

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BSc Applied Computing		
Module:	Data Warehousing & Data Mining		
Module code:	ACCA6026	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Rajeev Nath	Internal Verifier:	Dr. Fahad Ahmed
Assignment Title:	Data Warehousing	Word count (or equivalent):	2500
Submission deadline:	04-Dec-2026	Return date of provisional marks & written feedback:	08-Jan-2027
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

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

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

Examples (Undergraduate):

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

If You Are Under the Word Limit

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

Feedback

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

Module Learning Outcomes
(from module syllabus)

- Analyse critically the structure, capabilities and role of a data warehouse within a modern business environment.
- Select and perform appropriate data analysis and reporting on data within a data warehouse environment and critically evaluate the results
- Provide business intelligence through the creative application of appropriate data mining processes and the critical evaluation of their results.

Accreditation Criteria Mapping – BCS
(From B.2.4 mapping table)

2.1.1 Knowledge and understanding of facts, concepts, principles & theories
 2.1.5 Deploy theory in design, implementation and evaluation of systems
 2.1.7 Knowledge and understanding of commercial and economic issues
 2.2.2 Evaluate systems in terms of quality and trade-offs
 2.2.4 Deploy tools effectively
 3.1.1 Deploy systems to meet business goals
 3.1.2 Methods, techniques and tools for information modelling, management and security
 3.1.4 Knowledge and understanding of mathematical and/or statistical principles
 3.2.1 Specify, deploy, verify and maintain information systems
 3.2.3 System Design

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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

Case Study: National Heritage

National Heritage is a UK-wide heritage organisation that owns and operates 137 historic sites and buildings across the UK. These range from the houses and workplaces of significant historical persons to stately homes and castles. The organisation was founded in 1892 when they acquired their first five buildings and has since grown into a major player in the heritage sector. Their revenue comes from four major sources: memberships, bequests, sponsorship, income from tea rooms and gift shops, and hiring out their sites for weddings and as filming locations. Their annual revenue last year was £284.2M with a profit of £13.2M, which will be used to develop existing and new sites. Their head office is in Abergavenny, South Wales, but they have satellite offices in Burntisland in Scotland, Capenwray in England, and Donaghadee in Northern Ireland.

In the current economic situation, the board has recognised the need for the organisation to rationalise its operations in order to improve its profits. The senior officers are smart enough to recognise that this will include a major review of their IT systems to support the increase in business that they hope will occur. Your job is to carry out this review and to present a report to the CEO and the board on the data capture, storage, analysis and presentation of the data necessary to effectively run a multi-site heritage business. This will allow them to make better strategic decisions relating to the future growth of the company.

Their current data management system consists of several different database systems. The membership database contains all details of the current and previous membership of the organisation. Members of the public can join either in person when visiting a site, or online via the National Heritage website. If they join in person, they fill in a paper form from which the information is inputted to the database by a staff member. This data input occurs once a week. If someone joins online using the website then the information is automatically uploaded to the database immediately. Membership data includes the name and address of the member as well as information showing the date that the membership was originally taken out, the renewal date, and the date of the most recent renewal. Companies and other organisations can take out corporate membership, which allows all of their employees free access to National Heritage sites as if they were individual members. Available membership types are individual, family (up to 2 adults and 3 children), and life; all of these expire after 1 calendar year except for life membership, which expires after 100 years.

National Heritage members gain free access to all National Heritage sites upon presentation of their membership card, which is scanned using a hand scanner so that the membership number can be recorded on the admissions computer system. Other members of the public must pay to enter, with different admission fees for adults, children, and concessions (disabled, students, and unemployed people). Employees of corporate members must show a work ID card to gain free admission; in this case a paper note of the company name is taken so that it can be updated in the computer system at the end of the week. All admission sales are recorded so that central administration can calculate visitor numbers for different sites, different types of sites, different regions and perform other business-critical analyses.

