

Grade Criteria
Module: Design for Marketing
Assessment 1: Written Assignment – Creative Brief Development

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level.	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.
<p>Knowledge and Understanding of the creative brief creation (30%)</p> <p>The students must understand the basic terms of all the different elements engaged in the production of creating the creative brief. They must develop the aims, objectives and milestones of the creative brief.</p>	Exceptional – innovative and of professional standard. All elements combine to knowingly create the required creative. Visually professional, great interpretation and execution.	Outstanding knowledge of the appropriate elements. Clearly structured, with all elements combining to knowingly create the required finished creative brief.	Overall – a successful approach which fulfils its aim very well and with clarity. It would benefit from a little additional attention to detail in utilising appropriate elements.	Overall – technically competent. The student understands and works through the brief elements with somewhat clarity of how to use them when creating the creative brief. May omit some important (but not crucial) aspects of the brief.	The student understands the basic process of the brief elements but shows only a limited ability to select, structure and prioritise the elements, omitting many important aspects. The brief elements do satisfy the learning outcomes.	Does not satisfy the learning outcomes of brief as it presents a mixture of lack of logical approach, poor organization and technical ineptitude. Shows crucial omissions in very basic decision making.	There is little engagement with the creative brief. Technical work is generally poor. The student has made no discernible attempt to engage with the creative brief creation.
<p>Practical and Professional Skills (40%)</p> <p>Students will be measured upon the quality of the depth and accuracy of the creative brief and how it links to the existing brand of MIUC.</p>	Exceptional integration and use of feedback received from interviews and research. Innovative and professional documentation of the collected data process and how it affected the final brief. A technically professional approach.	Outstanding in the way the student integrated interview data. Successful in demonstrating how collected data feedback was incorporated into the design or rejected.	Overall – a successful integration of collected interview data with a good clear documentation of the process. Minor parts would have been better with sufficient thought, or would benefit from an additional attention to data collected	Successful in collected interview data but often lacking in imagination and problem-solving ideas. The student understands there can be several solutions for the challenges in the production but has difficulties in solving them.	Shows only a very limited ability to solve production problems and understand collected data from interviews. Shows only a very limited ability to select, structure and prioritise in problem solving. The ability does satisfy the learning outcomes	Does not satisfy the minimal problem solving in order to integrate data collected from interviews into finished briefs. Has not or very limited sought feedback.	There is little or no engagement with the interviewees to receive and incorporate data from the interviews. Documentation of the work progress is generally poor. The student has made no discernible attempt to engage with the assessment.
<p>Transferrable and Key Skills (30%)</p> <p>Students need to present their work in a clear and coherent manner in writing a design brief. The student must showcase the design issues which have been considered and resolved.</p>	The Report produced is extraordinary. It translates in a highly successful communication of the difficulties and challenges in a very detailed way as how the assessment was accomplished.	An outstanding Report – Clearly structured, with all elements combining to knowingly create the required translation and communication of the process involved in the production of the assessment.	Overall – a successful Report, which fulfils its aim of informing on the challenges approached very well and with clarity. It would benefit from a little additional explanation on minor parts of the process in the assessment.	Partial understanding of major issues in the assessment and the ability to apply this, but in a limited and often derivative way. There may, however, be problems with structure or execution, which lead to some lack of depth in the report.	A very limited understanding of the major issues in the assessment and little ability to apply this. There may be major weaknesses in clarity of expression but there should be some ability to marshal arguments into a coherent structure.	Does not satisfy the minimal communication on the Report of the difficulties faced in the assessment as the student does not demonstrate that they have understood the major issues in it.	The student's engagement has been very little. They do not demonstrate that they have identified the issues involved in the assessment and there will be little if any understanding of the process, and no evidence of having surpassed any of its difficulties.