



**ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER**

**PROGRAMME SPECIFICATION**

**Foundation Degree in Animal Management and Zoology**

**NB**

*The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.*

*The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.*

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<b>1. Awarding institution</b>	The Royal Agricultural University (RAU)
<b>2. Teaching institution</b>	Capel Manor College
<b>3. Final award title(s)</b>	Foundation Degree in (FdSc) Animal Management and Zoology
<b>4. Academic level on Framework for Higher Education Qualifications (FHEQ)</b>	Level 5
<b>5. UCAS code(s)</b>	<b>103Z</b>
<b>6. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark</b>	<p>The course team referenced the QAA Quality Code Subject benchmark statements for subjects studied at honours degree level in preparation of the FdSc Animal Management and Zoology in particular</p> <p>QAA Veterinary Science 2002 – Health and husbandry of domestic animals, understanding animal disease and legal, environmental and ethical considerations.</p>
<b>7. Details of accreditation by a professional/statutory body</b>	N/A
<b>8. Mode of study</b>	Full-time,
<b>9. Language of study</b>	English
<b>10. Date of production/revision</b>	May 2016

## **11. Educational aims of the programme**

### **11.1 The Educational Aims of the Programme**

The intended educational aims of this Foundation Degree are to:

- Provide education and training delivering the appropriate knowledge and skills required for future employees who wish to seek employment in the animal management and zoological sector.
- Enable existing workers in the animal management and zoological sectors to pursue their learning further and to develop their skills through studying on this programme by full-time and part-time attendance.
- Make available a progression route for those completing level 3 education and for those already employed in relevant agencies as part of their continuing personal and professional development activities.
- Promote the acquisition of transferable skills to meet the future needs of employment in the animal management and zoological sectors and related occupations.
- Stimulate a desire to pursue lifelong learning in both vocational and academic subjects.
- Facilitate a progression route for students who successfully complete this Foundation Degree to proceed onto an appropriate BSc honours conversion programme, for the Students completing

this qualification are likely to be able to progress to the following BSc (Top Ups):

- BSc Animal Behaviour & Welfare or BSc Marine Ecology and Conservation – Kingston Maurward College (RAU Validated Top up)
- BSc Animal Science & Management – Wiltshire College (RAU Validated Top up)
- BSc Zoology – Anglia Ruskin (Top up)
- BSc Zoo Management – Reaseheath (Top up)
- BSc Animal Conservation Science – Plymouth (Top up)
- BSc Animal Management (Health & Welfare) – Harper Adams (Top up)
- BSc Animal Management – Hartpury (Top up)
- BSc Applied Animal Management – Bridgewater (Top up)

Capel Manor is planning to develop and offer its own BSc (Hons) (Top up) for this qualification for delivery from October 2018 which would be the primary progression route for students on this programme.

## **12. Intended learning outcomes**

### **A. Knowledge and understanding**

- A1 Understand the fundamental concepts and principles in relation to Animal Management and Zoology in both urban and rural contexts.
- A2 Recognise the roles of regulatory and advisory bodies, the policies and legislation involved in the management of animal collections in both urban and rural contexts.
- A3 Demonstrate an understanding of different animal and zoological management, including their development and maintenance.

- A4 Recognise the challenges in managing animal collections in the light of climate change, population demands, economic pressure and agricultural requirements.
- A5 Understand the legal framework in managing animal collections in private and public zoological environments

### **B. Intellectual Skills**

- B1 Understand subject specific theories, concepts and principles.
- B2 Apply the skills necessary for academic study and enquiry.
- B3 Research, critically assemble and evaluate a wide variety of information types and evidence.
- B4 Demonstrate the skills necessary to plan, conduct and report on a variety of animal management and zoology projects.
- B5 Apply professional judgement to balance risks, costs, benefits, safety, reliability and environmental impact.

### **C. Practical Skills**

- C1 Plan and execute both individual and group activities.
- C2 Plan and undertake a variety of surveys, analyse and report results, including recommendations for further investigation.
- C3 Undertake a range of practical skills including demonstrating animal management skills to accepted professional standards.
- C4 Critically assemble and evaluate verbal, written and visual communications to inform decision making.

### **D. Transferable skills**

- D1 Source and assemble information to apply and communicate knowledge systematically and coherently.
- D2 Develop and apply analytical and numerical skills and techniques.
- D3 Development of personal roles and responsibilities in new and changing situations and contexts.
- D4 Relate to, and interact effectively with, individuals and groups, including working effectively both as a team member and leader.

- D5 Development of reflective and assessment skills.
- D6 Manage tasks and identify and solve problems using information sources.
- D7 Use a range of technological equipment and systems.
- D8 Apply a range of skills and techniques, using a variety of thought processes, to develop ideas in creative work.

## **13. Programme structure and requirements**

### **13.1 Student workload**

All full-time academic programmes at the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of module assessments will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total time – usually around 2 hours per week for a 15-credit module studied over 25 weeks of the year. Thus the majority of module activities; such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision for, and sitting, examinations; will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the year in readiness for any end-of-module examinations.

Students will be able to access support from Capel Manor's student support department, in addition staff are available within the library, who can assist with research and use of blended learning and e-journals.

### **13.2 Length of Study Programme**

Students registered full-time will complete the programme over two academic years (30 weeks per year), with the additional requirement of a compulsory period of work experience totalling a minimum of 160 hours and completed either during the student's first academic year or during the summer vacation between year 1 and year 2. The objective of this period is to expose the students directly to animal management, zoological and animal collection activities within the sector. Students who can already demonstrate suitable prior experience may seek exemption from this 160 hour requirement, following agreement with the Programme Manager. However, they may not be exempted from the associated assessments for this period, which contribute to both the Work Experience module and the Advanced Work Experience module in the final year.

### **13.3 Detailed Modular Structure**

The curriculum for the full-time route for the FdSc will consist of the following modules (with credits shown in brackets). The Module Reference Sheets are available from Capel Manor College intranet.

### **Year 1(Level 4 Modules)**

Module 1: Animal Husbandry, Health and Nutrition	(20 credits)
Module 2: Industry Experience	(10 credits)
Module 3: Animal Disease and Immunology	(20 credits)
Module 4: Ethology and Training	(10 credits)
Module 5: Comparative Anatomy and Physiology	(20 credits)
Module 6: Animal Collection Design	(10 credits)
Module 7: Avian Science	(10 credits)
Module 8: Herpetological Management	(10 credits)
Module 9: Professional Business Practice	(10 credits)
<b>Total for Year 1 =</b>	<b>120 credits</b>

On successful completion of 120 Credits at level 4, students leaving the programme will be awarded a Certificate of Higher Education.

### **Year 2 (Level 5 Modules)**

Module 1: Research Project	(30 credits)
Module 2: Conservation Biology	(10 credits)
Module 3: Collections Management	(20 credits)
Module 4: Animal Nutrition	(10 credits)
Module 5: Advanced Industry Experience	(10 credits)
Module 6: Management of Reproduction and Breeding	(20 credits)
Module 7: Animal Welfare and Ethics	(10 credits)
Module 8: Veterinary Skills	(10 credits)
<b>Total for Year 2 =</b>	<b>120 credits</b>

### **13.4 Academic Level of the Programme**

This Foundation Degree in Animal Management and Zoology is a qualification in its own right, matched to the Intermediate level in the QAA “Framework for Higher Education Qualifications”. It is recognized as appropriate for graduate level recruitment for intermediate jobs by many employers.

This programme has been designed so that those successfully completing this Foundation Degree can undertake a period of further study, normally of one years’ duration, to achieve a BSc (Honours) Degree. An example of such a



programme is the BSc Zoology, Anglia Ruskin (Top up) or BSc Zoo Management, Reaseheath (Top up). The learning outcomes for this FdSc have been articulated with this Honours Degree Programme so as to facilitate student progression.

