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

APPENDIX GA36c

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BSc Applied Computing**		
Module:	**Advanced Cybersecurity**		
Module code:	**ACCB6000**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Dr. Alireza Efshani**	**Internal Verifier:**	**Dr. Dipo Dunsin**
Assignment Title:	**Analysing, Ethically Hacking and Securing an Enterprise Network**	**Word count (or equivalent):**	5000 Words Equivalent *(Capture the Flag, and Demonstration)*
Submission deadline:	**Capture the Flag (in class) - 23-Nov-2026** **Deliverable 1: 13-Nov-2026** **Deliverable 2: Demonstration (in class) – 03-Dec-2026**	**Return date of provisional marks & written feedback:**	**07-Jan-2027**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: • You write clearly and concisely.		

- All students complete the assessment on an equal basis.

If You Go Over the Word Limit
If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction *or* reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction *or* reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):
- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit
If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback
If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)
Demonstrate a systematic understanding of a wide range of current research and technological advances in cybersecurity. Consistently apply the principles and practices of cybersecurity for mitigating the key technical internet security vulnerabilities and threats that organisations face.

Accreditation Criteria Mapping – BCS (From B.2.4 mapping table)
2.1.4 Analyse if/how a system meets current and future requirements 2.1.5 Deploy theory in design, implementation and evaluation of systems 2.1.9 Knowledge of information security issues 2.2.3 Recognise risk/safety for safe operation of computing and information systems 2.2.4 Deploy tools effectively 3.1.2 Methods, techniques and tools for information modelling, management and security

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☒ No ☐
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

Two parts of portfolios in this Assessment. The deadline for each portfolio is different.

1. Portfolio 1 is a Capture the Flag Activity. The date of CTF is earlier than the Submission deadline
2. Portfolio 2 is a Demonstration. You are expected to demonstrate identified vulnerabilities and proposed viable strategy to protect the stated organisation/ resources and their services.

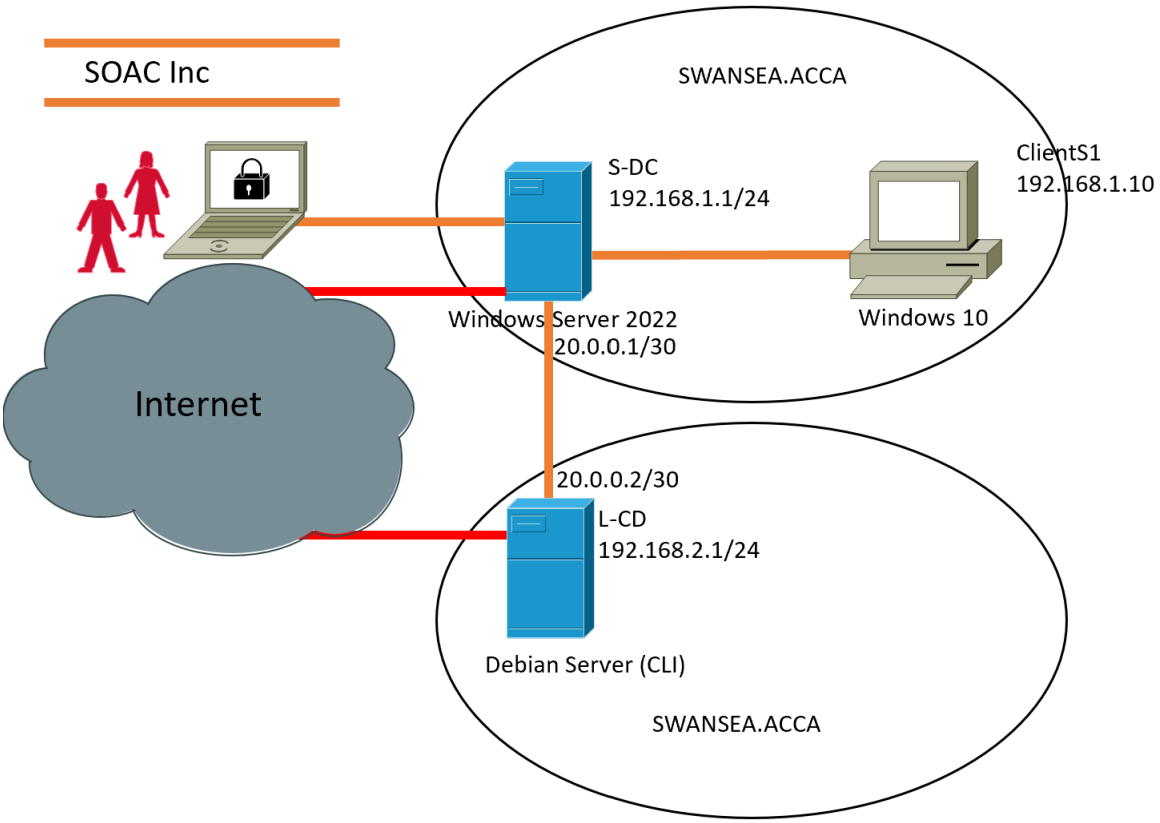
Capture the Flag (20%)

Note: Exam Date 23-Nov-2026 Time: Week 9 In Class (Lecture Session)

Brief: The Capture the Flag will have 5 Flags to capture. You will be provided with a PCAPNG File on the day of the CTF. You are required to analyze the given PCAPNG files (packet captures) to capture the flags in MOODLE Test Environment (Link will be open on the day of the CTF). Total Marks awarded out of 20. Time duration is 30 Minutes. Flag Structures and details of Flags will be in Moodle Environment. The weightage for this part is 20% of your overall assessment.

Secure and Demonstrate the given Network (80%)

Topology



Brief: You will be working with the above network. You are not required to build this Network. You will be provided with this Network in a OVA Format by your Lecturer. (Remember this network from somewhere? Yes, you are correct. You built this network as part of your NOSS Assessment at Level 5).

Welcome to SOAC Inc. This SOAC Inc operates in two locations. Swansea and London. The SOAC Inc's Network is configured as Active Directory Domain Swansea.acca. Both Swansea and London are connected via Static Routing.

+ Swansea Location has S-DC, which is the Domain Controller. It is a Windows Server 2022. It also has a Windows 10 Client which is a Domain Member of Swansea.acca.

+ London Location has L-CD, which is a Domain member of Swansea.acca. It is a Debian Server (CLI).

User Credentials:
S-DC:
Username: Administrator
Password: NotebooK@123

L-CD:
Username: londonlogin
Password: NotebooK@123

You are expected to analyse the current security posture, propose security enhancements and implement security measures in SOAC Inc's Networks. Note that basic network configuration are not required, as the VMs are pre-set with the necessary network parameters. You need to focus on security enhancements.

Read the Instructions Carefully:

1. **Import and Start VMs**: Import the provided virtual machines into your virtualization platform. Power on the machines.
2. **Verify Network Configuration**: Perform the following network tests to confirm the VMs are correctly configured as per the provided network topology. Record the results for submission.
3. **Submit Evidence**: Capture screenshots of the test outputs and upload them to Moodle at the start of the assessment. This is a progressive coursework, and you are expected to work on it weekly following each lecture.
4. **Address Issues**: If the test results deviate from the expected outputs, upload the evidence to Moodle and consult your lecturer immediately.

Task 1: Network Test

S-DC

Run the following commands and verify the outputs:

- ✓ IPCONFIG /ALL: Confirm the IP address matches the topology provided.
- ✓ ping 192.168.1.10: Must be successful.
- ✓ ping 192.168.2.1: Must be successful.

L-CD

Run the following commands and verify the outputs:

- ✓ ip address: Confirm the IP address matches the topology provided.
- ✓ ping 192.168.1.10: Must be successful.
- ✓ ping 192.168.1.1: Must be successful.

Network Test Submission Guidelines

- **Screenshots**: Ensure screenshots clearly display the command outputs for both VMs with Timestamps.
- **Moodle Upload**:

Deliverable 1:	
Submit screenshots at the beginning of the assessment to demonstrate initial network status.	**13-Nov-2026**

- **Weekly Progress**: Continue working on the assessment weekly, building on lecture content.
- **Discrepancies**: If any test fails or outputs differ from expectations, upload the evidence to Moodle and discuss with your lecturer promptly.

Task 2: Network Security Assessment for SWANSEA.ACCA (SOAC Inc) Network

Role and Initial Assessment

As a Security Consultant for the SOAC Inc Network, you signed an Agreement to conduct vulnerability assessment adopting a recognized Cybersecurity Framework/Methodology (e.g., NIST). Utilize tools such as Nmap, OpenVAS, or Nessus to identify potential vulnerabilities across the network infrastructure, including the S-DC (Domain Controller, DNS Server, IIS), L-CD (Domain Member, DHCP Relay Server) and ClientS1 (Windows 10).

2.1. Setup Security-focused Operating System of your choice

- Place (For eg: Kali Linux) a security-focused OS to assess the current security posture and to improve the security of the SOAC Inc network. It is your choice to either place the Security-Focused OS Internally or Externally. However, make sure that your Security-Focused OS is able to access both Swansea and London Network.

Deliverable 2:	
Issue an ip address configuration in the OS Terminal, Test connectivity (ping) with Swansea and London Servers and Clients. Take screenshots and present it as Slide 1 during your demonstration.	**03-Dec-2026**

2.2. Vulnerability Assessment

Assess the vulnerabilities for SOAC Inc (SWANSEA.ACCA) Network

- Gather Information (You are given the User Credentials of the Server's and the Topology Details). With this information, assess and gather information about different services, ports, protocols used within the network (not limited to).

Deliverable 2:	
Summarise the information gathered and present it as Slide 2 during your demonstration.	**03-Dec-2026**

- Assess the Vulnerabilities: Use Vulnerability Assessment Tools (Manual and Automated) to list out the vulnerabilities within the Network. Summarise the Vulnerabilities identified and categorise them as High, Medium and Low Severity. You are not expected to mitigate all the vulnerabilities. A minimum of 2 High Severity, 2 Medium Severity and 2 Low Severity need to be addressed and demonstrated.

Deliverable 2:	
Present the 6 Vulnerabilities (2 High Severity, 2 Medium Severity and 2 Low Severity) as Slide 3 during your demonstration	**03-Dec-2026**
Submit the Automated Vulnerability Assessment Report (Nessus/ OpenVAS etc) from SWANSEA.ACCA in Moodle	**03-Dec-2026**

Task 3: Network Security Measures for SWANSEA.ACCA Network

3.1. Security Measures

Mitigate the above identified Vulnerabilities. (You are more than welcome to identify, categorise and mitigate more vulnerabilities and help the network secured – However, for assessment purpose – the mitigations of 6 vulnerabilities are sufficient)

Guidelines (not limited to):

- Harden server configurations (e.g., disable unused services, apply patches).
- Configure firewalls and access control lists (ACLs) to restrict unauthorized access.
- Enable encryption for data in transit (e.g., VPN, TLS).
- Set up monitoring with Wireshark to log and analyze network traffic for suspicious activities.

Deliverable 2:	
Present the implemented Security Measures (as bullet points) as Slide 4 during your demonstration	**03-Dec-2026**

Overall Deliverables

Moodle Submission
Submit screenshots at the beginning of the assessment to demonstrate initial network status.
Capture the Flag
Submit the Automated Vulnerability Assessment Report (Nessus/ OpenVAS etc) from SOAC Inc (SWANSEA.ACCA) in Moodle
Submit the PowerPoint Slide with the following details in Moodle

Slide 1: Screenshots of IP address configuration in the OS Terminal (security-focused OS), Test connectivity (ping) with Swansea and London Servers and Clients. Slide 2: Summarise the information gathered from Swansea.acca network Slide 3: Present the 6 Vulnerabilities (2 High Severity, 2 Medium Severity and 2 Low Severity) Slide 4: Implemented Security Measures (as bullet points)

Demonstration
With reference to your 4 Slides submitted, brief your Security work done on this Network.
During Demonstration, your examiner/ lecturer will ask you to demonstrate the mitigation of 3 Vulnerabilities from your list of 6 vulnerabilities choosing a minimum of 1 High Severity, 1 Medium Severity and 1 Low Severity.

