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

APPENDIX GA34

INTERNAL ASSESSMENT APPROVAL FORM (INCLUDING COLLABORATIVE PROVISION)

This form is used to ensure that assessment specifications have been through an internal review process prior to external examination/approval and release to students. It should be completed for each assessment for a particular module. The assessment tasks, criteria and marking scheme should accompany this form.

PARTNER (and taught location if relevant):	Coleg Sir Gar			
EXTERNAL EXAMINER NAME:	Dr Alison Griffiths			
ASSESSMENT AUTHOR :	Robert Davies			
MODULE TITLE:	Independent Project			
MODULE CODE:	SGEL6000	**MODULE LEVEL:**	6	
COMPONENT NO. (e.g. 1 of 2):	4 of 4	**COMPONENT WEIGHTING** (e.g. 50% of the module):	10%	
ASSESSMENT PERIOD	☐Semester 1	☐ Semester 1 *Re-sit*	✓ Semester 2	☐ Semester 2 *Re-sit*	*Other, please state*
TYPE OF ASSESSMENT:	☐Coursework	☐ Examination	✓Practical		
LANGUAGE OF ASSESSMENT:	English	**TRANSLATION REQUIRED (Y/N):**	N		
FOR EXAMINATIONS ONLY. SPECIFY BELOW ANY ADDITIONAL MATERIAL(S) TO BE USED IN THE EXAMINATION				
This box will expand as you type				

	INTERNAL MODERATOR PLEASE TICK TO INDICATE THAT THE ASSESSMENT INCLUDES:	*Please ✓* YES	NO	**Comments**
1	Tasks that are specified clearly, accurately and comprehensibly, with appropriate use of language and neat presentation	✓		
2	Tasks which enable the module learning outcomes to be demonstrated (as per the module syllabus)	✓		
3	Tasks which conform to the assessment described in the module syllabus	✓		
4	Tasks which are written at the appropriate level of the Framework for Higher Education Qualifications (see http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14).	✓		
5	Clear criteria for assessment and guidance about how marking/grading will be applied	✓		
6	Guidance about expected evidence for submission, e.g. essay or report, word count, bibliography and references	✓		
7	Reference to good academic conduct, for example referencing, plagiarism and Turnitin	✓		
8	**Actions to complete** *This box will expand as you type*			

SIGNATURE OF APPROVAL:	SIGNATURE	DATE
INTERNAL MODERATOR: I confirm that this version of the assessment specification is ready to be sent to the Partnership Team Leader		

ONLY TO BE COMPLETED IF THE ASSESSMENT IS LINKED TO A COLLABORATIVE PARTNER

	PARTNERSHIP TEAM LEADER PLEASE TICK TO INDICATE THAT THE ASSESSMENT INCLUDES:	*Please ✓*		Comments
		YES	NO	
1	Tasks that are specified clearly, accurately and comprehensibly, with appropriate use of language and neat presentation			
2	Tasks which enable the module learning outcomes to be demonstrated (as per the module syllabus)			
3	Tasks which conform to the assessment described in the module syllabus			
4	Tasks which are written at the appropriate level of the Framework for Higher Education Qualifications (see http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14).			
5	Clear criteria for assessment and guidance about how marking/grading will be applied			
6	Guidance about expected evidence for submission, e.g. essay or report, word count, bibliography and references			
7	Reference to good academic conduct, for example referencing, plagiarism and Turnitin			
8	**Actions to complete** *This box will expand as you type*			

SIGNATURE OF APPROVAL:	SIGNATURE	DATE
PTL: I confirm that this version of the assessment specification is ready to be sent to the External Examiner		

UWTSD PROVISION: please submit the completed document to the appropriate Programme Director.

COLLABORATIVE PROVISION: please submit the completed document (or make available electronically) to the Partnership Team Leader. This must be in accord with specific arrangements for sharing electronic documents (e.g. via SharePoint or similar).

The assessment tasks, criteria and marking scheme should accompany this form

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

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APPENDIX GA36c

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	BSc (Hons) Electrical and Electronic Engineering		
Module:	Independent Project		
Module code:	SGEL6000	**Contribution to Overall Module Assessment (%):**	10%
Lecturer:	Robert Davies	**Internal Verifier:**	Michael Hall
Assessment Title:	Presentation 2 - Project Design, Implementation and Evaluation	**Word count (or equivalent):**	8 minutes
Date of presentation:	14th May 2021	**Return date of provisional marks & written feedback:**	4th June 2021
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.		

Module Learning Outcomes (from module syllabus)
2. Apply analysis, design, implementation and testing techniques in order to execute a complex major project and achieve the outcomes within time and budgetary constraints, with consideration given to maintenance, reliability, appropriate codes of practice and industry standards using relevant materials, tools and equipment following workshop and laboratory practice. 3. Write and defend comprehensive technical reports on the planning and implementation phases of a major project.

TASK DESCRIPTION

Aims and Objectives

The overall aim of the presentation is to allow you to demonstrate a systematic understanding of project design and quality management techniques and to give you the opportunity to apply them in the initial stages of a complex individual project with consideration given to the wider engineering context, working within a range of constraints.

