

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BEng Automotive, Motorcycle and Motorsport Engineering		
Module:	Independent Project		
Module code:	ACHA6013	Contribution to Overall Module Assessment (%):	15% 40% 45%
Lecturer:	Tim Tudor	Internal Verifier:	Owen Williams
Assignment Title:	Interim Progress Presentation Technical Paper Poster Final Viva & Defence	Word count (or equivalent):	~10 minutes 5500 Words 500 Words ~15 minutes + Qs
Submission deadline:	WC 16th November 2026 (The Interim Progress Presentation) 18th April 2027 @ 22:00Hrs (Technical Paper & Poster) WC / 3rd May 2027 (Final Viva & Defence) End of Year Show on the 25th May 2027		
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Work over the word limit:

To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure:

- You write clearly and concisely.
- All students complete the assessment on an equal basis.

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

- Identify and assess issues relevant to the project topic, objectively and rationally
- Propose detailed technical strategies to deal with the necessary aspects of design, experimentation, modelling or other critical aspects of the dissertation.
- Adopt an enquiring, analytical, critical and creative approach to problem identification and solution.
- Argue rationally and draw independent conclusions based on a rigorous analytical and critical approach to information
- Develop a project plan and apply self-management skills.
- Communicate findings effectively and coherently both in a written dissertation and orally the results of work undertaken.

AHEP3 Version 3 outcomes to be met;
D3b, D6, EL3b, P1, P4, P8, G1, G2, G3b, G4

TASK DESCRIPTION

Your project should apply knowledge developed during your course to solve, investigate, design, analyse or evaluate a real-world engineering problem. This is an individual piece of work and industrially based projects are encouraged.

If your project forms part of a wider team activity, you must clearly define your individual role and contribution. Your submitted work must represent your own technical contribution, analysis and conclusions.

Assessment element	Weighting
Interim Progress Presentation	15%
Technical Paper and Poster	40%
Final Viva and Defence	45%

The portfolio is designed to assess not only the final project output, but also your individual technical ownership, engineering judgement, project process, written and visual communication, and ability to explain and defend the work undertaken.

Assessment dates

The Interim Progress Presentations will take place during the first term, week commencing 16th November.

The Technical Paper and Poster must be submitted via Turnitin on Moodle by 18th April at 22:00 hrs.

The Poster will be presented at the End of Year Show on 25th May, where attendance is required.

The Final Viva and Defence will take place during the week commencing 3rd May.

Use of generative AI and digital tools

The use of generative AI tools is permitted only within the limits stated in the assessment guidance. You remain fully responsible for the accuracy, originality, technical validity, academic integrity and professional quality of all submitted work.

Any material use of AI that has influenced the development of your technical paper, poster, code, calculations, data analysis, design work, images or presentation must be declared. AI-assisted material must be checked, validated and integrated by you.

You must be able to explain, justify and defend all submitted work, including any AI-assisted outputs. Failure to explain or defend submitted material may limit the marks awarded for technical understanding, methodology, technical achievement and final defence.

Supervision

You will be allocated an appropriate supervisor who will guide you through your project. You can expect to meet your supervisor once a week for 30 minutes, or equivalent.

You are expected to take ownership of your project. Your supervisor is there to provide support, guidance and challenge, but you are responsible for driving the project forward. You should prepare for supervision meetings, bring evidence of progress, ask questions, respond to feedback and maintain a clear record of project decisions and actions.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☒ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☒ No ☐
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Students may use digital and AI tools, but they remain responsible for the accuracy, originality, technical validity and academic integrity of all submitted work. Any material AI assistance that has influenced the submitted paper, code, analysis, design, images, calculations or presentation must be declared. Students must be able to explain and defend all submitted work, including AI-assisted outputs.

For code:

AI-assisted code is acceptable only where the student can explain its purpose, structure, operation, limitations and validation. Code that materially contributes to project outcomes must be submitted in full as part of the evidence portfolio.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

INTERIM PROGRESS PRESENTATION (15%)

You are required to give a **10-minute presentation** summarising your project progress to date. This will be followed by **questions** from the panel.

The Interim Progress Presentation should demonstrate that you have clearly defined your project, understood the technical context, engaged with relevant literature and technical sources, developed an appropriate plan, and begun meaningful project work.

Your presentation should include:

1. **Project background and relevance**
Explain the reason for the project, the real-world or industrial context, and why the problem is worth investigating.
2. **Aims and objectives**
Clearly state the overall aim of the project and the specific objectives you intend to achieve.
3. **Technical context, literature and design basis**
Summarise the key literature, technical sources, standards, theory, data, previous work or engineering principles that have informed your project direction. You should not present a broad or generic literature review. Instead, you should explain which sources are most relevant to your project, what you have learned from them, how they have influenced your aims, methodology, assumptions or design decisions, and where there are gaps, limitations or uncertainties in the existing work.
4. **Proposed methodology**
Explain how you intend to complete the project. This may include design, experimentation, modelling, simulation, testing, data analysis, prototyping or other relevant engineering methods.
5. **Work completed to date**
Present evidence of progress. This may include early calculations, initial designs, CAD/CAE work, MATLAB or Simulink models, experimental setup, data collection, test results, feasibility work, risk assessment, or other relevant project evidence.
6. **Project plan and risk management**
Provide an updated timing plan showing key milestones, dependencies and remaining work. You should also identify any significant risks and explain how these will be managed.
7. **Next steps**
Explain what you will do next and how this will lead towards completion of the project.