### 13.5 Credits Relating to the Programme

The programme is in line with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008) and the Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England (QAA 2008), as shown below:

QAA Level	Credits	Higher Education Award
Level 4	120	Certificate in Higher Education
Level 5	240*	Foundation Degree

\* 120 @ level 4 + 120 @ level 5

### 13.6 Awards and Any Distinctive Features of the Programme

Successful completion of all modules will lead to the award of a Foundation Degree (FdSc) in Animal Management and Zoology.

The programme has been developed following wide consultation with stakeholders interested in animal management and zoology.

The distinctive features of the programme are:

- The integrated nature of work-based learning activities, spanning both years of the programme
- The partnership between the RAU and Capel Manor College to provide access to a wide range of staff expertise and educational resources
- The close involvement of key stakeholders to ensure the programme fully meets the needs of employers and organisers of volunteer organisations involved in animal management and zoology.

- Access to 75+ species in the Enfield Animal Collection.
- Diverse range of staff expertise in animal handling / care (e.g. from dangerous exotics to large animals)
- The number of employer organisations and agencies situated, or with significant presence, locally, including the Royal Veterinary College, Colchester Zoo, London Zoo, Monkey World, Paradise Wildlife Park.
- Students will have the opportunity to attend seminars at the Royal Veterinary College and London Museums for example the Natural History Museum where behind the scenes tours are available.

#### **14. Student support services**

14.1 Details of the range of support services provided for students are given in the Capel Manor College student handbook. In particular for this programme, the following support services will be provided for students:

- A formal induction programme on arrival at Capel Manor College that will introduce support services available, and outline the study skills that will be needed to complete the programme successfully.
- The Capel Manor College Student Handbook that provides details of all facilities available to students.
- The programme specification and individual module guides that provide clear details of the assessment regulations and outline the teaching and assessment programme for each module of study.
- Personal Development Programmes which will be agreed with students at the beginning of the programme and reviewed regularly.
- On-line module teaching resources available through the Capel Manor College VLE, Moodle@Capel .

- Access to extensive Library and study skill packages, many of which are available on-line.
- Student e-mail and internet facilities.
- Personal access to all lecturing staff to enable students to discuss problems relating to specific modules or assessment activities.
- The College's has a comprehensive Careers Service which provides students with information, education, advice and guidance about career choices guide and their 'next step' including top-up options that are available to them after. The Careers Team also arrange Freshers' Fairs, Careers Fairs, Higher Education Fairs and frequent Employers' Talks.
- Access to additional learning support services, such as dyslexia or disability support services.
- Access to the Student Liaison Officer, the Student Welfare Officer and the University Health Centre.
- Access to independent and confidential Counselling services, for the first cohort, provided by Capel Manor.

## **15. Criteria for admissions**

Applicants should confirm their ability to study on a Foundation Degree by presenting evidence of:

- A minimum of 3 GCSEs to include English & Maths at grade C or above, (or equivalent level 2 qualifications) and 120 UCAS tariff points from Level 3 qualifications (see below):

The following level 3 qualifications (and combinations) will be considered for entry:

- 2 A-level subjects or equivalent combinations (e.g. min DD/ Ddd) (this is either two A levels both grade Ds, or one A level at grade D plus two AS levels at grade d) ideally English or Science subjects preferred and not general studies.
- BTEC Level 3 qualifications (e.g. PPP, MP, M-P)
- City & Guilds Land Based level 3 qualifications ( e.g. Pass at Extended Diploma / Merit at Diploma / Merit at 90-credit Diploma)
- Irish Highers(e.g. CCD)
- Scottish Advanced Highers and Highers (e.g. CCD)
- Access to Higher Education Diploma (45 credits at Level 3) in Animal Management or other subjects.
- Successful completion of Advanced Apprenticeships, Technical Level Qualification and Technical Baccalaureate (TechBacc) qualifications can also be considered depending on the relevant work experience.

Further considerations:

- Applicants where English is not the first language will require IELTS overall grade 6.0 (with no element below 5.5).
- Substantial relevant experience (considered individually where UCAS tariff is not met).

