

LEVEL 6 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	BSc Computing Portfolio, BA Computer Animation, BA Games Design.		
Module:	Emerging Trends		
Module code:	ACCB6019	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Seena-Joseph, Jenni-Steen Nabeel-Masih	Internal Verifier:	Dr Dipo Dunsin
Assignment Title:	Hackathon 2027	Word count (or equivalent):	Presentation (2000 Words equi.) and 1000 words Personal Reflection.
Submission deadline:	Progress Presentations 1st Progress Presentation 10% - 16th Oct 26 2nd Progress Presentation 10% - 27th Nov 26 3rd Final Hackathon Presentation: 50% - 8th Jan 27 4th Personal Reflection: 30% - 11th Jan 27 – 3pm deadline	Return date of provisional marks & written feedback:	20 WORKING DAYS after submission
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 or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or 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)

- Analyse the principles and concepts associated with an emerging field of computing such as the professional practices being adopted in industry, a novel technology, or a new application of an existing technology.
- Evaluate the effectiveness, benefits, drawbacks, or suitability of deploying appropriate technologies or approaches to the solution of a problem as part of a team and/or as an individual.

Accreditation Criteria Mapping – BCS
(From B.2.4 mapping table)

2.1.4 Analyse if/how a system meets current and future requirements
 2.1.5 Deploy theory in design, implementation and evaluation of systems
 2.1.6 Recognise legal, social, ethical & professional issues
 2.2.1 Specify, design or construct computer-based systems
 2.2.2 Evaluate systems in terms of quality and trade-offs
 2.3.1 Work as a member of a development team
 3.2.2 Defining problems, managing design process and evaluating outcomes

TASK DESCRIPTION**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 and data analysis.	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 getting suggestions to rephrase your work.	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.	☐

UWTSD - HACKATHON | Student Task Guide

Innovate Today – Change Tomorrow

Prifysgol Cymru
Dorset David
University of Wales
Treary Saint David

Whats is the Hackathon?

Work in a team of 5 students to create an innovative solution to a real-life problem. Through collaboration, research, and technical design, your team will tackle critical challenges and present a prototype solution.

Step 1: Choose a problem
Step 2: Research the problem
Step 3: Develop an idea using new technology
Step 4: Design a prototype
Step 5: Plan for real-world use
Step 6: Present your idea (45 min team presentation)
Step 7: Submit an individual reflective report on Moodle

Team Size & Composition

- 5 members (minimum)
- Not more than 6 members
- Choose your team wisely!

Different Pathways:
Students from Games, Software, Cybersecurity, and Applied Computing.

Try to have members from different pathways to bring together complementary skills:

Design Development Cybersecurity Creativity Technology

Your Challenge

Find a real-life problem that can be improved or solved using technology. The scope of the problem.

Possible Areas to Explore:

- Health
- Accessibility
- Games
- Climate change
- Sustainability
- AI / VR / AR
- Cybersecurity
- Education
- Smart cities
- Entertainment
- Transport
- Business / Social issues

You can choose any problem that interests your team.

Important Things to Consider

As you develop your solution, your team should consider the following key areas:

- Financial:** Cost, equipment required, affordability and overall budget.
- Security:** System security, potential vulnerabilities, and threat risk analysis.
- Privacy:** Collection of personal data, GDPR, and data protection standard compliance.
- Legal:** Regulatory requirements, licensing, and intellectual property.
- Ethical:** Societal impact, ethical dilemmas, and potential disadvantage to specific groups.
- Sustainability:** Environmental impact, energy consumption, and long-term viability.
- Limitations & Risks:** Identification of operational challenges, failure modes, and what could go wrong.

Your Team Tasks & Project Flow

1. Teamwork & Organisation

- Use a team tool (e.g., MS Teams)
- Communicate, Collaborate, and share files.
- Introduce your team, define roles, and document how you worked together.

2. Project Planning

Use a timeline, Gantt chart, or other planning tool. Clearly display tasks, deadlines, scheduled meeting track ongoing progress.

