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

**APPENDIX GA36d**

# LEVEL 7 ASSESSMENT SPECIFICATION

| | | | |
|---|---|---|---|
| **Student name:** | **NA** | **Student ID number:** | **NA** |
| **Programme:** | **Cultural Astronomy and Astrology** | | |
| **Module:** | **Foundations in Cultural Astronomy and Astrology** | | |
| **Module code:** | **HPCA7015** | **Contribution to Overall Module Assessment (%):** | **26.66%** |
| **Lecturer:** | **Nick Campion (module tutor), Bernadette Brady, Darrelyn Gunzburg** | **Internal Verifier:** | **Essays will be first marked and moderated by the module team** |
| **Assignment Title:** | **A critical comparison of two secondary sources** | **Word count (or equivalent):** | **2000 words** |
| **Submission deadline:** | **4 November 2024** | **Return date of provisional marks & written feedback:** | **25 November 2024** |
| **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.)<br>**Alternative submission method (if applicable):**<br>**Late submission of the assessment will result in a late penalty mark:**<br>Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.<br>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim. | | |
| **Academic honesty / referencing:** | Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment. | | |

| **Module Learning Outcomes (from module syllabus)** |
|---|
| **LEARNING OUTCOMES**<br><br>Upon the successful completion of this module, the student should be able to demonstrate the ability to:<br><br>• demonstrate an understanding of the cultural context of contemporary astronomical, astrological or cosmological belief;<br>• demonstrate a sophisticated understanding of key classical cosmologies and their legacy;<br>• demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;<br>• show a sophisticated understanding of the ideas of the main protagonists in the subject area;<br>• evaluate, assess and critique theories and truth-claims in the subject area, within a cultural framework. |

# TASK DESCRIPTION

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

| | | |
|---|---|---|
| RESEARCH | For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials. | Yes ☐<br>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 ☐<br>No ☒ |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards. | Yes ☒<br>No ☐ |
| WRITING | For this assessment, you can use Generative AI to create text for submission. | Yes ☐<br>No ☒ |
| CREATIVE | For this assessment, you can use Generative AI to create creative materials, such as images. | Yes ☐<br>No ☒ |
| | | |

| | | |
|---|---|---|
| PROGRAMING | For this assessment, you can use Generative AI to create and check code. | Yes ☐ No ☒ |
| NONE | For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes ☐ No ☒ |

In summary, you are only allowed to use Generative AI for proof-reading. Any other use counts as unfair practice.

**ASSIGNMENT 1: A Critical Comparison of Two Secondary Sources.**

**For this essay of 2,000 words, you are required to critically compare two secondary sources, accessible through the University Library (Secondary sources are academic and scholarly).**

**Choose one of the following three options. All papers are accessible through the University Library.**

**Option 1:**
Pfeffer, Michelle. 'Reassessing the Marginalization of Astrology in the Early Modern World.' The Historical Journal 66, no. 5 (2023): 1152-1176. (**accessible through Cambridge Journals).**
and
French, Roger. 'Foretelling the Future: Arabic Astrology and English Medicine in the Late Twelfth Century.' Isis 87, no. 3 (1996): 453-480.

**Option 2:**
Bertol, Daniela. 'Framing the Land and Sky: Art Meets Cosmology in a Sustainable Environment.' *Leonardo* 39, no. 2 (2006): 125-130.
and
Chapple, Christopher Key. 'Thomas Berry, Buddhism, and the New Cosmology.' Buddhist-Christian Studies 18 (1998): 147-154.

**Option 3:**
Siraisi, Nancy. 'Anatomizing the Past: Physicians and History in Renaissance Culture.' *Renaissance Quarterly* 53, no. 1 (2000): 1-30.
and
Rankin, Alisha. 'Telling Time through Medicine: A Gendered Perspective.' In Gendered Temporalities in the Early Modern World, edited by Merry E. Wiesner-Hanks, 95-114: Amsterdam University Press, 2018.

