance**

BCFE and UoD are committed to supporting students to complete their programmes of study and attain the best possible academic outcome. As part of this, it is important that student engagement with all aspects of their programme is encouraged and monitored so that any difficulties can be identified and supported.

Students should contact their Programme Leader as soon as possible should they anticipate any difficulties in meeting attendance requirements.

Attendance and Monitoring Requirements:

- 1) Students are required to attend all scheduled teaching events in all years of study, unless flexibility in attendance has been approved for an individual student as part of their individual learning plan by their School.
- 2) BCFE will monitor attendance at all teaching activities.

In the case of absence, the student must inform the Programme Leader of the reason for the absence, in writing within a week, and may be required to produce supporting evidence.

Students who do not attend class regularly are likely to have poor grades or, indeed, fail. The responsibility for attending class lies solely with the student. Good timekeeping, regular attendance and active participation in workshops and seminars are required of all students.

In cases of mitigated absence, (for instance if a student cannot attend because of an illness) students should note that it is their responsibility to keep up with the progress of the course and make it their business to ascertain what they missed and to acquire any course materials given out during their absence.

## **Academic Integrity and Plagiarism**

During your time studying here at BCFE, you will be advised to read a variety of texts and specific journals. It is essential that, as you do this, you learn the importance of good, appropriate academic writing. As part of this, you need to learn how to use the work of others appropriately. This involves acknowledging the work of others and not claiming it as your own. It is very acceptable to quote other authors' work, but proper and full references must be given. It is important for the reader to be able to check the sources of anything you use in your work. Failure to act as indicated above is a very serious offence and will incur penalties.

There are various ways in which you can avoid plagiarism. For example:

- You may give an exact reproduction of the original writing as long it is in inverted commas and the source is cited

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- You may paraphrase and give the general sense of what the author says, and cite the source.

## **Plagiarism Policy**

BCFE and the University of Dundee have very strict policies regarding plagiarism and academic dishonesty. This includes any form of copying work or claiming work is your own, when it has in fact been totally or partially produced by another individual. You must ensure that you do not copy work directly from a book, internet or any other source, nor can you collude with another person to produce work that is presented in your name. You should refer to the University Of Dundee Code Of Practice on Plagiarism and Academic Dishonesty to ensure that you understand the meaning of plagiarism. This can be found at:

<https://www.dundee.ac.uk/governance/dca/discipline/plagiarism/>

Guidance on academic plagiarism is offered at the outset of the programme but you should remember that it is your responsibility to ensure that you do not breach the terms of the Code of Practice. Severe penalties are imposed for plagiarism and other academic dishonesty. BCFE and the University of Dundee now use specific software to detect plagiarism. Although many students experience difficulty with writing, you must not be tempted to directly copy any text from books, websites or other printed sources.

## **Enrolment**

Students must attend for enrolment at the appointed place and time at the beginning of term. No late enrolments will be accepted. On enrolment students are entitled to membership of the library and access to a range of UoD resources. Students will be issued with a Student Card, which must be available for inspection, by the College personnel, at all times.

## **Health and Safety**

While on the course, you will receive full instruction in the correct and safe handling of equipment and materials. You are required to work in a safe and responsible manner, you must pay due regard to your own safety and to the safety and welfare of others. Your willingness and ability to function in a professional, caring and responsible manner forms part of the common skills assessment while you are on the course.

If you are ever in doubt as to the correct use of equipment or materials, then you should ask a member of staff.

## **Fire Escape**

Please familiarize yourself with all exits in case of an emergency evacuation is necessary.

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## **Accidental Spills**

Drinks and food can only be consumed in the social area set aside for that purpose.

- **No Smoking Zone**

The College is a no smoking zone.

- **First Aid**

Fully equipped First Aid cabinets are located in the porters' and general offices.

## **Counselling Service**

BCFE offers a Guidance Counselling Service to its fulltime students, which aims to assist them to get maximum benefit from their college experience. There are two Guidance Counsellors in the college and each class group has a designated Guidance Counsellor. The service follows the two-strand model and incorporates both guidance and counselling within an educational setting. Our aim is that each student should derive maximum benefit, both personally and academically, from his/her time in the college.

However, there may well be times when a student may become aware of concerns that are interfering with the achievement of that aim. These concerns may have to do with, for example, settling into a new course, personal relationships, family problems, social isolation, money worries, academic pressures, or depression. It is wise to talk such problems over with a counsellor at an early stage, rather than to allow them to develop into a crisis. BCFE therefore offers a confidential counselling service to all its students, which provides a safe haven in which to talk over problems with a trained counsellor. This service provides an understanding and non-judgmental atmosphere in which students can learn to understand and accept themselves and others, and to approach their lives and problems with greater confidence.