3. Research

Utilise academic and industry sources. Evaluate existing solutions, identifying gaps and market opportunities.

4. Idea / Innovation

Explain your solution, how it works, who will use it, the technology stack leveraged, and why it is useful.

5. Design & Prototype

Create design artifacts (sketches, wireframes, diagrams, etc.). Show basic functionality, explain required resources, and detail how it will be built.

6. Evaluation

Test and evaluate your system. Consider benefits, drawbacks, cost, security, privacy, legal, ethical, and sustainability factors.

7. Reflection

Reflect on positive impacts on the community, technical and personal learnings, and team dynamics.

Team Presentation Structure (20 Minutes Total)

Each team member must present for approximately 3-4 minutes.

The presentation must cover:

1. Team introduction & member roles
2. Problem identification & research
3. Investigation of existing solutions
4. Your innovative idea & unique value proposition
5. Technology stack, project planning, and design artifacts
6. Prototype demonstration & security considerations
7. Financial cost, legal, ethical, and sustainability evaluation
8. Project evaluation & risk assessment
9. Future development roadmap
10. Conclusion

Presentation equivalent: 3,000 words

Individual Reflective Journal

(Moodle Submission)
Individual Submission Requirement
CRITICAL: This is an individual report NOT a shared team report.
Submit on Moodle (1,000 words maximum).

Your individual reflective journal must include:

- Summary of what you did and learned throughout the Hackathon
- Detailed account of your specific personal contribution
- Teamwork evaluation and rating (out of 5)
- Reflection on what went well and what could be improved
- Identification of limitations and risks
- Related work and future development directions
- Personal and technical reflection
- Full academic referencing

Project Flow

Problem → Research → Idea → Technology → Design → Prototype → Test/Evaluate

Teamwork Tools
Use Microsoft Teams For:
Meeting
Communication
File sharing
Sharing ideas
Tracking progress

Recommendation
Meet once a week and communicate when needed

Marking Scheme & Deliverables

1st Progress Presentation 10% Marks

Team formation, initial proposal, academic & industry research.

2nd Progress Presentation 10% Marks

Teamwork, idea development, design, and production progress.

3rd Final Hackathon Presentation 50% Marks

Teamwork, planning, research, innovative idea, design, prototype, evaluation, communication..

Individual Reflective Journal 30% Marks

2,000 words max Individual contribution, teamwork rating, technical reflection, risks, future work, referencing.

Final Checklist

Ensure all items below are complete before final submission:

- [] Team of 5-6 students formed with clear roles
- [] Real-life problem identified (Local, National, or Global)
- [] Academic & industry research completed
- [] Existing solutions investigated and gaps/limitations identified
- [] Innovative idea developed using emerging technology
- [] Project plan and timeline created (Gantt chart / MS Teams tracking)
- [] Project plan and timeline created (Gantt chart / MS Teams tracking)
- [] Design work completed (sketches, wireframes, system diagrams)
- [] Prototype created demonstrating basic functionality
- [] Security, financial/cost, legal, ethical, and sustainability factors considered
- [] Risks, limitations, and future development paths identified
- [] Team presentation prepared (45 mins total / 7-8 mins per person)
- [] Individual reflective journal completed and referencing checked

Work as a team, communicate regularly, keep evidence of your work, and make sure every team member contributes.

Final-Year Group Innovation Project

1. Assignment Overview

The UWTSD Hackathon 2027 is a final-year interdisciplinary group project designed to challenge you to identify a genuine real-world problem and develop an innovative, technology-driven response.

Working as a multidisciplinary team, you will investigate a problem, undertake appropriate academic and industry research, critically evaluate existing solutions, identify an opportunity for innovation, and develop a prototype or proof of concept.

Your project should demonstrate the level of critical thinking, independence, technical knowledge, creativity, research and professional practice expected of a final-year student.

The project should follow the development journey:

Problem → Research → Opportunity → Idea → Technology → Design → Prototype → Testing/Evaluation → Future Development

Your team will present the completed project to a panel at the UWTSD Hackathon 2027.

Each student will also submit an individual reflective journal that demonstrates their personal contribution, learning and critical reflection on the project.

2. Team Formation

Each team should consist of 5 students. A team must not have more than 6 members. You are expected to form a multidisciplinary team wherever possible. Students on this module are studying across different pathways, including:

- Games
- Software
- Cybersecurity
- Applied Computing
- Animation & VFX

You should consider the skills, knowledge and experience that each member can contribute.

Avoid forming a team entirely from students you have previously worked with. The purpose of the Hackathon is to develop your ability to collaborate with people from different academic and technical backgrounds.

A successful team may bring together skills such as:

Design + Development + Cybersecurity + Creativity + Technology

Your team should demonstrate that different areas of expertise have contributed meaningfully to the development of the final solution.

At the beginning of the project, your team should agree:

- Team members
- Individual responsibilities
- Communication methods
- Meeting arrangements
- Project-management approach
- Initial project objectives

You should maintain evidence of your team development and collaboration throughout the project.

3. The Challenge

Your team must identify a genuine real-world problem that could be addressed, improved or explored through the appropriate application of technology.

The problem may be:

- Local or regional
- National
- International or global

Potential areas include:

Health	Virtual Reality
Education	Accessibility
Climate Change	Smart Cities
Transport	Sustainability
Cybersecurity	Business
Ai Games	Social issues

These are examples only. You are encouraged to identify a problem that is relevant to your team's interests, knowledge and expertise.

The quality of your project will depend on your ability to demonstrate that the problem is genuine, relevant and sufficiently significant to justify investigation.

You should be able to clearly establish:

What is the problem?
Who is affected by the problem?
What evidence demonstrates that the problem exists?
Why does the problem matter?
What solutions currently exist?
What limitations exist within current approaches?
Where is the opportunity for innovation?

4. Research and Critical Investigation

Final-year students are expected to demonstrate independent and critical research.

Your research should not simply describe the problem. You should analyse existing knowledge, technologies, products, services and approaches relevant to your chosen area.

You should consider evidence from:

- **Academic literature**
- **Peer-reviewed research**
- **Industry reports**
- **Professional organisations**
- **Government and public-sector sources**
- **Existing products and services**
- **Relevant technologies**
- **Case studies**
- **Comparable projects**

Your research should help you establish the context of the problem and inform your proposed solution.

You should critically consider:

- **What has already been attempted?**
- **What approaches currently exist?**
- **What are the strengths of existing solutions?**
- **What are their limitations?**
- **What opportunities remain?**
- **What evidence supports your proposed approach?**
- **Why is your proposed solution different or valuable?**

You should use appropriate academic referencing throughout the project.

5. Developing the Innovation

Your team should develop a solution that responds directly to the problem identified through your research. Your proposed solution should clearly communicate:

- **What the solution is**
- **What problem it addresses**
- **Who the intended users or beneficiaries are**
- **How the solution works**
- **What technology is required**
- **Why the proposed approach is appropriate**
- **What makes the solution innovative**
- **How the solution could be developed further**

Innovation does not necessarily mean creating something that has never existed before.

Innovation may involve:

- **Improving an existing technology**
- **Combining existing technologies in a new way**

- **Applying technology to a different context**
- **Improving accessibility**
- **Improving efficiency**
- **Reducing cost**
- **Improving security**
- **Improving sustainability**
- **Creating a new user experience**
- **Developing a new method of solving an existing problem**

Your team must be able to justify the innovation through research and evidence.

6. Emerging Technology

Your project should make meaningful use of emerging or developing technology.

Potential technologies include:

- **Artificial Intelligence**
- **Machine Learning**
- **Virtual Reality**
- **Augmented Reality**
- **Extended Reality**
- **Internet of Things**
- **Cloud Computing**
- **Blockchain**
- **Cybersecurity technologies**
- **Digital Twins**
- **Virtual Production**
- **Computer Vision**
- **Generative AI**
- **Other appropriate emerging technologies**

You should not select a technology simply because it is currently popular.

Your team must explain why the selected technology is appropriate for the problem and what value it contributes to the proposed solution.

You should consider:

- **Technical feasibility**
- **Availability of the technology**
- **Cost**
- **Skills required**
- **Infrastructure**
- **Data requirements**
- **Security**
- **Privacy**
- **Ethical implications**
- **Scalability**
- **Future development**

7. Prototype and Proof of Concept

Your team must develop an appropriate prototype, proof of concept or demonstrator. The prototype does not need to be a fully commercial product. However, it should provide convincing evidence of how your proposed solution could work.

Depending on your project, the prototype could include:

- **Interactive software**
- **Mobile application**
- **Website**
- **Game prototype**
- **Virtual or augmented reality experience**
- **Cybersecurity demonstration**
- **AI system**
- **User interface**
- **3D model**
- **Animation**
- **Virtual production environment**
- **Digital twin**
- **System architecture**
- **Interactive demonstration**
- **Physical or digital prototype**

Your prototype should demonstrate the core concept rather than simply presenting an idea. You should explain:

- **What the prototype demonstrates**
- **How users would interact with it**
- **What technology has been used**
- **What has been successfully developed**
- **What remains to be developed**
- **What resources would be required for full implementation**

8. Project Planning and Professional Practice

Your team should demonstrate professional project-management practices. You may use appropriate tools such as:

- **Gantt Chart**
- **Project timeline**
- **Microsoft Teams**
- **Microsoft Planner**
- **Trello**
- **Other appropriate project-management tools**

Your project plan should identify:

- **Project objectives**
- **Tasks**
- **Responsibilities**
- **Deadlines**
- **Milestones**
- **Meetings**
- **Dependencies**
- **Project risks**
- **Progress**
- **Changes to the project**

You should maintain evidence of project development throughout the assignment. This evidence may be used to demonstrate how your team managed challenges, changes and responsibilities.

9. Teamwork and Collaboration

The Hackathon is a collaborative project. Your team should establish an effective method of communication and collaboration. Microsoft Teams or another appropriate collaboration platform may be used to record:

- **Meetings**
- **Discussions**
- **Decisions**
- **Research**
- **File sharing**
- **Development**
- **Feedback**
- **Project progress**

Teams should meet regularly and communicate between meetings when required. You should maintain appropriate evidence of your contribution and team activity. Importantly, collaboration should involve meaningful contributions from all team members.

The final presentation should demonstrate how the different disciplines and areas of expertise within your team contributed to the project.

10. Team Roles and Responsibilities

Each team member should have clearly defined responsibilities.

Possible roles include:

- **Project Manager**
- **Researcher**
- **Developer**
- **Designer**
- **Cybersecurity Specialist**
- **3D Artist**
- **UX/UI Designer**
- **Technical Specialist**
- **Producer**
- **Creative Lead**

These are examples and teams may create roles appropriate to their project. A team member may have more than one responsibility.

Your team should be able to demonstrate:

- **Who was responsible for each area**
- **How responsibilities were allocated**
- **How members supported one another**
- **How decisions were made**
- **How disagreements or challenges were managed**
- **How different disciplines contributed to the final solution**

11. Professional, Ethical and Technical Considerations

A final-year project should consider more than whether the technology works. Your team should critically examine the wider implications of your proposed solution.

Financial considerations

Consider:

- Development costs
- Equipment
- Software
- Infrastructure
- Staffing
- Maintenance
- Potential operating costs
- Affordability
- Commercial viability where appropriate

Security

Consider:

- System vulnerabilities
- Cybersecurity threats
- Data protection
- Authentication
- Access control
- Potential attacks
- Security requirements

Privacy

Consider:

- Personal data
- Data collection
- Data storage
- Data processing
- Consent
- User privacy
- Appropriate data protection

Legal considerations

Consider:

- Copyright
- Intellectual property
- Licensing
- Data protection legislation
- Software licensing
- Regulatory requirements

Ethical considerations

Consider:

- **Potential harm**
- **Bias**
- **Discrimination**
- **Accessibility**
- **Responsible use of technology**
- **Impact on different user groups**
- **Unintended consequences**

Sustainability

Consider:

- **Energy consumption**
- **Hardware requirements**
- **Environmental impact**
- **Resource use**
- **Longevity**
- **Sustainable development**

Risk and limitations

Identify:

- **Technical risks**
- **Financial risks**
- **Security risks**
- **Ethical risks**
- **Implementation challenges**
- **User-related risks**
- **Limitations of your prototype**

12. Testing and Evaluation

Your team should evaluate the proposed solution rather than simply describing it. Where appropriate, you should undertake testing or gather feedback to establish whether the proposed solution addresses the identified problem.