Applicants may apply for exemption from specified units on the programme through APL / APEL for no more than 40% of the total credits for the programme.

## **16. Teaching, learning and assessment**

This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the [Equality Act 2010](#). Students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

### **Individual Development Planning (ILP)**

Prior to the commencement of the programme, following any Accreditation of Prior Learning (APL) for a student, an ILP will be drawn up between Capel Manor College and each student on the programme. This will confirm the student's learning and skills achievements to date as well as any Prior Accreditation that is being sought relating to any study modules in the Foundation Degree. Also any other learning outcomes a student may want to achieve through the Foundation Degree programme and any learning support required will be documented. Progress towards the achievement of these outcomes will be reviewed regularly.

### **Teaching, Learning and Assessment**

The forms of teaching that will be employed for the delivery of this Foundation Degree are detailed below:

#### *Lectures*

One of the methods of delivery of learning during Capel Manor College and University-based phases of the programme will be by lectures. Lectures aim to:

- Provide information.

- Encourage students to pursue additional information on subjects covered.
- Provide various views on subjects.
- Explain difficult ideas and issues relating to particular areas.
- Demonstrate ways in which students can widen and increase their depth of knowledge

#### *Seminars / Tutorials*

These will provide opportunities for dialogue between students themselves as well as lecturers. Exchanges of information and ideas can be achieved under the direction of tutors in seminars / tutorials. Through these meetings students should be able to:

- Express and share their views
- Develop their ability to participate in group activities.

#### *Visits*

Visits to various zoos, city farms, rescue centers, Royal Vet College & private animal collections, will be an important part of the programme. These will aid the reinforcement and application of information learned through more formal study.

#### *Practical workshops*

Students will have the opportunity to practise their practical animal handling and husbandry skills in tutor supported practical sessions throughout the programme.

#### *Work-based Experience*

Students will gain work-based experience throughout this programme, through the work experience modules. A minimum of 160 hours year one may be completed either during the academic year or during the summer vacation between Year 1 and Year 2 and a minimum of 120 hours during the academic

year 2. Learning objectives for this period will be agreed between the learner, employer and College staff. During this experience students should be able to:

- Work effectively in a 'professional' environment, individually or in teams.
- Organise themselves as regards time management, resourcefulness and ability to work on their own.
- Develop existing practical and business skills and acquire new ones.
- Gain insight into the management of the enterprise including financial and human resources aspects

### *Portfolio Development and Key Skills*

During the programme students will be required to develop and maintain a portfolio relating to their work-based and work-related experiences. This will include developing their ability to demonstrate key skills such as numeracy, communications, presentation and IT skills.

### *Directed and Private Study*

Students are expected to undertake additional study on their own behalf as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial / seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the College library, electronic journals and both the RAU (for the first co-hort only) and Capel Manor College intranet resources which can be accessed remotely will be encouraged for the effective use of private study time.

### **Assessment**

A wide range of assessment techniques will be applied throughout the programme to confirm learning outcomes. These will include:

- Reports and illustrated reports.
- Oral and visual presentations.

- Practical assessments.
- Research projects.
- Portfolios / appraisals.
- Case studies.
- Business plans.
- Peer and self-assessment.
- Time constrained tests.

## **17. Work-based learning**

Work-based learning is a very important feature of this Foundation Degree.

Students will undertake training in work-based learning throughout the modular programme, specifically in the Work Experience module at level 4 and in the Advanced Work Experience module at level 5, totalling a minimum of 280 hours. The work experience must have relevance to either an animal management, animal collection or zoological business. Assessment of this period will be linked to the Work Experience and Advanced Work Experience module, at level 5.

At the end of the WBL, students are required to secure an assessment of their performance from their work-based supervisor(s), using Capel Manor College's own appraisal form, to demonstrate successful completion and help inform the students' own Personal Development Plan.

## **18. Quality assurance procedures**

### **18.1. RAU Procedures for Quality Assurance**



These are described in the University's Teaching Quality Handbook and include procedures for:

- Programme and module development, monitoring and review.
- Student assessment, progression and awards.
- Assessment moderation and external examining.