Confidentiality is an essential part of this work.

Counsellors will agree an appointment that will give you the time and space you require. A brief contact may be all that is needed, but ongoing counselling will be offered where necessary.

Some students find college years can be an anxious and stressful time with lots of adjustments to make. The guidance counsellors provide a support service within an educational setting to students who are willing to engage in change and are prepared to face challenges in new ways. Students can have a variety of issues: academic or college related, personal, or mental health issues. All are important to the student concerned. The Guidance Counsellors may offer a limited number of one-to-one support sessions by appointment to students of BCFE in a caring, supportive, and non-judgmental environment.

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Guidance Counsellors will also refer students to outside agencies when this is the most suitable course of action. While this is a confidential service there are limitations to confidentiality. These limitations are clearly defined in the BCFE Student Diary/ Handbook. Students who wish to avail of the service should familiarise themselves with these guidelines. This service is supported by CDET B Psychological Service.

## **Career Guidance Service**

Associated with the Counselling Service is the Career Guidance Service, also available to all students. Information and advice are provided on future options, such as continuing education, employment prospects, etc. Up-to-date information on current vacancies is posted on the Careers Notice Board in the social area of the Main Building and arts Building. A wide range of prospectuses relating to third-level courses in this country and in the UK is also available. We recommend the following websites for researching progression routes:

[www.cao.ie](http://www.cao.ie)   [www.qualifax.ie](http://www.qualifax.ie)   [www.qqi.ie](http://www.qqi.ie)   [www.ucas.co.uk](http://www.ucas.co.uk)   [www.careersportal.ie](http://www.careersportal.ie)  
[www.findacourse.ie](http://www.findacourse.ie)   [www.eunicas.com](http://www.eunicas.com)

## **Personal Skills**

The Career Guidance service helps students to become more personally effective. Information and advice are available on such topics as time management, study skills, job application, interview techniques and all other aspects of the job search process.

While the Career Guidance Counsellor is available to assist students as described above, students must realise that it is their own responsibility to be proactive in the process of career planning and job seeking.

Times of availability will be posted on the Careers Notice Board in the Social Area.

Appointments may be made through your Tutor or directly with the Careers Office.

## **Student Liaison Officer**

The student liaison officer facilitates the working of the student union and college administration. They act in assisting effective communication between students and college

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administration. The liaison officer supports the smooth integration of the academic and social aspects of the college.

## **Student Union**

The student voice is extremely important. One avenue of hearing that voice is via the student council. Each class group elects two representatives to the student council. The student representatives then elect candidates to represent student issues on the College Board of Management. There are two student representatives (one male and one female). The student union office is located opposite room 25 in the Main Building.

## **Computer Services:**

The College has several computer rooms (two of which have unrestricted access) with a range of industry-standard software packages available for the use of students for Word- processing, Spreadsheet and Database work. There is specialist software for Desktop Publishing and Print Production.

Computer Services staff provide timetabled support and guidance to all students. All queries related to accessing or using computer facilities must be referred to the computer technician through our ticketing system at [comptech@bcfe.cdetb.ie](mailto:comptech@bcfe.cdetb.ie). Priorities may be established for the use of the computing facilities at certain times.

## **Student Identity Cards**

A student identity card is issued to all students at enrolment. A student may be asked to produce this identity card to any member of the BCFE staff. It must be returned if a student leaves during the academic year. If lost a duplicate card, for which a fee will be charged, can be obtained. Every student must immediately give notification of any change of home or postal to the administration staff in the main office.

## **Withdrawing from BCFE**

There may be students who, for a variety of reasons, decide not to complete their course. Students contemplating leaving BCFE should bear the following points in mind:

If you are not sure about your decision, discussing it with someone can be of help. The college counsellor is very willing to help in such cases. The Careers Guidance Counsellor is also available to give assistance and is aware of other options open to you. Advice from your Personal Tutor can also be helpful. If you should decide to withdraw you should inform the Programme Leader and return your identity card.



## BA (Hons) Visual Media - Animation / Level

**Module Title:**

**Module Code:**

**Module Leader:**

**Internal Moderator:**

**Credit Weighting:**

**Assignment Name:**

**Assignment Weighting:**

*Non-submissions* will result in a fail for the assignment.

*Late submissions* will not be accepted unless with prior tutorial permission.

