



## 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.

|                                                                                                      |                                                |                                            |                                                         |                                            |                                    |
|------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------|---------------------------------------------------------|--------------------------------------------|------------------------------------|
| <b>PARTNER</b> (and taught location if relevant):                                                    | Coleg Sir Gar                                  |                                            |                                                         |                                            |                                    |
| <b>EXTERNAL EXAMINER NAME:</b>                                                                       | TO BE COMPLETED.                               |                                            |                                                         |                                            |                                    |
| <b>ASSESSMENT AUTHOR :</b>                                                                           | John Williams                                  |                                            |                                                         |                                            |                                    |
| <b>MODULE TITLE:</b>                                                                                 | Major Project                                  |                                            |                                                         |                                            |                                    |
| <b>MODULE CODE:</b>                                                                                  | SGDM6019                                       |                                            | <b>MODULE LEVEL:</b>                                    | 6                                          |                                    |
| <b>COMPONENT NO.</b><br>(e.g. 1 of 2):                                                               | 1 & 2                                          |                                            | <b>COMPONENT WEIGHTING</b><br>(e.g. 50% of the module): | 100% (80% & 20%)                           |                                    |
| <b>ASSESSMENT PERIOD</b>                                                                             | <input type="checkbox"/> Semester 1            | <input type="checkbox"/> Semester 1 Re-sit | <input type="checkbox"/> Semester 2                     | <input type="checkbox"/> Semester 2 Re-sit | Other, please state                |
| <b>TYPE OF ASSESSMENT:</b>                                                                           | <input checked="" type="checkbox"/> Coursework |                                            | <input type="checkbox"/> Examination                    |                                            | <input type="checkbox"/> Practical |
| <b>LANGUAGE OF ASSESSMENT:</b>                                                                       | English                                        |                                            | <b>TRANSLATION REQUIRED (Y/N):</b>                      | N                                          |                                    |
| <b>FOR EXAMINATIONS ONLY. SPECIFY BELOW ANY ADDITIONAL MATERIAL(S) TO BE USED IN THE EXAMINATION</b> |                                                |                                            |                                                         |                                            |                                    |
| This box will expand as you type                                                                     |                                                |                                            |                                                         |                                            |                                    |

| INTERNAL MODERATOR PLEASE TICK TO INDICATE THAT THE ASSESSMENT INCLUDES: |                                                                                                                                                                                                                                                                                                                     | Please ✓<br>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 <a href="http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14">http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14</a> ). | ✓                  |  |          |
| 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                                                                        | <b>Actions to complete</b>                                                                                                                                                                                                                                                                                          |                    |  |          |
| 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 | <i>C. nty</i> | 2-10-19. |

**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 <a href="http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14">http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14</a> ). |          |    |          |
| 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                                                                             | <b>Actions to complete</b><br><br><i>This box will expand as you type</i>                                                                                                                                                                                                                                           |          |    |          |

| 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**

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |              |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------|
| <b>Student name:</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Student ID number:</b>                                       |              |
| <b>Programme:</b>                      | BSc Mechanical Engineering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                 |              |
| <b>Module:</b>                         | Major Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |              |
| <b>Module code:</b>                    | PSDM6019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Contribution to Overall Module Assessment (%):</b>           | 100%         |
| <b>Lecturer:</b>                       | J. Williams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Internal Verifier:</b>                                       | C. Davies    |
| <b>Assignment Title:</b>               | Major Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Word count (or equivalent):</b>                              | 7200 +/- 10% |
| <b>Submission deadline:</b>            | 27/03/2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Return date of provisional marks &amp; written feedback:</b> | 22/05/2020   |
| <b>Submission method:</b>              | <p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> 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.</p> |                                                                 |              |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                                                                                                              |                                                                 |              |

### Module Learning Outcomes (from module syllabus)

Analyse and critically evaluate relevant theory and literature with guidance.

Clearly identify problems and apply appropriate technical knowledge to solve these problems within the timescale of a major project.

Effectively present the findings of a project both orally and in writing and appreciate the broader implications of a problem including personal responsibility and professional code of conduct.

# COMPONENTS

## Aim

You will undertake a detailed study of an engineering problem to analyse and critically evaluate the relevant theory and literature involved. You will clearly identify the issues and apply your technical knowledge to provide a realistic solution within the timescale of a major project.

You are required to effectively present the findings of the project both orally and in writing and you must demonstrate how you have appreciated the broader implications of completing a project, including your personal responsibility and where you adhere to a professional code of conduct.

## Scenario

The project is a major engineering-based problem and must be agreed by the Project Tutor and Student at the outset. An industrial project must originate from the student's workplace and will consist of planning and implementation phases to establish to what extent the project is effectively managed.

The project will normally be practically based and expected to integrate multiple aspects of the course curriculum. Where appropriate, the Project Tutor may visit the company to view the project, and discuss the validity with the Student. All projects must be supported by a suitable method of recording progress. The solutions provided for a project must be appropriate and supported by full documentation in the form of a Project Report and a Project Presentation given to a small group.

## Component Tasks:

### 1. Dissertation (80%)

- a. **Proposal:** Agree a suitable project with your tutor and provide authorization from your employer. Complete a signed proposal form with all parties in agreement. Include as an Appendix in the final report.
- b. **Report:** Submit a project dissertation of approximately 8000 words. You are required to submit a bound hardcopy and an electronic version of the dissertation. The electronic version must be submitted through Turnitin.