Demonstration: 25 Minutes

- Make sure that you have your Virtual network setup up and running before the presentation. You will be allowed 10 minutes before your presentation slot to setup your machine.
- You are expected to complete all the activities and demonstration using our Lab machines. Completing in your Laptop/ or Home PC's is at your own risk and will not be considered for any exemptions if you are unable to demonstrate during the demonstration time allocated to you.
- Note: You may attempt to implement your exploitations and mitigations prior to your scheduled demonstration slot. However, it is strongly recommended that you take snapshots before implementing any mitigations to ensure you can reset the virtual machines during the demonstration.

Note: Demonstration will be scheduled for each students randomly using ChatGPT.

Marking Scheme

Engagement with Literature Skills	**5**
Diversity of Sources and materials used in Identifying Tools and benchmarking Industry Standards	2
Use of scholarly reviews and primary credible sources appropriately to support identified vulnerabilities	3

Knowledge and Understanding Skills	**15**
Testing the initial Enterprise Network (Task 1)	2
Capture the Flag (Portfolio 1)	13
Cognitive and Intellectual Skills	**32**
Capture the Flag (Portfolio 1)	7
Place the Security-Focused OS of your Choice within/ outside the network appropriately based on the requirements of task and make it functional/ operational (Slide 1)	5
Precise details about the network based on gathered information (Slide 2)	5
Presenting automated and Manual Vulnerability Assessment Report and critically evaluating the vulnerabilities, placing arguments, making relevant assumptions to synthesis the vulnerabilities and categorise them as High, Medium and Low.	15
Practical Application Skills	**30**
Identify and demonstrate the Vulnerabilities (1 HS, 1 MS, 1 LS)	15
Identify and demonstrate the Security Measures	15
Transferable Skills for Life and Professional Practice	**18**
Flow of Demonstration, Supporting Materials (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), Planning and Resource Management	10
Clear Personal and Technical Reflection (During Demonstration)	8

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: *Refer Marking Scheme Above*

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: *Refer Marking Scheme Above*

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: *Refer Marking Scheme Above*

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: *Refer Marking Scheme Above*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *Refer Marking Scheme Above*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	5	
Diversity of Sources and materials used in Identifying Tools and benchmarking Industry Standards		
2. Knowledge and Understanding Skills	15	
Testing the initial Enterprise Network (Task 1)	2	
Capture the Flag (Portfolio 1)	13	
3. Cognitive and Intellectual Skills	32	
Capture the Flag (Portfolio 1)	7	
Place the Security-Focused OS of your Choice within/ outside the network appropriately based on the requirements of task and make it functional/ operational (Slide 1)	5	
Precise details about the network based on gathered information (Slide 2)	5	
Presenting automated and Manual Vulnerability Assessment Report and critically evaluating the vulnerabilities, placing arguments, making relevant assumptions to synthesis the vulnerabilities and categorise them as High, Medium and Low.	15	
4. Practical Application Skills	30	
Identify and demonstrate the Vulnerabilities (1 HS, 1 MS, 1 LS)	15	
Identify and demonstrate the Security Measures	15	
5. Transferable Skills for Life and Professional Practice	18	
Flow of Demonstration, Supporting Materials (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), Planning and Resource Management	10	
Clear Personal and Technical Reflection (During Demonstration)	8	

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	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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%**
knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / 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	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

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%**
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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%**
personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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