You should present and discuss your project professionally. Do not simply read from slides. You should be prepared to answer questions about your project scope, technical approach, planning, sources, assumptions and progress to date.

TECHNICAL PAPER AND POSTER (40%)

You are required to submit a **Technical Paper** and produce a **Project Poster**.

The **Technical Paper** should be **5,500 words maximum** and written for a technical/engineering audience. It should clearly communicate the project problem, aims, method, results, analysis and conclusions. The paper should focus on your own project work and the technical evidence that supports it. The Technical Paper must be supported by appropriate technical evidence, such as calculations, data, code, models, drawings, test records, validation evidence or design iterations where relevant. Where code, simulations or computational models contribute to the project outcomes, the relevant source files must be submitted as supporting evidence.

The **Project Poster** is equivalent to approximately **500 words** and should be written for a non-technical or mixed audience. The poster should be visually clear, concise and accessible. It should avoid excessive technical detail and should communicate the project in a way that can be understood by visitors who may not be specialists in the subject area. It should provide a clear visual summary of the project, explaining the purpose of the project, what was done, what was found and why it matters.

Literature, standards, technical data and previous work should only be included where they are directly relevant to your project. You should use sources to justify your approach, support assumptions, compare results, or explain the technical basis for decisions. You are not expected to include a broad or generic literature review in the Technical Paper.

The Technical Paper should normally include:

1. **Title**
2. **Abstract**
3. **Introduction and objectives**
4. **Technical basis and project context**
5. **Methodology**
6. **Results**
7. **Analysis and discussion**
8. **Conclusions and further work**
9. **References**
10. **Appendices / supporting evidence**

The Project Poster should normally include:

1. **Project title**
2. **Student name**
3. **Project aim**
4. **Brief background or problem statement**
5. **Method or approach**
6. **Key results or outputs**
7. **Main conclusions**
8. **Relevant images, diagrams, graphs or tables**
9. **Acknowledgement of any industrial partner, where appropriate**

FINAL VIVA AND DEFENCE (45%)

You are required to give a **15-minute presentation** summarising your completed project. This will be followed by **questions** from the panel.

The Final Viva and Defence is intended to assess your individual technical understanding, project ownership, engineering judgement and ability to defend the work submitted. It is not simply an oral version of the Technical Paper. You should focus on the key decisions, evidence, results, limitations and conclusions from your project.

Your presentation should normally include:

1. **Project aim and objectives**
2. **Brief technical context**
3. **Method or approach**
4. **Key results or outputs**
5. **Analysis and interpretation**
6. **Limitations**
7. **Conclusions and recommendations**

During the questioning, you may be asked to explain and defend:

- your project scope and objectives;
- your choice of methodology;
- your assumptions and limitations;
- your use of technical sources, standards or theory;
- your calculations, data analysis or modelling approach;
- your code, scripts or computational models;
- your design decisions;
- your experimental or simulation setup;
- your validation or verification methods;
- your interpretation of results;
- your use of AI or third-party material;
- your individual contribution, especially where the project forms part of a wider team activity.

You should be prepared to answer detailed technical questions about your submitted work, including specific figures, data, calculations, code, models, design decisions or conclusions. You must be able to explain the purpose, structure, operation, assumptions, limitations and validation of any technical material submitted as part of your project.

A strong viva performance requires more than presenting a successful outcome. You must demonstrate that you understand the work, can justify your decisions, can evaluate the limitations of your approach, and can draw appropriate engineering conclusions.

You should present and discuss your project professionally. Do not simply read from slides.

STUDENT FEEDBACK FORM

Interim Viva 20%

This section explains how your work has been assessed against the criteria for this component. The marks available for each criterion are shown. Assessors will use the feedback space to comment on the extent to which the criteria have been met, including areas of strength and areas for development. Feedback may refer to the quality of the technical work, supporting evidence, analysis, communication, project ownership and, where relevant, responses to questioning.