**Guidance is given in 'Guide to Writing Compare and Contrast Essays' on the MA CAA Home page on Moodle**

**You should also consult the Sophia Centre Essay Writing and Referencing Guides, and <u>pay particular attention to the guidance on plagiarism.</u>**

You are required to use additional secondary sources. We suggest three to five (you can use more if you wish, but we expect three to five). You should use required or recommended books in the MA, as well as digital resources available through the University (such as JSTOR, Oxford Scholarship).

**Instructions for uploading essays are in the MA Essay Writing Guide, but please note the following:**

1. **Please name your word document as follows:**

   First Name - Last Name – Module Code – Assignment
   *For example*
   Nick Campion – HPCA7015 – Essay 1

Your name is important as we will have many essays coming with the same title and your name differentiates yours from all the others.

Please avoid writing your full essay title. First, it's not necessary and, second, long titles can make it difficult to transfer essays between different folders. Follow the guidance above.

2. **You must attach an MA Essay cover sheet to the front of your essay**. This is also on the MA CAA Home Page on Moodle.

3. **You must upload your essay as a Word doc. NOT a PDF.**

4. **The title at the head of your essay 1 is:**
   'A Critical Comparison of Two Secondary Sources

Avoid writing the names of the two papers in the title.

In your opening paragraph you will then state the complete details of the papers you have chosen.

For example:

This essay critically compares and contrasts two JSTOR papers. The two papers chosen are J.D. Ray, 'Pharaoh Nechepso', *The Journal of Egyptian Archaeology*, Vol. 60, (1974), pp. 255-256, and of George R. Hughes, 'A Demotic Astrological Text', *Journal of Near Eastern Studies*, Vol. 10, No. 4 (Oct 1951), pp. 256-264.

**Remember: always bear in mind the MA assessment criteria and writing guidelines.**

# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

**NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.**

**Note to students: please follow the factors listed under *Guidance specific to this assessment*, on which your marks will be based.**

### 1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading

throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

***1.1 Guidance specific to this assessment:***
In this essay you are comparing and contrasting two secondary (academic) sources. We expect you to use other secondary sources in order to reflect or comment on the two JSTOR papers you are analysing. We suggest three to five (you can use more if you wish, but we expect three to five). You may use required or recommended books in the MA, as well as digital resources available through the University (such as JSTOR, Oxford Scholarship). This will help you consider how each paper relates to wider scholarship in the field.

Your mark is therefore based on

- Critical use of three to five other secondary sources

We do not expect you to use primary sources in this essay.

Regarding the statement in the guidance that '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 are expected to be aware of current developments and if you use older works it is important to be aware in your writing of the date of publication as this provides context for past ideas and the development of the field. For example, a work published in 1940 may include important ideas of information, but they may have been superseded.

**2. Knowledge and Understanding Skills**
At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

***2.1 Guidance specific to this assessment:***
In this essay you are comparing and contrasting two secondary sources from JSTOR. You will be marked on your evaluation of the two papers. For example, do both authors consider 'Astrology' in the same way or differently? Do both authors consider 'Cosmology' in the same way or differently? If one author has written their paper earlier in the century and one later, has this time difference substantially changed the way they are considering these two words? In all instances, make sure you use evidence from your two papers to support your claims, allowing your analysis to emerge from the evidence in the papers.

The questions to ask of the papers are based on the Guide to Compare and Contrast essays. Factors to take into account in your analysis, and which will contribute to your mark, include

- What is the subject matter and context of the two papers?
- Who are the authors and what was their backgrounds?
- Are the papers clearly and logically structured?
- How do they deal with similar concepts?
- Do they have similar or contrasting philosophies?
- What kinds of sources have been used?
- Are the arguments and evidence presented well referenced?
- Are their conclusions clear and justified by the evidence?
- Do the arguments rely on good evidence – or not?
- What are the papers' greatest strength(s) and greatest weakness(es);

Your mark is therefore based on the above criteria.

## 3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

### *3.1 Guidance specific to this assessment:*

In this essay we expect you to comment critically on the two papers on the basis of the evidence in your comparison and contrast of the two papers. You must comment throughout the essay as you examine the two papers, and include a conclusion in which you draw together the evidence you have presented.

Your mark is therefore based on

- Your critical analysis and comparison of the two JSTOR papers.
- A reasoned and balanced conclusion based on evaluation of the nature and scope of evidence presented.