## **18.2. The Programme Management Team and Student Representation**

A Programme Management Team will be appointed with the following membership:

- Programme Manager, who will be Chair.
- The Year Course Tutors.
- A representative of Capel Manor College staff.
- RAU Link tutor
- Two student representatives from each programme year group.

A minimum of two student representatives will be elected at the beginning of each academic year and will serve for a minimum period of one year. Their prime function will be to bring a student's perspective to the deliberations of the Programme Management Team (PMT) and feedback on the progress of the programme.

The team will normally meet at least three times a year and its function will include discussion of general issues relating to teaching, learning resources, curriculum and careers guidance.

## **18.3 Stakeholder Feedback**

The University's practice for programme reviews, which provides useful stakeholder feedback, includes a yearly Programme Management Report on the programme and a periodic review, which includes employers.

Because of the emphasis on work-based learning and the acquisition of practical skills in this programme, a Programme Review Forum will be established. This will include employers and volunteer organisers and will meet annually.

This Forum will also comprise RAU and Capel Manor College staff members involved with the delivery of the programme. The Forum will review the progress of the programme and its associated assessment procedures and also make recommendations about the future development of the programme.

### **19. Marking guides and assessment regulations**

The marking guide for student assignments and assessments is given in Appendix 2. University Regulations for Assessment and Progression are to be found on the University internet: <http://www.rau.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria>. Also available on Capel Manor College VLE, Moodle@Capel.ac.uk

### **20. Ownership of programme specification**

The responsibility for this Foundation Degree will lie within the RAU School of Agriculture Food & Environment.

### **21. Curriculum map**

The curriculum map for this programme, showing where the programme outcomes are assessed within the modular programme is shown in Appendix

1.

## **22 Career prospects**

Career opportunities that should become available to those completing this Foundation Degree would include:

- Animal collection manager
- Zoo keeper
- Animal Scientist
- Animal encounters officer
- Animal welfare management
- Animal Charity Management
- Animal trainer
- Military animal handler
- Animal lecturer

## **23. Further information**

This Programme Specification document is designed to be a concise summary of the main features of the Foundation Degree in Animal Management and Zoology. More detailed information about the programme modules is available in the individual module handbooks and web-sites available from Capel Manor College VLE (Moodle) and the University's VLE (Gateway).

## **24. Module reference sheets**

The Module Reference Sheets are available on Capel Manor College Intranet and the RAU website. Please follow the link to:

<http://moodle.capel.ac.uk>

<http://www.rau.ac.uk/study/undergraduate-study/module-details>

## Appendix 2

### ROYAL AGRICULTURAL UNIVERSITY UNDERGRADUATE (LEVELS 4-6) COURSEWORK MARKING CRITERIA

The generic marking guidelines below outline the quality of work expected for the award of a mark within the percentage band ranges. **In determining marks, tutors will need to interpret these generic criteria in the context of the learning outcomes for the module and the specific marking criteria for the piece of work as specified in the assessment brief. The descriptors are not seen as the minimum criteria, which must be met in all respects in order to gain a particular mark, but rather as being indicative of the general standard of work provided.** These guidelines must not be used for dissertations since each School has its own set of dissertation marking criteria.

The overall threshold pass mark is 40%.

90-100%	<b>An exceptional answer</b> which is excellent in every respect, showing full knowledge and understanding of the subject, and related theories and concepts. An outstanding ability to analyse, synthesise and evaluate in the context of the brief. Demonstrates insight, originality and independent critical thinking. Compelling arguments developed. Very extensive range of sources used and applied in an insightful way. Excellent presentation and fluently and stylishly written.
80-89%	<b>An outstanding answer</b> which is excellent in almost all respects and clearly focused on the brief. Demonstrates extensive knowledge and understanding of the subject and related theories and concepts. Clear evidence of excellent analysis, synthesis and evaluation. Demonstrates insight, critical thinking and some originality. Clear and thoughtful arguments developed. Evidence of extensive reading and study beyond the course content and thorough discussion of sources. Very

