



INTERNAL ASSESSMENT APPROVAL FORM (INCLUDING COLLABORATIVE PROVISION)

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

PARTNER (and taught location if relevant):	Coleg Sir Gar				
EXTERNAL EXAMINER NAME:	To be confirmed				
ASSESSMENT AUTHOR:	John Williams				
MODULE TITLE:	Individual Project				
MODULE CODE:	SGDM5024	MODULE LEVEL:	5		
COMPONENT NO. (e.g. 1 of 2):	1 & 2	COMPONENT WEIGHTING (e.g. 50% of the module):	75% & 25% (100%)		
ASSESSMENT PERIOD	☐ Semester 1	☐ Semester 1 Re-sit	☐ Semester 2	☐ Semester 2 Re-sit	Other, please state
TYPE OF ASSESSMENT:	☒ Coursework		☐ Examination		☐ Practical
LANGUAGE OF ASSESSMENT:	English		TRANSLATION REQUIRED (Y/N):	N	
FOR EXAMINATIONS ONLY. SPECIFY BELOW ANY ADDITIONAL MATERIAL(S) TO BE USED IN THE EXAMINATION					
This box will expand as you type					

INTERNAL MODERATOR PLEASE TICK TO INDICATE THAT THE ASSESSMENT INCLUDES:		Please ✓ YES NO		Comments
1	Tasks that are specified clearly, accurately and comprehensibly, with appropriate use of language and neat presentation	✓		
2	Tasks which enable the module learning outcomes to be demonstrated (as per the module syllabus)	✓		
3	Tasks which conform to the assessment described in the module syllabus	✓		
4	Tasks which are written at the appropriate level of the Framework for Higher Education Qualifications (see http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14).	✓		
5	Clear criteria for assessment and guidance about how marking/grading will be applied	✓		
6	Guidance about expected evidence for submission, e.g. essay or report, word count, bibliography and references	✓		
7	Reference to good academic conduct, for example referencing, plagiarism and Turnitin	✓		
8	Actions to complete NONE 			

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

Student name:		Student ID number:	
Programme:	HNC / HND Mechanical Engineering		
Module:	Individual Project		
Module code:	SGDM5024	Contribution to Overall Module Assessment (%):	100%
Lecturer:	J. Williams	Internal Verifier:	C. Davies
Assignment Title:	Project Report & Presentation	Word count (or equivalent):	3000 +/- 10%
Submission deadline:	30/04/2020	Return date of provisional marks & written feedback:	21/05/2020
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Plan and organise a relatively long-term investigation within time and budgetary constraints, appreciating the significance of keeping a detailed log of all work, correspondence etc, associated with investigations of this nature.

To work independently, with limited supervision, developing and implementing a solution to a technical problem and being able to write and present a technical report on the outcomes.

COMPONENTS

Component 1 - Project Report (75%)

Write a comprehensive report on your individual project. It must contain the following information at the beginning:

- Title Page
- Summary
- Contents Page
- List of Figures

If you use heading levels 1 and 2 in your word processor, the table of contents can be automatically generated and updated for you provided you have inserted page numbering. Page numbers are expected to be in the bottom right hand corner. The summary should be written last (and in the past tense) but placed first after the title page. All sections of the report (except the evaluation), must be written in the third person. Instead of saying what you did, say what was done. Instead of saying what you are going to do, say what will be done. All photographs and diagrams must be referenced by figure number and referred to in your text. A typical word processor can do this for you and the list of figures could be generated automatically.

The report should contain the following 12 sections which will appear in the table of contents. Note that each section must begin on a new page.

1. Acknowledgements

You must thank all the people who have helped you in this project and state the help you received from them.

2. Introduction

Set the project in its context by explaining the activities that your company is involved with, what it produces, where it is located and in which section this project is based. Explain the importance of the project to the company and any future development or spin-offs from the project. State who is involved in the project, their role/responsibilities and explain your role/responsibility in the project. State the time scale allowed. If this is not a company-based project provide some market research into why you are developing this product as opposed to buying it off the shelf.

