Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION			
Programme:	**MA Animation**		
Module:	**Advances Studio Techniques**		
Module code:	**ACCA7036**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Nabeel Masih**	**Internal Verifier:**	**Phil Organ**
Assignment Title:	**Advanced Studio Techniques in Filmmaking, VFX, Sound, and Game Design** **Written Assessment 30%** **Practical Application 70%**	**Word count (or equivalent):**	**2000 - 3000 words count**
	• ***Written Assessment*** *30%": Indicates that a portion of the course will involve written work, which might include essays, reports, or theoretical analysis, accounting for 30% of the final grade.* • ***Practical Application*** *70%": Shows that most of the course will focus on hands-on, practical work. This could involve creating soundscapes, integrating audio into animations or games, or other real-world applications, making up 70% of the final grade.*		
Submission deadline:	**11th January 2027**	**Return date of provisional marks & written feedback:**	
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 50% 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.

Module Learning Outcomes (from module syllabus)
• Analyse and criticise advanced studio projects to obtain a better understanding of professional approaches and procedures. • Showcase capacity for critical thought and problem-solving in the context of advanced studio techniques

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, 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 ☐

Advanced Studio Techniques in Filmmaking, VFX, Sound, and Game Design

Objective:

The primary focus of this assignment will be dedicated to the meticulous and hands-on application of a diverse array of advanced studio techniques, which encompass a wide range of disciplines including, but not limited to, visual effects (VFX), 3D modelling, sophisticated lighting techniques, intricate sound design, precise colour grading, expert compositing, a comprehensive understanding of the production pipeline, as well as innovative game design. The ultimate objective is to produce a short sequence, either for a film or a game, that is not only visually stunning but also aurally captivating, by skilfully integrating all these complex elements into a cohesive and engaging final product.

- Students are allowed to choose between a focus on VFX, 3D animation, or game design for this assignment.
- Each student is expected to align their final project with the specific discipline they have chosen, ensuring a tailored and high-quality submission.

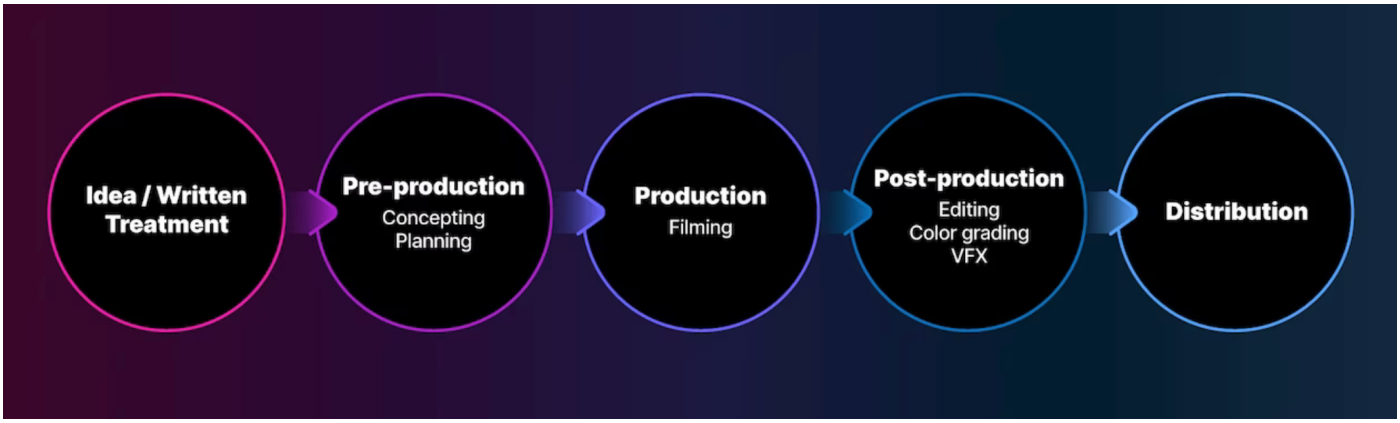
VFX Film Making

Game Development

3D ANIMATION

Assignment Structure:

The structure of this project is thoughtfully divided into three distinct phases: the initial phase of **Pre-production**, followed by the actual **Production** phase, and concluding with the critical **Post-production** phase, during which all of the aforementioned techniques will be systematically applied to either a succinct film sequence, typically ranging from one to two minutes in duration, or a short game level that may take the form of either a playable prototype or a cinematic experience.