Generic Assessment Criteria	Marks available	Marks awarded
1. Project rationale, aims and objectives.		
Clearly explain the reason for the project, its real-world/industrial relevance, and the problem being addressed. Presents a clear project aim with appropriate, achievable objectives.	15	
2. Technical context and use of relevant sources		
Demonstrate engagement with relevant literature, standards, technical data, theory, previous work or engineering principles. Explains how these sources inform the project direction, assumptions, methodology or design decisions.	15	
3. Proposed methodology and project plan		
Present a clear and appropriate methodology for achieving the project objectives. Provides an updated project plan with key milestones, dependencies, risks and next steps.	25	
4. Evidence of progress and technical ownership		
Demonstrate meaningful work completed to date, such as calculations, initial designs, modelling, simulation, testing, data collection, feasibility work or other relevant evidence. Shows ownership and understanding of the work undertaken.	25	
5. Response to questioning and technical discussion		
Responds effectively to questions from the panel. Demonstrates understanding of the project scope, technical context, methodology, assumptions, risks and progress to date. Provides clear, logical and technically appropriate answers.	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

STUDENT FEEDBACK FORM

Technical Paper and Poster 40%

This section explains how your submission has been assessed against the criteria for this component. The marks available for each criterion are shown. Assessors will use the feedback space to comment on the extent to which the criteria have been met, including areas of strength and areas for development. Feedback may refer to the quality of the technical work, supporting evidence, analysis, communication, project ownership and, where relevant, responses to questioning.

Generic Assessment Criteria	Marks available	Marks awarded
1. Project definition, aims, technical relevance and paper presentation.		
Clearly presents the project problem, aim and objectives in a concise, well-structured Technical Paper. Explains the real-world, industrial or technical relevance of the work and establishes why the project is worth investigating. Relevant sources, standards or technical information are used where needed to support the project context.	10	
2. Methodology and technical approach		
Presents a clear, appropriate and technically justified approach to achieving the project objectives. Explains the methods, tools, assumptions and procedures used, such as design, experimentation, modelling, simulation, data analysis, prototyping, CAD/CAE, MATLAB/Simulink, Python or other relevant engineering approaches.	20	
3. Work achieved and technical output		
Clearly presents the work completed and the technical outputs produced. This may include practical, theoretical, computational, experimental, design, analytical or research-based outcomes. The level of achievement is appropriate to the project scope and is supported by suitable evidence.	25	
4. Critical assessment and engineering judgement		
Critically evaluates the work undertaken and the results obtained. Interprets outputs using appropriate engineering judgement and discusses reliability, validity, uncertainty, assumptions, limitations and their impact on the project outcomes. Where appropriate, compares results with relevant benchmarks, theory, standards, industrial practice or expected performance. Identifies the significance or value of the work and provides realistic recommendations for further development. The work is supported by relevant technical evidence such as calculations, data, code, models, drawings, test records, validation evidence or design iterations.	30	
5. Project Poster		
The poster communicates the project clearly to a non-technical or mixed audience. It summarises the project aim, method, key results and conclusions using appropriate visual material. The poster is concise, visually clear, technically accurate and suitable for presentation at the End of Year Show.	15	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

STUDENT FEEDBACK FORM

Final Viva & Defence 40%

This section explains how your work has been assessed against the criteria for this component. The marks available for each criterion are shown. Assessors will use the feedback space to comment on the extent to which the criteria have been met, including areas of strength and areas for development. Feedback may refer to the quality of the technical work, supporting evidence, analysis, communication, project ownership and, where relevant, responses to questioning.

Generic Assessment Criteria	Marks available	Marks awarded
1. Professional presentation of the viva.		
Presents the project clearly, logically and professionally within the allocated time. Uses appropriate visual material to summarise the project aims, methodology, key results, analysis and conclusions. Communicates at a suitable technical level and maintains a clear focus on the main project outcomes.	15	
2. Methodology and technical approach		
Explains and justifies the methodology, tools, procedures and assumptions used to complete the project. Demonstrates why the chosen approach was appropriate and how it was applied. Refers to relevant evidence such as data, calculations, code, models, drawings, test records, validation evidence or design iterations where appropriate.	15	
3. Project achievement and technical output		
Clearly explains what was achieved in relation to the project aim and objectives. Demonstrates the quality, scope and relevance of the practical, theoretical, computational, experimental, design, analytical or research-based outputs produced. Identifies the significance or value of the work and any realistic opportunities for further development.	20	
4. Technical knowledge and project ownership		
Demonstrates sound technical understanding of the project topic, underlying principles, calculations, data, models, code, design decisions, assumptions and limitations. Shows individual ownership of the work submitted and can distinguish their own contribution from third-party, team-based or AI-assisted material where relevant.	25	
5. Response to questions and technical defence		
Responds effectively to panel questions, giving clear, logical and technically appropriate answers. Demonstrates the ability to explain, justify and defend the project scope, methodology, evidence, results, assumptions, limitations, conclusions and use of any AI-assisted or third-party material.	25	
Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	%

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies	Limited knowledge and systematic understanding of the relevant concepts and principles within	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study	Knowledge is reasonably extensive coherent and detailed. Exhibits very good	Excellent coherent and detailed knowledge and systematic understanding of the principles	Exceptionally coherent and detailed knowledge and systematic understanding of the principles

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	the subject area which to some limited extent, is informed by current research and scholarship.	and to some extent, current research and scholarship.	understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				reason and evidence.			broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work,	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent,	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very	Can communicate with an exceptionally high level of professionalism. Work is exceptionally

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH