

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	All BEng Engineering Streams		
Module:	Major Project		
Module code:	M6X00417	Contribution to Overall Module Assessment (%):	100
Lecturer:	Tim Tudor	Internal Verifier:	Owen Williams, Kerry Tudor
Assignment Title:	Aerodynamic Vehicle Testing and analysis	Word count (or equivalent):	10,000 word report, 2 vivas
Submission deadline:	See below	Return date of provisional marks & written feedback:	Within 20 working term time days of submission dates
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)			
- demonstrate intellectual skills in: the identification and formulation of a problem within the chosen engineering specialism; the application of an appropriate research methodology for the problem - demonstrate in-depth knowledge and understanding of the technical aspects of the project and awareness of the economic, social and environmental impact of the project - show practical skills in conducting the required experimental work to validate any theories and mathematical or computer-based models - demonstrate transferable skills in technical report writing and the critical evaluation of the work undertaken moving towards independent learning			

TASK DESCRIPTION

Your dissertation should apply knowledge learnt on your course to solve/evaluate a real world problem. This is an individual piece of work and industrially based projects are encouraged. If you are working as part of a team you must clearly state your role in the project and your report should contain your work.

Completion of this task contains several pieces of work;

Your proposal must be submitted by 12th October 2017

Once your proposal is approved you will be allocated a supervisor who you must maintain regular contact with. It is the student's responsibility to ensure regular contact with their supervisor.

There are also some other important dates and assessments that you need to be aware of:

Assessment

Proposal (Formative assessment)

Literature Review (formative)

Interim oral examination (summative) - 10%

Progress Seminar 2 (formative)

Dissertation final report (summative) - 60%

Final oral examination & Poster (summative) - 30%

The first formative assessment, which takes the form of a literature review, should be submitted to your supervisor on the **9th of November**.

Interim oral examinations will take place during **week commencing 10th December**

The second Progress Seminar, which takes the form of a poster presentation, will take place **in mid March, 2019** (poster template available on moodle)

Final Dissertation report (10,000 words) must be handed in on your return from Easter Holidays, on the **30th April 2019**. You should submit two bound copies of your dissertation and one copy via Turnitin (Moodle). You must also produce a poster on the provided template that summarises the project aims, methods, results and conclusions, which must be also submitted to turnitin on the **30th April 2019**. This will support your final oral examination and can be developed throughout the year and interim versions be presented for supervisor feedback.

The final oral examinations will take place during the week commencing **7th May 2019**.

MAJOR PROJECT GUIDELINES

Please refer to the attached marking scheme for each of the below components – this is a good indication of how you will be assessed.

PROJECT PROPOSAL

As the first part of the Final Year Project assessment, you are required to write a 1000 word formal report to be handed in on the agreed date.

The report should include:

1. Reasons for and relevance of the project.
2. Aims of the project.
3. Timescales and provisional work plan.
4. Background research carried out to date. Provide a Bibliography of technical papers you have obtained.
5. Details of facilities required including computer software and laboratory support needed to complete your work.
6. Details of any cooperative industrial partners.

INTERIM VIVA

You are required to give a 20 minute presentation which summarises the project so far. This should include the following;

1. Reasons for and relevance of the project.
2. Aims of the project.
3. Updated timing plan.
4. Research/literature survey.
5. Work carried out to date.
6. Next steps.

This will then be followed by 20 minutes of questioning. This will take place on the agreed date. You should present and discuss your project with the audience – do not simply read from slides.

FINAL REPORT

Your report should be 10,000 words in length, written in Arial font, point size 11 with 1.5 line spacing on single sided A4 paper.

Handing in your Thesis

Two bound copies of your report should be handed into the faculty admin team in Technium 2 using the normal assignment hand in procedure, and a copy uploaded to Turnitin on or before the deadline.

Abstract

The thesis shall include an abstract of the contents, not exceeding three hundred words in length, which shall be bound in at the beginning of the general text.

Title Page

The thesis shall contain a title page giving the name of the University, the name of the School, the title of the thesis, the name of the author, the degree and the year of submission of the thesis.

Referencing

Any external sources used must be correctly referenced using either the Harvard or Vancouver referencing systems.

Declaration of Authenticity

The thesis shall include, on the page immediately subsequent to the title-page, the following declaration of authenticity:

'This thesis is the result of the author's original research. It has been composed by the author and has not been previously submitted for examination which has lead to the award of a degree.'

Signed:

Date:

The report should include details of all work undertaken and should include:

1. Abstract.
2. Aims and objectives of the project.
3. Timing plan.
4. Research/literature survey.
5. Work carried out. –
6. Results.
7. Discussion and conclusions.
8. Recommended further work.
9. References.

FINAL VIVA

You are required to give a 20 minute presentation which summarises the project. Essentially this is an oral version of the final report and will contain much of the same information. This will then be followed by 20 minutes of questioning. This will take place on the agreed date. You should present and discuss your project with the audience – do not simply read from slides. To support this you must also produce a poster on the provided template that summarises the project aims, methods, results and conclusions.

PROGRESS SEMINARS

The progress seminars will take the form of a literature review submission to your supervisor and poster seminar (template available on moodle) which will allow you to present the progress of your project to both academics and students at two critical points in the year.

The literature review will:

- Allow you to present current research on your area of study and outline proposed methods and views to support your investigation
- Focus on completing some of your dissertation report and cementing your aims and proposed methodology for the project.

Presenting a poster at these forums will:

- Allow you to collect feedback/ideas/comments from a wider group of academics (not just your primary supervisor).
- Allow you to gauge your progress against others in the cohort
- Allow you to receive and answer questions informally and possibly get questions (or issues) raised about the project which will prepare you well for your interim or final vivas.
- It provides you with experience of speaking to an audience about your project (prior to being formally assessed).
- By participating you will have begun the process of compiling, formatting and composing a poster which you need to do anyway for the end of the year deliverable.

SUPERVISION GUIDANCE FOR STUDENTS AND STAFF

You will be supported by a supervisor throughout your project. The expectation is that you will meet with your supervisor for 20 minutes each week for strategic advice and guidance. Initially, they will assess whether your project ideas are suitable, and can help you improve them or find alternative direction where needed. Supervisors will help you assess the progress of your project and aid you in your project direction or technical questions.

Supervisors will review the work carried out and help you to make continuous progress.

Normally, your supervisor will have expertise in the area you have selected for your project. Once you have a project idea, approach the most appropriate member of academic staff and they will advise if they can supervise you or help allocate you an alternative supervisor. Because there is a limit on how many projects each member of faculty is expected to supervise, there is no guarantee that you will get the supervisor of your choice. Do not be disheartened if this happens. All supervisors are capable of offering you good strategic advice on your project, no matter what the topic.

The way in which supervision meetings are organised will vary depending on your supervisor. Supervisors are instructed to allow for meetings of approximately 20 minutes a week for each student. The onus is on you to organise meetings with your supervisor and for you to turn up! Email is the official method for communication with your supervisor to organise these meetings.

It is not possible to produce a successful project based solely on a period of intense activity immediately before the final deadline, as you may be tempted (ill-advisedly) to do for other modules. You should work consistently and effectively throughout the duration of the project. Your supervisor will help keep you focussed throughout the project. It is often worthwhile starting to write your final report while carrying out the work — it is easier to write up the system design just after you have finished it than to write about it months later.

To keep within the deadlines you will have to make regular progress and remember where your time has gone. To help you to do this, you may wish to record your project-related activity in a log which will help you keep a record of work you have engaged in to meet your objectives.

MODULE DESCRIPTOR

MODULE CODE: M6X00417
TITLE: Major Project
DATED: 17/07/2014

LEVEL: 6
CREDITS: 40

JACS CODE: H300

AIM(S)

The module aims to develop the innovative and creative skills of the student within the field of the engineering specialism being studied.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- 1 demonstrate intellectual skills in: the identification and formulation of a problem within the chosen engineering specialism; the application of an appropriate research methodology for the problem (component A)
- 2 demonstrate in-depth knowledge and understanding of the technical aspects of the project and awareness of the economic, social and environmental impact of the project (component B)
- 3 show practical skills in conducting the required experimental work to validate any theories and mathematical or computer-based models (components A and B)
- 4 demonstrate transferable skills in technical report writing and the critical evaluation of the work undertaken moving towards independent learning (component A)

INDICATIVE CONTENT

Students will undertake projects which will be innovative, academically demanding and which will require a sound theoretical knowledge. They will be expected to work with the minimum of direct supervision in the process leading to the solution of the identified problem.

Students will be expected to acquire new knowledge mainly based on concepts previously taught in supporting modules. Issues raised in earlier modules (particularly Group Project), eg, costings, project planning, research methodology, ethics, will be developed as appropriate.

The project may be formulated through a variety of means - student idea, industrial liaison, staff-student discussion, or a combination of these. Although the ultimate choice of project to be undertaken rests with the student, that choice will not be made without consultation with the Project Director. The identification of the problem to be investigated will ideally be made by the end of level 2 of the programme.

The normal progression for the execution of the Major Project will be as follows for full-time students:

Stage 1

This is a preliminary outline of the proposed project to allow project viability to be assessed and will be submitted by mid-October. A time and resource requirements project plan will also be formulated. This assessment does not contribute to the final grade, but guides the student as to the project feasibility and academic quality.

Stage 2

For this, the preparation and planning stage, the student will research the background to the identified problem by the means most appropriate - literature survey and analysis, market analysis, industrial contact etc. Methods of problem solution will be formulated and evaluated. Areas requiring more in-depth background knowledge will be studied at this stage. The project plan will also be updated.

This stage should be completed by December of the first Semester, when an oral examination will be given (see 'Assessment').

Stage 3

Presentation of the results of the project in the form of:-

- i) a written report of less than 10 000 words
- ii) an oral examination, with accompanying poster, paper or digital media as appropriate.