Instructions:
Part 1: Pre-production

Commence the meticulous planning of a brief cinematic sequence or an engaging game level that spans a duration of approximately one to two minutes, ensuring that it intricately incorporates elements such as visual effects (VFX),3d modelling, sophisticated lighting techniques, as well as comprehensive sound design to create an immersive experience.

In the context of film sequences, it is imperative to develop a detailed storyboard or animatic that vividly illustrates your pivotal scenes, specific shots, and the anticipated VFX components, as well as the carefully considered lighting and sound design that will enhance the overall narrative.

When focusing on game design, it is essential to conceptualise a fundamental game idea that includes not only a richly designed game environment but also well-defined gameplay mechanics. To effectively communicate the interactions within the game, it is advisable to utilize a flowchart or a concept map that elaborately outlines the various game interactions alongside the VFX and gameplay elements that will be utilised throughout the experience.

Additionally, it is crucial to thoughtfully plan your sound design and VFX, considering elements such as explosive sound effects, character animations, interactive audio cues, and the ambient sounds of the environment to ensure a cohesive auditory landscape.

Make use of advanced software tools such as Blender, Storyboard Pro, Unreal Engine, or Unity to facilitate the processes of previsualization and design, thereby enhancing the quality and professionalism of your project.

Deliverables:

The required deliverables for this phase of the project include either a storyboard or animatic for film purposes, or alternatively, a concept map or flowchart that effectively represents the game design. Furthermore, it is beneficial to prepare a sound and VFX design plan, which may consist of an optional outline that details the anticipated sound effects, musical elements, and visual effects that are planned for incorporation into the final product.

Part 2: Production

In the realm of film sequences, it is imperative to meticulously capture your footage utilising either green screen technology or advanced virtual sets, while placing a significant emphasis on achieving optimal lighting that will not only enhance but also perfectly complement the visual effects (VFX) and three-dimensional models that you have meticulously planned and designed.

When it comes to the intricate process of game design, one must endeavour to construct the game level utilising sophisticated software such as Unity or Unreal Engine, ensuring that you seamlessly incorporate a diverse array of 3D models, engaging interactive elements, and strategically placed sound triggers that will enrich the overall gaming experience.

It is essential to either record or meticulously gather sound effects, foley audio, and ambient sounds that will be utilised within the film or game level, with a well-thought-out plan for synchronising these audio components with the corresponding actions and visuals that unfold on screen. For the creation of three-dimensional models, one should employ advanced tools such as Maya, Blender, or ZBrush to meticulously craft characters, props, or immersive environments that will be prominently featured in the film or game you are developing.

Part 3: Post-production

VFX, 3D Modelling, Colour Grading, Compositing, Game Interaction, and Sound Design:

In the context of film sequences, it is crucial to utilise industry-standard software such as After Effects, Nuke, or Blender to seamlessly integrate visually stunning visual effects (VFX) into your captured footage, which may also include the addition of 3D models, dynamic particle effects, and the application of advanced compositing techniques that facilitate a fluid and cohesive integration of all visual elements.

For the intricate process of game design, it is vital to finalise the game environment and meticulously refine the gameplay mechanics, ensuring that all interactive elements, VFX components, and sound triggers are harmoniously integrated to guarantee smooth transitions and precise synchronization between the visuals and the user interactions that players will experience.

