

FHEQ Level	Assessment Task	Evaluative Focus	Creative Focus	Marking Indicators	Example Evidence
4 (Year 1 UG)	<i>Learning Journal with Image Series</i> (8–10 images + reflective notes)	Evaluate technical and creative decisions; identify strengths / weaknesses; propose next steps.	Exploration of a simple theme (e.g. “spaces of belonging”); experimentation with basic photographic choices.	<p>Pass: Descriptive account with minimal reflection.</p> <p>Good: Some evaluative comments linking intention and outcome.</p> <p>Very Good: Clear reflective self-awareness; evaluative insights into process.</p> <p>Excellent: Sophisticated reflection showing awareness of learning strategies and growth.</p>	<ul style="list-style-type: none"> • Photographic contact sheets with annotations. • Extracts from weekly reflective log. • Notes on technical experiments (e.g. aperture tests). • Short audio/video self-reflections.
5 (Year 2 UG)	<i>Critical Comparative Portfolio</i> (two contrasting sets of 6–8 images + commentary)	Evaluate differences between two approaches; assess how theory informed choices; reflect on adaptability.	Creative contrast (e.g. documentary vs staged, colour vs monochrome); deliberate shifts in method and style.	<p>Pass: Basic comparison, descriptive.</p> <p>Good: Recognises differences and links to some theory.</p> <p>Very Good: Evaluative analysis of process / outcome, growing reflexivity.</p> <p>Excellent: Strong metacognitive insight; evaluative judgment grounded in theory and lived experience.</p>	<ul style="list-style-type: none"> • Sketchbook with planning notes for both sets. • Comparative peer feedback forms. • Commentary citing relevant theory. • Reflection on difficulties or ethical dilemmas encountered.
6 (Year 3 UG)	<i>Independent Research Project with Reflexive Essay</i> (12–15 images + 2,000 words)	Evaluate how standpoint, values, and context shaped project; assess role of experimentation, failure, iteration.	Independent, research-informed project; integration of theory, method, and creative practice.	<p>Pass: Project with some reflective commentary.</p> <p>Good: Demonstrates conscious adaptation of method; awareness of personal influence.</p>	<ul style="list-style-type: none"> • Research journal with field notes and references. • Audience feedback (exhibition visitors, online survey).

Very Good: Critical evaluative reflection on identity, context, outcomes. • Documentation of failed/abandoned experiments.

Excellent: High-level metacognition; reflection demonstrably reshapes project and practice. • Positionality statement (linking personal identity to project).

7 (Masters / stretch for 1st-class UG)	<i>Practice-as-Research Exhibition with Reflexive Defence</i> (15–20 images + 3,000 words or viva)	Evaluate originality, contribution, and impact of reflection cycles; defend work in relation to academic/professional discourse.	Resolved, exhibition-ready body of work; innovative creative strategies; contribution to field.	Pass: Coherent work with some reflexive awareness. Merit: Evaluative depth; reflection informs creativity; strong conceptual underpinning. Distinction: Exceptional metacognitive sophistication; originality of voice; evaluative mastery showing professional / academic-level contribution.
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