This stage will be completed by May of the final year.

LEARNING AND TEACHING STRATEGY

The student will essentially be working independently. To assist the student, an appropriate team of project advisors drawn from the teaching staff will be formed. Members of the team will be available at known times throughout the working week to answer queries that each student may have. At all times it is the intention of the advisors to guide the student to his/her own solution of the problem(s).

Consensus marking of all oral examinations, reports and exhibits will be carried out by the team. The written report is double marked. The Project Director will chair the meetings of the team when assessment is discussed and finalised. In the event of an unresolved disagreement about an assessment, the external examiner will be asked to arbitrate.

Throughout each assessment stage the assessment team will be seeking evidence that the student has applied the knowledge gained from the programme in an accurate and coherent fashion, and is able to show flair, creativity and investigative ability, with the necessary communication skills that this implies, to the solution of the problem identified.

If a significant deviation from the original project plan is necessary, then clear evidence for the rationale of the change and its consequences must be obtained during the later stage of the assessment. Many changes of this nature will be the subject of critical evaluation by the assessment team, and must be justified in the final oral examination.

Allocation of teaching to deliver the module is as follows:

Activity type	Hours	Percentage
Scheduled learning	15	7.5
Independent learning	385	92.5
Placement learning	0	0
TOTAL	400	100%

ASSESSMENT

Assessment Component A – 40%

Assessed via two end of semester Vivas, weighted at 10% and 30% to assess the students understanding of concepts and techniques and enable immediate feedback.

Assessment Component B – 60%

Assessment by one final report and supporting poster, paper or digital media submissions at end semester 2.

Assessment Summary

Activity type	Percentage
Written	
Coursework	60%
Practical	40%
TOTAL	100%

BIBLIOGRAPHY

Essential

Maylor, H., Project Management 4th Edition (FT Prentice Hall, 2010)

Background

Seppala, N., Business Ethics and Corporate Social Responsibility (Cengage Learning, 2010)

Masterman, G., Sponsorship for a Return on Investment (Butterworth-Heinemann, 2007)

GENERAL GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model

within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Transferable Skills for Life and Professional Practice

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

MARKING CRITERIA AND STUDENT FEEDBACK -PROPOSAL

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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Skills (Background research carried out to date) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	Formative	
2. Knowledge and Understanding Skills (reasons for and relevance of the project) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	Formative	
3. Cognitive and Intellectual Skills (aims of the project) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	Formative	
4. Practical Application Skills (details of facilities required, details of cooperative industrial partners) Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	Formative	
5. Transferable Skills for Life and Professional Practice (Timescales and provisional work plan) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	Formative	

Assignment Mark Overall (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)		Formative
	Up to one-week late		
	Over one week late		

MARKING CRITERIA AND STUDENT FEEDBACK – INTERIM ORAL

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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Skills (research/literature survey) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	15	
2. Knowledge and Understanding Skills (ability to identify problems) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	15	
3. Cognitive and Intellectual Skills (technical content, ability to identify technical direction) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	35	
4. Practical Application Skills (overall project relevance and merit) Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	10	
5. Transferable Skills for Life and Professional Practice (organisation and planning, communication and presentation) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	25	

Assignment Mark Overall (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 one-week late		
	Over one week late		

MARKING CRITERIA AND STUDENT FEEDBACK - DISSERTATION

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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Skills (research/literature survey) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Skills (ability to identify problems) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	10	
3. Cognitive and Intellectual Skills (technical ability, analytical content and ability) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	35	
4. Practical Application Skills (progression/achievement, ability to draw conclusions and understand results) Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	35	
5. Transferable Skills for Life and Professional Practice (presentation and organisation of report) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment Mark Overall (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 one-week late		
	Over one week late		

MARKING CRITERIA AND STUDENT FEEDBACK – FINAL ORAL

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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Skills (research/literature survey) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Skills (ability to identify problems) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	10	
3. Cognitive and Intellectual Skills (Technical ability, analytical content and ability) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Application Skills (progression/achievement, ability to draw conclusions and understand results) Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	30	
5. Transferable Skills for Life and Professional Practice (communication and presentation, overall achievement and ownership of project) Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	
5. Transferable Skills for Life and Professional Practice (Summary Poster)		
	10	

Assignment Mark Overall (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 one-week late		
	Over one week late		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (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%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies	Limited knowledge and systematic understanding of the relevant concepts and principles within	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study	Knowledge is reasonably extensive coherent and detailed. Exhibits very good	Excellent coherent and detailed knowledge and systematic understanding of the principles	Exceptionally coherent and detailed knowledge and systematic understanding of the principles

Level 6	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%
understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	the subject area which to some limited extent, is informed by current research and scholarship.	and to some extent, current research and scholarship.	understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the

Level 6	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%
				reason and evidence.			broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work,	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent,	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very	Can communicate with an exceptionally high level of professionalism. Work is exceptionally

Level 6	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%
responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.