It is essential to undertake a rigorous colour grading process on the film footage to establish a unified aesthetic that enhances the overall look and feel, or, alternatively, to apply sophisticated lighting effects that will significantly elevate the atmospheric quality of the gaming experience. In both scenarios, it is imperative to create a comprehensive and intricate sound design that fully incorporates foley effects, sound effects, background music, and interactive audio elements, thereby ensuring that all auditory components are meticulously synchronised to create a cohesive and engaging audiovisual experience for the audience.

Deliverables:

The final composited film, presented in either MP4 or MOV format, with a duration of approximately 1 to 2 minutes, encapsulating the essence of your cinematic vision.

A fully playable game prototype, delivered in either Unity or Unreal Engine format, which includes integrated VFX, sound elements, and interactive game interactions for thorough testing and evaluation.

The final sound design for either the film or game, expertly mixed and synchronized, provided in MP4 or MOV format for films, or as an integral part of the game prototype for comprehensive integration.

Grading Rubric

Criteria	Excellent (80-100%)	Good (70-79%)	Satisfactory (60-69%)	Pass (50-59%)	Fail (<50%)
Research & Analysis	In-depth analysis, well-supported by references	Good analysis, mostly well-supported	Adequate analysis, some references	Basic analysis, few references	Inadequate analysis, poorly supported
Practical Application	Highly creative, excellent technical execution	Creative, good technical execution	Some creativity, adequate technical execution	Basic creativity, technical flaws	Lacks creativity, significant technical flaws
Reflective Report	Insightful, critical reflection	Good reflection, some critical insight	Basic reflection, limited critical insight	Surface-level reflection	Lacks reflection or critical insight

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<u>Reflective Report</u>

Task:

Write a reflective report discussing your experience during the practical application of advanced sound design techniques for animation or game production.

Guidelines:

- Reflect on the planning and execution of your project.
- Discuss any challenges you faced and how you overcame them, particularly in synchronising sound with visual elements and ensuring interactivity.
- Analyse the effectiveness of the techniques used in achieving your desired sound and enhancing the visual narrative.
- Consider how this experience has influenced your approach to sound design for animation and games and any lessons learned.

Assessment Criteria:

- Insightfulness and depth of reflection.
- Ability to critically evaluate your own work and process.
- Clarity and coherence of writing

Submission Checklist:

- **Part 1:** Research and Analysis
- **Part 2:** Practical Application (Audio-visual file, project file, screenshots/photos)

- **Part 3:** Reflective Report (2000-3000 words)

Submission Format:

Please submit all written components in a single PDF document. Audio-visual and project files should be submitted in a compressed ZIP folder. Ensure all your work is saved on OneDrive and upload the link to the Moodle area.

Deadline: 11th January 2027

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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, as 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 correctly 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:

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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:

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive 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:

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those

contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment:

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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:

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 .		

2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

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 (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	**FAIL**	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (Pass)**	**GOOD to VERY GOOD (Merit)**	**EXCELLENT (Distinction)**	**EXCEPTIONAL (Distinction)**
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including current research, referencing,	Little or no evidence of reading and/or reliance on inappropriate sources.	Poor engagement with essential reading. No evidence of wider reading.	Engagement with a very limited range of relevant and credible sources. Some	Engagement with an appropriate range of research-informed literature, including	Engagement with a wide range of research-informed literature, including sources	Engagement with an extensive range of relevant and credible literature, informed by	Exceptional engagement with an extensive range of relevant and credible literature,

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academic conventions and academic honesty)	Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	the latest research. Consistently accurate application of referencing.	informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent,	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current

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of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	critical awareness of current problems, insights, or latest research within the discipline.	to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and	Wholly or almost wholly	Largely descriptive work, with	Limited attempt at critical	Some critical evaluation/ critique of	Sound critical evaluation/	Excellent critical evaluation/	Exceptional critical evaluation/

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intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and	evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdevelo	current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be	critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticate	critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements.

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		contradictory.	ped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		d judgements.	Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional	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	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	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application	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	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions.

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situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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.	application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and developmen

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							t of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, 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	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team,	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	Demonstrates comprehensive professional, postgraduate employment skills.	showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

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