

LEVEL 6 ASSESSMENT SPECIFICATION

Programme:	BSc Applied Computing		
Module:	Independent Project II		
Module code:	ACCA6020	Contribution to Overall Module Assessment (%):	95% (Interim Viva 10% Final Report 55% Viva 20% Exhibition Poster 10%)
Lecturer:	Renuga Jayakumar	Internal Verifier:	Gaynor Thomas
Assignment Title:	Part 2: Independent Project Report and Portfolio (Interim Viva, Final Report, Final Viva, Exhibition Poster)	Word count (or equivalent):	Overall: 10,000 words equivalent (incl. 1,500 for Proposal)
Submission deadline:	<u>Interim Viva –</u> w/c 19-Oct-2026 <u>Final Report & Artefacts</u> 30-Nov-2026 (2 PM) <u>Exhibition Poster</u> 04-Dec-2026 (2 PM) <u>Final Viva</u> Between 01-Dec-2026 & 04-Dec-2026	Return date of provisional marks & written feedback:	11-Jan-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. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		

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. <table border="1" data-bbox="448 647 1417 931"> <thead> <tr> <th>Amount Over Limit</th><th>Penalty Applied</th></tr> </thead> <tbody> <tr> <td>Up to 10% over</td><td>No penalty</td></tr> <tr> <td>10%–25% over</td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>26%–50% over</td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>Over 50%</td><td>Mark capped at the pass mark</td></tr> </tbody> </table> 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.	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
Amount Over Limit	Penalty Applied										
Up to 10% over	No penalty										
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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										

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • Review critically the current research literature pertinent to a research topic and communicate the results of the research to specialist and non-specialist audiences. • Demonstrate a sound understanding of research and development strategies and use these to produce a proposal suitable for an Individual Project that meets ethical and sustainability guidelines.

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 ☒

A word on the use of ChatGPT and similar generative AI systems

As you work on your assignments, you may be considering using generative AI for background research. It is acceptable to use these tools as a resource, but it is important to be aware that they often make mistakes and may not be completely accurate, particularly when asked for references.

You must remember that as a student you are ultimately responsible for anything you submit,

and relying solely on generative AI could lead to your work getting a lower grade than you are capable of, or your work being investigated for academic malpractice. Copying and pasting text directly from these tools without proper citation or attribution is not only unethical but could also result in serious consequences such as failing the assignment or even being expelled from the university.

It is therefore crucial to use generative AI only as a starting point and then verify and fact-check any information you obtain. You should also ensure that any work you submit reflects your own understanding and originality, and that you properly reference any sources you use.

You may use these tools, but you must use them ethically, and you should always strive for academic honesty and integrity.

TASK DESCRIPTION

Note, an ethical review form must be filled and approved before proceeding with the research project.

The assessment task involves producing a portfolio (equivalent to 10,000 words) of the following:

1. INTERIM VIVA (10%)

A 30 minutes oral examination related to the proposal of the project submitted in Term 2, before at least 2 examiners.

2. FINAL REPORT (55%)

Students must produce an extensive report of their projects using a dissertation structure similar to the one suggested in the next section.

As well as general guidance in the next section, you will need to talk to a subject specialist (supervising lecturer) who will guide you to develop your report in a suitable format. Take their advice throughout the development of the project and the writing of your report and other deliverables.

3. FINAL VIVA (20%)

Students must attend a 30–40-minute oral examination of their project before at least two examiners.

Demonstration:

For experimental and development-based projects, there is a discrete mark for demonstrating the solution produced as part of your viva mark.

4. EXHIBITION POSTER (10%)

Students are required to produce an exhibition poster, during the final viva which provides a summary of your work in a concise and visually attractive manner. Produce the poster to show the external examiner and other audiences the main points of your project.

Further details:

1. INTERIM VIVA

- Students are required to attend a 30-minute oral examination of their project before at least two examiners. These are normally the student's project supervisor and a second marker. Occasionally, other members of staff, e.g., the project coordinator, might be present.
- During the interim viva, the student should give a presentation using a PowerPoint. It should include:
 - An introduction and summary of the proposed project,
 - The aims and objectives
 - The main findings of the literature review, so far.
 - A project plan e.g., Gantt chart for the rest of the project.
 - Highlights of the approaches that will be used in the research.
 - Where appropriate, details of tools, samples of the codes and prototypes.
- Remember that unlike your supervisor, the second marker may not have expertise or familiarity of your project. Therefore, your presentation should be clear to enable non-experts to assess the viability of your proposal.
- For projects that involved experiments and development of an artifact, students should also present related plans, such as, prototypes of code developed so far, and if practicable, demonstrate work produced so far.