3. Literature Review and Background Research

Review existing source information and explain how the information enables you to develop a hypothesis relating to the solution of your problem. Show clearly how the literature reviewed is valid, accurate and fully referenced. This should be information relating to the identification of the problem and not the solution.

4. Project Specification and Testing Plan

This should be a list of deliverables that can be measured and will form the basis of the project. The typical content of a specification for system, product or process will contain technical information, CAD, and materials analysis. The budget must also be mentioned in this list. An explanation must be given of how the project will be tested to check it has met the specification.

5. Project Planning

The project must be broken down into a series of activities to be scheduled in the time scale available. A Gantt chart / timing plan must be created (in landscape format) showing planned and actual times for each activity. Contingencies should also be shown i.e. what will you do if an activity is delayed?

6. Project Solutions

Outline the design of 3 possible solutions that could meet the specification of section 4. Advantages and disadvantages of each solution should be compared and the final solution chosen must be justified.

7. Design and Implementation

Further details of the final design should be given in this section together with an explanation of how the solution was implemented including the equipment used. Photographs of the final product or system must be included and described.

8. Analysis, Results and Evaluation

This section should contain an explanation of how the product or system was analysed and evaluated to justify your project solution choice against the original PDS. Provide evidence of any testing used to support your record of the results. A discussion should be given of the validity of the results.

9. Conclusion

The specification must be compared with the analysis, results and conclusions made as to whether the specification has been fully met. Provide a detailed explanation of any unsuccessful targets or objectives. It is important to give a full and honest opinion.

10. Recommendations

This is the only section in which you are permitted to use personal references as you are discussing your performance in the project. You should also make recommendation for future improvements to the project advancing its capabilities and perhaps providing further spin-offs.

11. Bibliography and Citations

All sources of reference used for your research and designs must be listed in the standard format mentioned on the front of this brief. Wherever you have used any of these sources in the main body of the report, you must use the Harvard referencing method. Your word-processor is capable of linking this list to your references automatically.

12. Appendices

Place the project proposal and any relevant supporting evidence in this section.

Component 1 submittal date: 30th April 2020

Component 2 – Presentation (25%)

Produce a presentation (and provide copies to the panel) containing the following slides:

- Introduce the background to the project and state why it needs to be done.
- State the aims and objectives
- Project specification.
- Project Plan (Gantt chart) showing planning, with contingencies
- Illustrated solutions considered with justification for choice of final solution
- Final Design and Implementation
- Testing and results
- Conclusion

Component 2 will be delivered date to be confirmed.

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 provide evidence that you have accessed an appropriate *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 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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 employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:

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		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	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 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	Category	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (3 rd / Pass) 40-49%	GOOD (2.2 / Pass) 50-59%	VERY GOOD (2.1 / Merit) 60-69%	EXCELLENT (1 st / Distinction) 70-84%	EXCEPTIONAL (1 st / Distinction) 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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
	Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

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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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
		Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and the main methods of enquiry, with minor	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and								

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding of the main methods of enquiry in the discipline.	with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	gaps in the selection of material.	principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	main methods of enquiry.	May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak developments 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 evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness of limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of established methods, materials, tools	A good and appropriate application of established methods, materials, tools and/or techniques.	A very good application of a range of established methods, materials, tools and/or techniques.	An advanced application of a range of established methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
range of established techniques; propose solutions to problems arising from analysis.)	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 outside the context in which they were first studied.	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 outside the context in which they were first studied.	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 outside the context in which they were first studied.	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 outside the context in which they were first studied.	Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal	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. Failure to work effectively as part of a	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style.	Can communicate in a suitable medium for the audience 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 group,	Can communicate effectively in a suitable medium for the audience, 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	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the

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	responsibility and decision-making.)	group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH