

## LEVEL 5 ASSESSMENT SPECIFICATION

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                               |
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| Student name:                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Student ID number:                                   |                               |
| Programme:                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                               |
| Module:                         | Statistical Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                      |                               |
| Module code:                    | ACCB5021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Contribution to Overall Module Assessment (%):       | 50%                           |
| Lecturer:                       | Dr Nik Whitehead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Internal Verifier:                                   | Dr Tim Bashford               |
| Assignment Title:               | Data Manipulation in R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Word count (or equivalent):                          | 2500                          |
| Submission deadline:            | 6 <sup>th</sup> December 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Return date of provisional marks & written feedback: | 12 <sup>th</sup> January 2022 |
| Submission method:              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.</p> |                                                      |                               |
| Academic honesty / referencing: | <p>Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                              |                                                      |                               |

### Module Learning Outcomes (from module syllabus)

1. Select and apply appropriate statistical methods for the analysis of experimental data
2. Manipulate data and implement statistical programming techniques on large datasets
3. Select and apply appropriate visualisation methods for the presentation of analytical data
4. Perform data exploration using appropriate visualisation tools.

## TASK DESCRIPTION

This assignment contains two tasks. You should attempt to complete both tasks.

### Task 1 (50%):

You should write an R script called `manipulation.r` to perform the following:

1. Create a vector `v1` that contains the values 1 to 16. (2 marks)
2. Add the values 17 to 20 to the end of `v1`. (2 marks)
3. Delete elements 5, 6, 7 and 13 from `v1`. You should use a one method to remove elements 5, 6, 7 and another method to remove element 13. (4 marks)
4. Using `v1`, create a new vector `v2` that contains the 1<sup>st</sup> to 5<sup>th</sup> and 9<sup>th</sup> to 11<sup>th</sup> elements of `v1`. (3 marks)
5. Calculate `v1*v2` and display the results. In your comments, explain how R adds two vectors of different lengths. (4 marks)
6. Create a new vector `v3` by selecting all even elements of `v1` using a filter. (2 marks)
7. Using a loop, create a new vector `v4` the same length as `v1`, that contains the value *TRUE* if the corresponding element of `v1` has an integer square root and the value *FALSE* otherwise. *HINT: You will need to use the `sqrt()` and `round()` functions.* (6 marks)
8. Create a matrix `m1` with 4 rows from vector `v1`. (3 marks)
9. Create a matrix `m2` with 2 columns from vector `v2`. (3 marks)
10. Swap all of the elements in row 3 of `m1` with the elements in column 2 of `m1`. (3 marks)
11. Create and display a new matrix `m3` from `m1` and `m2` where `m3` contains all of the columns of both source matrices. (2 marks)
12. Replace all values in `m3` that are in (column 1 or column 3) and in (row 2 or row 3) with double their value. (4 marks)
13. Remove row 2 of `m3`. (1 mark)
14. Label the columns of `m3` as "c1", "c2", "c3", "c4", "c5", and "c6". (1 mark)
15. Create a vector `mmeans` that contains the means of each column. (3 marks)
16. Create a barplot of `mmeans`. (2 marks)

A further 5 marks will be awarded for commenting, white space and code presentation.

## Task 2 (50%):

During the early 20<sup>th</sup> century some countries used encryption methods based upon a variation on the Polybius cipher. These used a grid into which the letters of the alphabet are placed at random, each identified by two numbers, the row and column in which the letter sits. The letter 'A' lies in row 0, column 2, so would be represented by the number 12.

|   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 |   | Z | M | D |   | K | W | Q |   | G |
| 1 | V |   | A |   | R |   | E |   | T | O |
| 2 |   | J | I | S | B | P | Y |   | F |   |
| 3 | L |   |   | C |   | U | H | N |   | X |

Each letter is encrypted and displayed in sequence, in groups of five digits. If the final block of digits is not five digits long then random digits are added to fill it up to five digits (shown in bold for demonstration):

|             |                               |    |    |    |    |    |    |    |    |    |    |    |
|-------------|-------------------------------|----|----|----|----|----|----|----|----|----|----|----|
| Message     | A                             | T  | T  | A  | C  | K  | A  | T  | D  | A  | W  | N  |
| Letter code | 12                            | 18 | 18 | 12 | 33 | 05 | 12 | 18 | 03 | 12 | 06 | 37 |
| Ciphertext  | 12181 81233 05121 80312 06374 |    |    |    |    |    |    |    |    |    |    |    |

You should write an R script called `cipher.r` to perform the following tasks:

1. Create a matrix *Polybius* that contains the character data above, together with the numerical labels for rows and columns. Display this matrix.

(5 marks)

2. Encrypt the following message using the method shown above.

Message: CAPTURETHEHILL

HINT: You will need to convert the message into a vector of individual characters rather than a vector of one large element. See the function `substring()` for this.

Display the encrypted message as a vector *ciphertext* which contains each digit of the ciphertext as a separate element in the vector.

(20 marks)

3. Convert the ciphertext from a vector containing each digit as a separate element into a vector *finaltext* that contains one element, which is a character string of the digits arranged in groups of 5 as shown in the demonstration above. Do not try to make any numbers display as bold! 😊

(20 marks)

Do NOT write your own functions or use the `*apply()` functions to perform any of these actions. Focus on carrying out these tasks using loops.

A further 5 marks will be awarded for commenting, white space and code presentation.

## Submitting your code

You should upload your two script files via the assignment links on Moodle. Make sure that both scripts have your name and student number in a header comment.