Presentation Tasks

Task 1 – Producing the slides

Produce a series of slides based on the following sections:

1. Introduction – aims and objectives of the project
2. Function Design Specification (FDS) and any changes made
3. Design details of the solution to meet the requirements of the FDS, use of technical literature.
4. Construction phase of the solution
5. Testing of the solution, analysis of results, maintenance and reliability
6. Critical evaluation of the project solution and outcomes, comparison with the FDS
7. Review of management techniques and planning, comparison with initial plan
8. Overall conclusions and recommendations

Task 2 – Presenting the project

You are required to present the project slides in 8 minutes to a small group, which will include two of your tutors. You will be questioned after the presentation for a short time and should be prepared to comment on how you have met the following requirements:

1. Business, customer and user needs; including considerations such as the wider engineering context, public perception and aesthetics.
2. Environmental and sustainability limitations; ethical, health, safety, security and risk issues; intellectual property; codes of practice and standards.
3. High level of professional and ethical conduct in engineering and professional codes of conduct.
4. Understanding of the commercial, economic and social context of the project.
5. Deployment of management techniques to achieve the project objectives
6. The promotion of sustainable development
7. Conformity to relevant legal requirements governing engineering activities; including personnel, health & safety, contracts, intellectual property rights, product safety and liability issues.
8. Consideration of risk issues; including health & safety, environmental and commercial risk.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

You are required to give a presentation in 8 minutes to a small group. Your presentation must be saved as a 'pdf' file and uploaded to Turnit-in on the day of the presentation.

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.
Significant differences from level 5 are highlighted in red.

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: *This will be assessed by section 3 of your presentation.*

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: *This will be assessed by sections 1, 2 and 3 of your presentation and by your response to questions.*

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: *This will be assessed by sections 5, 6 and 8 of your presentation.*

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: *This will be assessed by sections 3, 4, 5 and 7 of your presentation.*

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 organisation; 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: *This will be assessed by the quality of your slides, your delivery style.*

Achieving the PLOs for IET/IEng Accreditation

The following PLOs have been targeting to be satisfied by this assignment. Details are given below. The marking scheme on the next page will also be used to record your PLO achievements and comments will be found in the Turnit-in rubric.

D3i - *Work with information that may be incomplete or uncertain and be aware that this may affect the design*. This will be demonstrated by section 3 of the presentation.

D4i - *Apply problem-solving skills, technical knowledge and understanding to create or adapt design solutions that are fit for purpose including operation, maintenance, reliability etc*.. This will be demonstrated by section 3 of the presentation.

D5i - *Manage the design process, including cost drivers, and evaluate outcomes*. This will be demonstrated by section 7 of the presentation.

D6i - *Communicate their work to technical and non-technical audiences*. This will be demonstrated by the quality of the presentation and delivery style.

EP2i - *Demonstrate a systematic understanding of and ability to use relevant materials, equipment, tools, processes, or products*. This will be demonstrated by sections 4 and 5 of your presentation.

EP3i - *Demonstrate knowledge and understanding of workshop and laboratory practice*. This will be demonstrated by sections 4 and 5 of your presentation.

EP4i - *Use and apply information from technical literature*. This will be demonstrated by section 3 of your presentation.

EA3i - *Use the results of engineering analysis to solve engineering problems and to recommend appropriate action*. This will be demonstrated by sections 5, 6 and 8 of your presentation.

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**
1. Engagement with Literature Skills.	
Section 3: Use of technical literature in final design solution (/5)	5
2. Knowledge and Understanding Skills	
Section 1: Introduction (/5) Section 2: FDS (/5) Section 3: Advanced knowledge and critical understanding demonstrated in the design of the project (/10) All sections: Response to questioning (/10)	30
3. Cognitive and Intellectual Skills	
Section 5: Testing and analysis of result (/10) Section 6: Critical evaluation of the project outcomes and comparison with the FDS (/10) Section 8: Overall conclusions and recommendations (/10)	30
4. Practical Application Skills	
Section 3: Formulation of innovative and creative design solution to the project problem. (/5) Section 4: Deployment method, use of material, tools, equipment and techniques in the construction of the project. (/5) Section 4: Quality of the final product or system (/5) Section 5: Use of test equipment and presentation of results of the project (/5) Section 7: Management techniques and planning, comparison with initial plan. (/5)	25
5. Transferable Skills for Life and Professional Practice	
All sections: Quality of the presentation slides – (/5) All sections: Quality of the delivery style – (/5)	10

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.

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
which is informed by the latest research and/or advanced scholarship within the discipline.)	latest research and/or advanced scholarship within the discipline.	knowledge of the latest research and/or advanced scholarship within the discipline.	informed by current research and scholarship.	research and scholarship.	and the work is, at least in part, well-informed by current research and scholarship.	awareness of challenges to established views and the limitations of the knowledge base.	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 and wider concepts.
Practical skills (Apply/deploy accurately established tools	Limited or no use of methods, materials, tools and/or techniques.	Rudimentary application of methods, materials, tools	An adequate awareness and mostly appropriate application of well-	A good and appropriate application of standard methods,	A very good application of a range of methods,	An advanced application of a range of methods,	Exceptional levels of application and deployment skills in unpredictable,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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.	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.	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.	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.	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.	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.	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; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to	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	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.	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	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.	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,	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,	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.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	the completion of tasks. Little or no evidence of the skills required in graduate employment.	Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	with just occasional minor weakness.	managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Demonstrates exceptional graduate employment skills and an appetite for further development.

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