**Visual product final project developed to replace standard written dissertation**

**Nottingham Trent University**

Full case study: Ward, C., Jukes, D., and Warde, L., 2006. **Inclusive by Design:** **Assessing Disabled Students in Higher Education.** Nottingham: Nottingham Trent University

**Context:**

## For this case study, the Design and Visual Culture team focused on the final-year ‘Illustrated Written Dissertation’ module. This module, available in 20- and 40-credit versions, is the culmination of the DVC track through all degree programmes.

## Inclusive assessment

## During the September 2005 to February 2006 semester, the team piloted an option which allows students to submit a ‘Visual Project’ (worth 20 credits) in the place of the standard written dissertation.

## The visual project is conceived as an expansion of the visual element of the dissertation, which requires students to submit an annotated series of images, along with a 1,000 word rationale. The emphasis is on a student displaying the ability to organise a set of images along clear thematic lines to illustrate a conceptual position or argument. There is flexibility in the form in which the student chooses to present the images and in the formats they use, including ‘exhibition’, ‘book’ or ‘website’.

**The learning outcomes of the module included the following:**

* achieve a sustained level of intellectual engagement around a design and visual culture topic;
* employ skills of visual analysis;
* achieve effective visual and written communication;
* produce appropriate research and a bibliography;
* reflect on individual’s practice, where appropriate, as part of visual culture and in relation to contextual issues – historical, theoretical, critical and cultural.