The deadline for this assignment is 15:00 on Friday November 29<sup>th</sup> 2021.

You may be asked to talk through your code in a short viva after the submission date.

# 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:** N/A

## 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:** N/A

## 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:** N/A

## 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:** Task 1 is about the basic skills needed to work in R – defining and manipulating data. Task 2 is about solving a problem in R. The best way to approach this is to first work out how to generate the sequence for the example case of  $n=12$ . Next, extend this so that the process is repeated for all values between 1 and 30. You are not asked to generate the Fibonacci series, so you can compare your values to a vector containing the Fibonacci series numbers. Once you have all of the necessary information you can build and then update your data frame.

## **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:** Remember that all code should be commented so that another developer can easily understand it. The comments should include a header with the programmer's name, the title and purpose of the file, and the month it was written.

# STUDENT FEEDBACK FORM

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

| Generic Assessment Criteria                                      | Marks available | Marks awarded |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
| N/A                                                              |                 |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
| N/A                                                              |                 |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
| N/A                                                              |                 |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
| Task 1 – Basic data definition and manipulation                  | 45              |               |
| Task 2 – Problem solving in R                                    | 45              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
| Commenting, code presentation and use of white space.            | 10              |               |

|                                                                                                                                                                                                            |                                                        |  |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|---|
| <b>Assessment Mark</b> (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. ) | <b>Late Submission Penalties (tick if appropriate)</b> |  | % |
|                                                                                                                                                                                                            | 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                                                                                                          | FAIL                                                                                                                                                                                                 | MARGINAL FAIL                                                                                                                                                                                                                                         | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                        | GOOD<br>(2.2 / Pass)                                                                                                                                                                    | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                              | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                          |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                                                                                | 30-39%                                                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                          | 50-59%                                                                                                                                                                                  | 60-69%                                                                                                                                                                                                             | 70-84%                                                                                                                    | 85-100%                                                                                                                                 |
| <b>Engagement with literature</b><br>(including reading, referencing, academic conventions and academic honesty) | Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent. | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing. | Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently. | Engagement with an appropriate range of 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. |
| <b>Knowledge and understanding</b><br>(Sound knowledge and                                                       | Major gaps in knowledge with unsatisfactory, uncritical understanding of                                                                                                                             | Fragmentary knowledge, with only superficial critical understanding.                                                                                                                                                                                  | Limited but adequate knowledge and critical understanding of                                                                                                                                    | Knowledge is reasonably detailed and accurate. A good critical                                                                                                                          | Knowledge is reasonably extensive. Exhibits very competent                                                                                                                                                         | Excellent, detailed knowledge and highly critical understanding of                                                        | Exceptionally detailed knowledge and outstanding critical                                                                               |

| Level 5                                                                                                                                                                                                                       | FAIL                                                                                                                                                                                                                                                                                 | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                   | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                            | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                           | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                              | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                            | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                         |
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| critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)                                                                  | the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.                                                                                                                         | Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.                                                                                                                                                                        | the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.                                                                                                                 | understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.                                                                                                                                                                                                                   | critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.                                                                                                                                  | the well-established concepts and principles of the subject and the main methods of enquiry.                                                                                                                                                                                                                                                                                            | understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.                                                                                                                                                                                                                      |
| <b>Cognitive and intellectual skills</b><br>(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 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 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 the 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. | 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 |

| Level 5                                                                                                                                                                                                                             | FAIL                                                                                                                                                                                                                                                                                                                                          | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                                                                 | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                             | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                                                           | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                                                                                                                                                   | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                                             | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                          | the limits of their knowledge, and how this influences their analyses and interpretations.                                                                                                                                                                                                                                                                                                        |
| <b>Practical skills</b><br>(Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.) | Limited or no use of established 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 outside the context in which they were first studied. | Rudimentary application of established 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 outside the context in which they were first studied. | An adequate awareness and mostly appropriate application of 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 outside the context in which they were first studied. | A good and appropriate application of established 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 outside the context in which they were first studied. | A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity. | An advanced application of a range of established methods, materials, tools and/or techniques. 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. | Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate 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. |
| <b>Transferable skills for life</b>                                                                                                                                                                                                 | Communication medium is                                                                                                                                                                                                                                                                                                                       | Communication medium is poorly                                                                                                                                                                                                                                                                                                                                                                                | Can communicate in                                                                                                                                                                                                                                                                                                                                                                                   | Can communicate                                                                                                                                                                                                                                                                                                                                                                                | Can communicate                                                                                                                                                                                                                                                                                                                                                                                                                              | Can communicate                                                                                                                                                                                                                                                                                                                                                                                          | Can communicate                                                                                                                                                                                                                                                                                                                                                                                   |

| Level 5                                                                                                                                                                                                                                                               | FAIL                                                                                                                                                                                                                                                                                                                                    | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                                                                                                             | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                                                                                                                               | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                                                                                                             | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                                                                                                                | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                                          |
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| Category                                                                                                                                                                                                                                                              | 0-29%                                                                                                                                                                                                                                                                                                                                   | 30-39%                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 40-49%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 50-59%                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 60-69%                                                                                                                                                                                                                                                                                                                                                                                                 | 70-84%                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 85-100%                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>and professional practice</b><br>(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 responsibility and decision-making.) | 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 group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making. | 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. 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. | 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, 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. | 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 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. | 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 contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness. | 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 as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development. | 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 exercise of personal responsibility and decision-making and an appetite for further development. |

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