### 2. Academic Interview (20%)

Present your completed project (timetable to be confirmed by Lecturer).

**Note:** This assignment brief must be loosely attached to the front of your dissertation.

**Key phases of the project:** Project selection, proposal and agreement (including costing and resourcing), project specification, testing plan (where applicable), project planning with contingencies, more than one solution, implementation, testing (where applicable), documentation and reporting with conclusions, evaluations and recommendations.

## 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, 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:**

### 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:**

### 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:**

### 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:***

**5. Transferable Skills for Life and Professional Practice**

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

# 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 |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
|                                                                  | 20              |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
|                                                                  | 20              |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
|                                                                  | 20              |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
|                                                                  | 20              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
|                                                                  | 20              |               |

**Assessment Mark** (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. )

**Late Submission Penalties (tick if appropriate)**

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

# 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                                                                                                          | Category | FAIL<br>0-29%                                                                                                                                                                                        | MARGINAL FAIL<br>30-39%                                                                                                                                                                                                                               | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)<br>40-49%                                                                                                                                              | GOOD<br>(2.2 / Pass)<br>50-59%                                                                                                                                                                    | VERY GOOD<br>(2.1 / Merit)<br>60-69%                                                                                                                                                                                                 | EXCELLENT<br>(1 <sup>st</sup> / Distinction)<br>70-84%                                                                                                     | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)<br>85-100%                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Engagement with literature</b><br>(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 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. |
|                                                                                                                  |          | Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No                                                                                             | 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                                                                                  | Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some                                                                                 | Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of                                                                                                                | Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of                                                   | Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-                                                             |
| <b>Knowledge and understanding</b><br>(Coherent and detailed knowledge and systematic understanding of           |          |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                                                            |                                                                                                                                                                                             |

| Level 6                                                                                                                                                                                                                          |  | FAIL                                                                                                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                                                                                                                           | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                                                                 | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                            | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                         |  | 0-29%                                                                                                                                                                                                                                           | 30-39%                                                                                                                                                                                                                                                                                  | 40-49%                                                                                                                                                                                                                                                                                    | 50-59%                                                                                                                                                                                                                                                                                                                                                                                               | 60-69%                                                                                                                                                                                                                                                                                          | 70-84%                                                                                                                                                                                                                                                                                                                                                  | 85-100%                                                                                                                                                                                                                                                                                                                                                                                                  |
| the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)                                                                                                  |  | awareness of knowledge of the latest research and/or advanced scholarship within the discipline.                                                                                                                                                | knowledge of the latest research and/or advanced scholarship within the discipline.                                                                                                                                                                                                     | which to some limited extent, is informed by current research and scholarship.                                                                                                                                                                                                            | extent, current research and scholarship.                                                                                                                                                                                                                                                                                                                                                            | established views, and the work is, at least in part, well-informed by current research and scholarship.                                                                                                                                                                                        | current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.                                                                                                                                                                                                                         | informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.                                                                                                                                                                                                                                                           |
| <b>Cognitive and intellectual skills</b><br>(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, nuanced 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. |
| <b>Practical skills</b><br>(Apply/deploy accurately)                                                                                                                                                                             |  | Limited or no use of methods, materials, tools                                                                                                                                                                                                  | Rudimentary application of methods, materials,                                                                                                                                                                                                                                          | An adequate awareness and mostly                                                                                                                                                                                                                                                          | A good and appropriate application of                                                                                                                                                                                                                                                                                                                                                                | A very good application of a range of methods,                                                                                                                                                                                                                                                  | An advanced application of a range of                                                                                                                                                                                                                                                                                                                   | Exceptional levels of application and deployment skills in                                                                                                                                                                                                                                                                                                                                               |

| Level 6                                                                                                                                                                                      | FAIL                                                                                                                                                                                                                                                                | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                       | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                            | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                   | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                          | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                        | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                     | 0-29%                                                                                                                                                                                                                                                               | 30-39%                                                                                                                                                                                                                                                                                                                              | 40-49%                                                                                                                                                                                                                                                                                                                                                                                              | 50-59%                                                                                                                                                                                                                                                                                                                                 | 60-69%                                                                                                                                                                                                                                                              | 70-84%                                                                                                                                                                                                                                                                              | 85-100%                                                                                                                                                                                                                                      |
| established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)                                             | 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. | 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. | 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. | 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. | 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. | 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. | 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. |
| <b>Transferable skills for life and professional practice</b><br>(Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures.) | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very                                                                                                    | 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                                                                                                        | Can communicate effectively 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                                                                                                                                                                                           | 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                                                                                                                                  | Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously                                                                                              | Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work professionally within a team, showing advanced leadership                                                                |                                                                                                                                                                                                                                              |

| Level 6 | Category                                                                                                                                                                   | FAIL<br>0-29%                                                                                                                                                                              | MARGINAL FAIL<br>30-39%                                                                                                                                                                  | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)<br>40-49%                                                                                                                                                   | GOOD<br>(2.2 / Pass)<br>50-59%                                                                                                                                                                        | VERY GOOD<br>(2.1 / Merit)<br>60-69%                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)<br>70-84%                                                                                                                                                                                                 | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)<br>85-100%                                            |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|         | individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.) | 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. | 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. | 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. | 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. | good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness. | 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. | skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |

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