## 4. Practical Skills

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

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

### *4.1 Guidance specific to this assessment:*

The practical skills listed above are satisfied by the fact that you searched JSTOR and other online academic sources for support for your investigation of the two papers, and completed your assignment. Other factors listed under Practical Skills overlap with the rest of the marking criteria.

## 5.Transferable Skills for Life and Professional Practice

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

***5.1 Guidance specific to this assessment:***
In this essay you will be marked on your writing skills, as these are the basis of your ability to communicate.

We therefore expect your essay to
- Have a clear and coherent structure
- Include a clear introduction that presents the question and provides an academic rationale, and states your approach.
- Be fluently written, avoiding spelling, grammatical and punctuation errors.
- Include clear and thorough referencing (footnotes) and a bibliography of references used (i.e. works cited in this essay) according to the required format.
- Draw the essay together with a clear conclusion, summarizing the points that have been made in the essay.

You should follow the guidance in the MA Writing Guidelines and the MA Referencing Guidelines.

Your mark is therefore based on
- Your essay structure
- Your introduction and academic rationale
- Your writing
- Your referencing

IN SUMMARY

Your mark will be based on

1. **Engagement with Literature Skills**
    - Critical use of three to five other secondary sources
2. **Knowledge and Understanding Skills**
    - An ability to report fairly on the two JSTOR papers
    - Critical analysis of the two JSTOR papers
    - Critical use of three to five other secondary sources
3. **Cognitive and Intellectual Skills**
    - An ability to analyse, discuss and critique the evidence
    - A reasoned and balanced conclusion based on evaluation of the nature and scope of evidence presented
4. **Practical Skills**
5. **Transferable Skills for Life and Professional Practice**
    - Your essay structure
    - Your introduction and academic rationale
    - Your writing
    - Your referencing
    - Your conclusion

# 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.
All activities are funded entirely from the Sophia Trust budget code.

**PLEASE NOTE. All Feedback will be given on Turnitin, not on the form below.**

| Generic Assessment Criteria | Marks available | Marks awarded |
|---|---|---|
| **1. Engagement with Literature Skills** | | |
| | 10% | |
| **2. Knowledge and Understanding Skills** | | |
| | 30% | |
| **3. Cognitive and Intellectual Skills** | | |
| | 30% | |
| **4. Practical Application Skills** | | |
| Practical application skills are dealt with under sections 1,2,3 and 5. | 0% | |
| **5. Transferable Skills for Life and Professional Practice** | 30% | |
| | | |

| **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)** | | **50%** |
|---|---|---|---|
| | Up to 1 week late (40% Max) | | |
| | Over 1 week late (0%) | | |

## GENERIC ASSESSMENT CRITERIA

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

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| **Engagement with literature** (including current research, referencing, 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 very limited range of 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** | Major gaps in knowledge and | Gaps in knowledge, with | Limited knowledge and | Knowledge is accurate and | Knowledge has a well-defined | Excellent mastery of a | Exceptional mastery of a |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| **understanding** (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research) | understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline. | only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline. | systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed. | reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally. | focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship. | complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research. | complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research. |
| **Cognitive and intellectual skills** (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound | Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid | Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses | Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues | Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. | Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some | Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically | Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| judgements in the absence of complete data.) | judgements. Unsubstantiated generalisations, made without use of credible evidence. | generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. | but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case. | Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. | creativity. Ability to make sound judgements based on data (that may be incomplete) | and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. | creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research. |
| **Practical skills** (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.) | 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 | 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 | An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making | An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. | 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. | An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or | Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| | unpredictable contexts. | making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts. | Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality. | Evidence of originality and creativity. | advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline. | advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques. |
| **Transferable skills for life and professional practice** (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent | Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. | Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills | Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate | Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing | Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| approach; clarity and effectiveness in presentation and organisation.) | the skills required in professional, postgraduate employment. | initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment. | Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness. | required in professional, postgraduate employment, with some areas of strength and some of minor weakness. | employment skills. | conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development. | professional, postgraduate employment skills and a strong appetite for further development. |