2. SUGGESTED STRUCTURE FOR REPORT

Each project is unique and consequently the sections covered may vary somewhat from project to project. For example, for a project, some sections may be larger than others and be split into two chapters.

Your supervisor should be consulted about the best layout for your particular project documentation.

Further guidance is available on how to write the sections in the Independent Project Handbook on Moodle.

- TITLE PAGE
- DECLARATION FORM AND FORM OF CONSENT (see Appendix 1)
- ABSTRACT (1 page or around 300 words)
- CONTENTS PAGE
- CHAPTER 1 - INTRODUCTION
- CHAPTER 2 - RESEARCH & REVIEW OF LITERATURE
- CHAPTER 3 - RESEARCH AND/OR DEVELOPMENT METHODOLOGY
- CHAPTER 4 - DESIGN & IMPLEMENTATION / TESTING
- CHAPTER 5 – EVALUATION
- CHAPTER 6 - CONCLUSIONS AND RECOMMENDATIONS
- CHAPTER 7 – REFLECTION
- CHAPTER 8 – REFERENCES
- CHAPTER 9 – BIBLIOGRAPHY (A list of background reading undertaken, but not necessarily directly cited in the text.)
- APPENDICES

GENERAL POINTS ABOUT REPORT

Spelling and Grammar

Take care to present your work professionally without spelling and grammar errors. A report containing such errors is difficult to understand.

Word Limit

The maximum word limit for the project is 10,000 words. Other relevant material, e.g., code listings, may be included in appendices and do not contribute to the word limit.

Style Requirements

Use the following formatting and style specifications. If in doubt, consult your supervisor or the Project coordinator.

- A4 paper size in portrait format. For fitting large illustrations, consult your supervisor for guidance.

- Use a simple black coloured font, such as Times New Roman, Arial, or Calibri.
- Text should be double-spaced or 1.5-spaced.
- Pages should be numbered consecutively throughout the main text (including appendices). Numbering should be on the bottom centre of each page, approximately 10 mm from the edge.
- Each chapter should begin on a separate page.
- Illustrative material should be arranged near the appropriate text.
- Tables or figures should be given a number, a title and a source if not derived from original research work. As with other illustrative material, they should be placed as close as possible to any text reference and referred to by their number in the text.

Handing in your Project Report

- ***All submissions must be via the Turnitin link on Moodle.*** Submission is electronic only. No printed copies are required.

3. FINAL VIVA (20%)

Students must attend a 30–40-minute oral examination of their project before at least two examiners. Usually, the examiners are the student's project supervisor and a second marker. Occasionally, an additional faculty member, e.g. the Project Co-ordinator, might be present.

During the viva voce, the student will give a 15–20-minute presentation about the project using PowerPoint or similar tools. The presentation should summarise the project, including the aims and objectives, the main findings of the literature review, the results and conclusions, and any recommendations for future work. The student will then answer questions about the project for about 15 minutes.

Note that the presentation should be clear and simple enough to enable an audience that is not familiar with the work to understand. For example, the second examiner may not be familiar with the work as your supervisor.

Warning: if the student is unable to answer questions about their project report, this may be an indication of Unfair Practice.

Demonstration:

For experimental and development-based projects, there is a discrete mark for demonstrating your solution produced as part of your viva mark.

The demonstration should preferably be at the end of the viva or arranged in the same week if the demonstration needs special arrangements, such as requiring specialist hardware or software.

4. EXHIBITION POSTER (10%)

Guidance for Exhibition

The exhibition poster section provides a summary of your work in a concise and visually attractive manner. Produce the poster to show the external examiner and other audiences the main points of your project.

The ideal poster:

- be visually attractive
- provide a brief overview of your work
- initiate discussion and questions

Use A1 size for the poster.

Combine text, visualisations, and illustrations to make your poster easy to understand and attractive.

The poster should indicate how the reader should progress by numbering sections, using arrows, etc., to show the 'flow' of the work.

The title of your project should appear prominently, with your name and degree programme below.

Add the University logo to the poster.