**Date for Assignment Out:**

**Date for Assignment In:**

**Evidence Required:**

**Task(s):**

**Indicative Content / Practical**

**Criteria for learning / Outcomes**

**Criteria of evaluation / Assessment**

**Criteria for levels of achievement / Grade**

<b>ASSESSMENT CRITERIA</b>	<b>(A)</b>	<b>(B)</b>	<b>(C)</b>	<b>(D)</b>	<b>MF1-QF</b>

**COMMENTS:**

<b>EVALUATION</b>	
<b>DATE</b>	
<b>SIGNATURES</b>	MODULE LEADER:
	MODERATING TUTOR:
	STUDENT:
	EXTERNAL MODERATOR:

<b>Reporting Scale</b>	<b>Assessment Criteria Descriptor</b>	<b>Summary descriptor</b>	<b>Honours class (where appropriate)</b>
A1	The student has achieved the highest possible level of attainment with no room left for improvement. All of the learning outcomes have been met to the highest possible level.	<b>Perfect performance</b>	1 <sup>st</sup> First Class
A2	The student has attained a level that is excellent, and there is very little room left for improvement. All of the learning outcomes have been met to a very high level with the majority having been met to the highest possible level.	<b>Exceptional performance</b>	1 <sup>st</sup> First Class
A3	The student has attained a level that is excellent, but still has a little room for improvement. All of the aims of the module have been met to a very high level with several of them at the highest possible level.	<b>Exemplary performance</b>	1 <sup>st</sup> First Class



A4	The student has attained a level that is excellent, but still has some room for improvement. All of the aims of the module have been met to a very high level with a few of them at the highest possible level.	<b>Distinctive performance</b>	1 <sup>st</sup> First Class
A5	The student has attained a level that is excellent, but still has some room for improvement. All of the aims of the module have been met to a very high level.	<b>Highly accomplished performance</b>	1 <sup>st</sup> First Class
B1	The student has demonstrated a very good, thorough overall performance and attainment of virtually all intended learning outcomes.	<b>Accomplished performance</b>	2.1 Upper Second
B2	The student has demonstrated a very good, thorough overall performance and attainment of a great number of learning outcomes.	<b>Substantial performance</b>	2.1 Upper Second
B3	The student has demonstrated a very good, thorough overall performance and attainment of virtually all intended learning outcomes.	<b>Very good performance</b>	2.1 Upper Second
C1	The student has demonstrated a thorough knowledge of the subject and has attained the majority of intended learning outcomes quite competently, with several of the outcomes being achieved securely	<b>Very competent performance</b>	2.2 Lower Second
C2	The student has demonstrated a good knowledge of the subject and has attained the majority of intended learning outcomes, some more securely than others.	<b>Competent performance</b>	2.2 Lower Second
C3	The student has demonstrated a good knowledge of the subject and has attained many of the intended learning outcomes, some more securely than others.	<b>Good performance</b>	2.2 Lower Second
D1	The student has demonstrated some ability and knowledge of the subject and has achieved a reasonable attainment of intended learning outcomes.	<b>Satisfactory performance</b>	3 Third Class
D2	The student has demonstrated some ability and knowledge of the subject and has achieved an acceptable attainment of intended learning outcomes.	<b>Adequate performance</b>	3 Third Class
D3	The student has demonstrated a degree of ability and knowledge of the subject and has only just achieved an acceptable attainment of intended learning outcomes.	<b>Basic pass</b>	3 Third Class
MF1	The student has not demonstrated enough attainment to pass the module. Although the requirements to pass the module were not met, the attainment was just below the threshold to pass and some outcomes were met satisfactorily.	<b>Some improvement would be required to achieve pass</b>	Marginal Fail
MF2	The student has not demonstrated enough attainment to pass the module. The majority of outcomes have not been met satisfactorily.	<b>A high degree of improvement would be</b>	Marginal Fail

		<b>required to achieve pass</b>	
MF3	The student has not demonstrated enough attainment to pass the module. No outcomes have been met satisfactorily.	<b>Considerable improvement would be required to achieve pass</b>	Marginal Fail
CF	The student has demonstrated an unsatisfactory level of attainment of all of the intended learning outcomes.	<b>Substantially unsatisfactory performance</b>	Clear fail
BF	The student has demonstrated little or no evidence of attainment of intended learning outcomes.	<b>Definitively unsatisfactory performance</b>	Bad fail
<b>*Note</b>	see below		see below

\* **Note:** relevant descriptor selected from CA (Certified Absence), AB (Unauthorised Absence used for Non-Submit)), MC (Medical Certificate or Mitigating Circumstances), WD (Withdrawn), DC (Discounted), ST (Stopped)