Your evaluation should consider:

- **Effectiveness**
- **Usability**
- **Technical performance**
- **User experience**
- **Accessibility**
- **Security**
- **Cost**
- **Sustainability**
- **Ethical considerations**
- **Limitations**
- **Risks**

You should identify both the strengths and weaknesses of your solution.

Where testing is undertaken, explain:

- **What was tested**
- **How it was tested**
- **Who or what was involved**
- **What evidence was collected**
- **What the results demonstrated**
- **What changes were made as a result**

13. Future Development

Your project should consider what would happen beyond the Hackathon.

Discuss:

- **What would need to happen to develop the prototype further?**
- **What additional technology would be required?**
- **What additional research would be required?**
- **What resources would be needed?**
- **How could the solution be scaled?**
- **Who could potentially use or develop the solution?**
- **What additional testing would be required?**
- **What limitations would need to be addressed?**

You should distinguish clearly between what has been demonstrated through your prototype and what remains a future proposal.

14. Assessment and Submission

Team Presentations

Your team will develop a solution to a real-world problem and present your work during the UWTSD Hackathon 2027.

1 st Progress Presentation 10 Marks 16 th Oct 2026	2 nd Progress Presentation 10 Marks 27 th Nov 2026	3 rd Final Hackathon Final Presentation 50 Marks 8 th Jan 2027	4 th Individual Reflective Journal 30 Marks 11 th Jan 2027 – 3pm deadline
You will present: • Your team members • Your chosen problem • Your initial proposal • Your research • Relevant academic and industry sources	You will present your progress, including: • How your team is working together • Development of your idea • Design development • Production and progress	Your team will present the final solution to a panel at the UWTSD Hackathon 2027. You can use PowerPoint, video, Live demonstrations, Intersective content or another suitable presentation tool. Each team member should speak for approximately 7–8 minutes. Your final presentation should clearly explain: • The real-world problem you identified • Your research • Your proposed solution • Your innovative idea • Your planning and teamwork • Your design and production • How you evaluated your solution • How your team communicated and worked together	Each student must submit their own individual reflective journal. Maximum: 2,000 words Your journal should discuss: • Your experience of working in the team • Your individual contribution • What you learned • How well the team worked together • A rating of each team member's contribution out of 5 • The strengths and weaknesses of your solution • Limitations of your design/solution • Any risks or problems your team experienced • Related research and existing work • Possible future improvements • Your technical learning and development • Appropriate academic and industry references

Important: Individual Reflective Journal is an individual piece of work. Do not submit the same reflection as your team members. Your journal should be written from your own perspective, explaining:

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide evidence of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: (10 Marks) Research (Academic and Industry Credible Literatures)

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: (10 Marks) Proposal, Planning, Related Works, Future works, Appropriate referencing,

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: (20 Marks) Innovative Idea, Evaluation, Evaluation of your design's/Solution's limitations and Risk factors

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: (20 Marks) Planning, Design and Production

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: (40 Marks) Team Formation, Planning, Team Work, Team Rating, Team Communication, Individual Presentation, Scope of your Contribution, Personal Reflection, Technical Reflection (not limited to))

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	10	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	40	

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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)		

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%)		

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.

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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 understanding)	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 understanding of	Excellent coherent and detailed knowledge and systematic understanding of the principles	Exceptionally coherent and detailed knowledge and systematic understanding of the principles

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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.	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 reason and evidence.	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 broader field

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							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 responsibility;	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, well-	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism. Work is exceptionally

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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.	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.	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.

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