Further Guidance on Specific Items (Marking)

Some important notes that may serve as a checklist for the proposal:

FINAL REPORT (55%)

Marking sheet	Survey	Review	Experiment	Development
Research-informed Literature				
Introduction	5	5	5	5
Literature Review	20	35	20	15
Knowledge and Understanding of Subject				
Methodology	5	5	5	5
Survey Design	15	-	-	-
Requirements/Design	-	-	-	5
Analysis				
Results & Discussions	25	25	25	25
Conclusions and Recommendations	10	10	10	10
Practical Application and Deployment				
Development	-	-	-	15
Experimental Design	-	-	15	-
Skills for Professional Practice				
Reflection	10	10	10	10
Quality of Report	10	10	10	10
TOTAL	100	100	100	100

Final Viva				
Project type:	Survey	Review	Experiment	Development
1. Response to Questioning	/30	/30	/30	/30
2. Discussion of Findings	/50	/50	/25	/25
3. Demo	-	-	/25	/25
4. Presentation Style	/10	/10	/10	/10
5. Supporting Materials	/10	/10	/10	/10
TOTAL	/100	/100	/100	/100

Exhibition	
1. Poster: Clarity of Technical Description	/40
2. Poster: Quality of Visual Display	/40
3. Degree Show: Images for Degree Show (5-6) and Questionnaire	/20
TOTAL	/100

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 *relevant* to and *focused* on the task(s) set; use peer-reviewed materials, for example, academic journal articles, textbooks, current news articles, organisational documents, and reliable websites. Websites require careful consideration/selection, and you should use them sparingly. Use current and up-to-date material, i.e., published within the past five years; however, much older seminal or fundamental works in the field may be necessary. 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.

Guidance specific to this assessment: *Aim for your critical review of the literature to be adequate enough to allow yourself to show how your topic fits into the bigger picture of the existing body of knowledge.*

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 are 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 acquire during your learning. You demonstrate your understanding by interpreting the meaning of the facts and information (knowledge). Therefore, you should selectively include appropriate concepts, techniques, models, theories, etc., for the task(s) set. You should be able to explain the theories, concepts, etc., to show your understanding. Your mark/grade will also depend upon the extent of knowledge and understanding you demonstrate. Ideally, they should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Consider whether there are standard approaches to undertaking your particular project type. Using such a standard approach will enable you to compare your results to those previously produced by others.*

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 those that may be incomplete) to devise and sustain arguments, make judgements, and solve problems. You may describe and comment upon particular aspects of current research or comparable advanced scholarship in the discipline you are working on. Your work must contain evidence of logical, analytical thinking, evaluation, and synthesis. For example, to examine and break down information into parts, make inferences, compile, compare and contrast information. As a result, you are 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 delivering 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 relate to the content of your work. Where relevant, propose alternative solutions and recommendations.

Guidance specific to this assessment: *Make sure that you are collecting the right data for your project*

and that you know how you will need to analyse it. What statistical techniques will you need to use?

4. Practical Skills

At level 6, you should be able to apply the methods and techniques you learned during your programme to review, consolidate, extend and apply your knowledge and understanding to initiate and carry out projects. You will accurately deploy established and relevant analysis and enquiry techniques to complex and unpredictable contexts, devise and sustain arguments, and 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 or a given context. How do they work in practice? You will deploy models, methods, techniques, and theories 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 approach may involve, for instance, using real-world artefacts, examples and cases, applying a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show an awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *Project planning at a week-to-week level rather than a day-to-day level is appropriate at this point. Remember that you need to consider hardware, software and personnel resources. The discussion of ethical and sustainability issues should be relevant to your immediate project and refer to your professional context.*

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, personal responsibility and decision-making in complex and unpredictable circumstances. These include: demonstrating the learning ability for professional development to advance existing skills and acquire new competencies 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: *The document should be presented as a technical report, with all appropriate tables, figures, equations, and appendices listed in suitable tables of contents. Write in technical English and limit the use of "I" within your submission. Ensure that you have an appropriate list of references, and that they are cited in the text correctly.*

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	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	15	
5. Transferable Skills for Life and Professional Practice	15	

Assessment Mark (Assessment marks are subject to ratification at the

Late Submission Penalties (tick if appropriate)

Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	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.

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 nonauthoritative. 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.

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%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research, and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles 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 / misinterpretation. 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 and wider concepts.

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%
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.

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%
Transferable skills for life and professional practice (Exercise of initiative and personal 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.)	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 relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	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 inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	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 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.	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 to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	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 very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally 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