70-79%	<p>well written, logically structured and excellently presented.</p> <p><b>An excellent answer</b> in most respects, showing evidence of extensive knowledge and understanding of the subject and related theories and concepts in the context of the brief. Very good analysis, synthesis and evaluation. Demonstrates insight, critical thinking and, possibly, originality. Well-constructed arguments. Evidence of substantial reading and study beyond the course content. Very well written, logically structured and well presented.</p>
65-69%	<p><b>A very good answer</b> showing evidence of wide knowledge and understanding of the subject and related theories and concepts in the context of the brief. Clear evidence of outside reading and study. Good evidence of analysis, synthesis and evaluation. Logical arguments developed, but lacks some of the qualities of a first-class answer. May lack insight or originality. Well written, logically structured and well presented for the most part. Correctly referenced.</p>
60-64%	<p><b>A good answer</b> showing broad knowledge and understanding of the subject and related theories and concepts in the context of the brief. Based predominantly on the course content but with clear evidence of outside reading and study. Sound evidence of analysis and evaluation, but may display weaknesses in ability to synthesise. Balanced arguments developed covering the majority of salient points, but not in sufficient depth. Mostly accurate but may contain occasional errors. Well written, logically structured and well-presented but may contain minor flaws. Correctly referenced.</p>
55-59%	<p><b>A competent answer</b> showing sound knowledge and understanding of the subject and some related theories and concepts. Mainly relevant to the brief. Some evidence of outside reading but mainly reliant on key texts, with some minor errors in referencing. Insufficient analysis and</p>

<p>50-54%</p>	<p>evaluation. Arguments present but not fully developed. May contain errors and omissions. Adequately written, structured and presented.</p> <p><b>An adequate answer</b> showing a reasonable knowledge of the subject, but lacking depth of understanding. Insufficient focus on the brief. Limited evidence of outside reading and heavy reliance on key texts, with some errors in referencing. Mainly descriptive and lacking in analysis. Superficial arguments. May contain errors and omissions. Satisfactorily written but may have some weaknesses in organisation and presentation.</p>
<p>45-49%</p> <p>40-44%</p>	<p><b>An acceptable answer</b> showing some knowledge and understanding of the subject, but bearing limited relevance to the brief in places. No evidence of outside reading and study beyond the core material. Significant errors in referencing of key texts. Purely a descriptive account containing no analysis. Incomplete and unbalanced arguments; some important points are missed. Contains some errors and omissions. May be poorly expressed, loosely structured, short or incomplete.</p> <p><b>A bare pass</b> showing superficial knowledge and understanding of the subject. Mentions some relevant points, but lacks focus on the brief. No evidence of outside reading or study beyond the core material. Incorrect referencing of key texts. Heavy reliance on limited knowledge at the expense of development of argument, analysis or discussion. Contains errors and omissions. Weak presentation and structure, poorly written and not always clear or easy to follow.</p>
<p>35-39%</p> <p>25-34%</p>	<p><b>A near fail</b> which demonstrates little knowledge and understanding of the subject and marginal relevance to the brief. Covers the basic material, with some attempt to construct an argument, but with substantial omissions and errors. Poorly presented and clumsily expressed.</p> <p><b>A poor fail</b> lacking substance and understanding, but with some grasp</p>

	of the subject. Lacks relevance to the brief, with extensive errors and omissions. Limited attempt to construct an argument, but significantly flawed. Inadequate presentation and disjointed structure
15-24%	<b>A very poor fail</b> which misinterprets the brief. Little evidence of thought or effort and minimal knowledge displayed. Contains fundamental errors and misunderstandings. Very poor standard of presentation, lacking coherence, confused and rambling.
10-14%	<b>An exceptionally poor fail</b> which is either limited to a paragraph or two, with only a hint of subject knowledge, or virtually no relevance to the brief. Not a serious attempt.
1-9%	A few lines of barely relevant material.
0%	Zero is reserved for no relevant material