There is also an arrangement with National Heritage's sister organisation in the Republic of Ireland to allow members of each organisation free admission to each other's sites. Such visitors are recorded on paper notes in a similar manner to the employees of corporate members. An agreement exists to share a copy of each organisation's membership list but at present while National Heritage receives the data file each month it does not make any use of the data within it.

As many National Heritage sites are quite picturesque they have become popular venues for weddings and parties. Individuals and organisations can hire these venues for a minimum of half a day up to a maximum of three days. These hires are dealt with by a dedicated team and computer system that records the hirer and any details of marquees or other items that will be brought on-site for the event. This team also deals with hires by film and television companies, which can vary from 1 hour to 1 week in length. If a property has been hired out then it may or may not remain open to the public, and may require access by the hirer outside of normal working hours. Information on these requirements is also stored in the hires database. If a site is to be closed to the public, notice is currently sent to the site by email, but there is a hope that some sort of automated system that will post such notices to social media could be brought in within the next 12-18 months.

Another small dedicated team is the gifts, bequests, and sponsorship team. Their role is to identify people and organisations that may provide further funding to the organisation, to contact them and to attempt to

persuade them to donate. Sponsoring organisations and individuals who donate over £1000 receive a discount of 15% on any hire costs of National Heritage sites within 3 years of their donation.

Currently about 30% of the staff at National Heritage sites are full-time paid staff. Another 20% are part-time paid, but the remaining 50% are part-time volunteers who work unpaid for a few hours a week. Normally these volunteers work as guides, tea room waiting staff, or gardeners, but at busy times of the year they may end up in roles that involve handling money. This is not advisable due to the requirement to maintain an audit chain for all financial transactions. The current HR system only records the paid staff, but it is intended that any new system would be able to handle both paid and unpaid staff.

As an extra income generator, most National Heritage properties have a gift shop and many also have a tea room on site. Three years ago, National Heritage introduced a new electronic point of sale system that provides detailed stock and sales records for both of these areas. Members get a 10% discount on all purchases, and this too is recorded in the sales system by scanning their membership card at the point of sale.

Senior management currently receive quarterly financial reports that have been compiled manually from spreadsheets generated by the many different computer systems in use throughout the organisation. The generation of these reports is a time-consuming process that they would like to automate so that they can get a more immediate view of the organisation's financial status. They would also like to be able to explore their membership data and see if they can better identify target demographics for advertising campaigns. Similarly they would also like to further exploit their sites' potential for film usage while still maintaining as much access as possible for the membership.

Using the above scenario, you should write a report that addresses the tasks provided below. This should be appropriately referenced and contain such diagrams as are necessary to each section. You should frame your answer based upon the case study company and their specific needs. Some background information is required in places but try to keep your focus on the case study rather than giving a general answer.

This assignment assesses the first and second learning outcomes.

Task 1 (50% - 1250 words)

Imagine that you are a data warehousing consultant who has been asked to provide a report to the chief executive and board of directors of the above company on the following technical issues. The CEO and the directors are not computing specialists but have been advised that a data warehouse might be suitable for their organisation.

1.1: Discuss the difference between an online transaction processing (OLTP) database and a data warehouse. The company already has a working OLTP system and the CEO needs to learn the benefits that investing in a data warehouse system will bring to their company.

(10 marks – 250 words)

1.2: Explain, with the aid of appropriate diagrams, the architecture of a data warehouse and its source systems. Show how the different internal and external sources of data can be used to populate a data warehouse. The CEO has heard the term 'ETL' but does not understand it, so they will need to be convinced that this will not affect the data-to-day operations of the company.

(15 marks – 375 words)

1.3: The managing director, finance director, and the sales and marketing director have their own specific needs in terms of seeing relevant data to allow them to make well-founded management decisions. Explain how data marts may be used to provide targeted information for these managers and their departments.

(15 marks – 375 words)

1.4: The IT director knows a lot about OLTP systems but little about data warehousing. Explain to them the difference between the 'normalised' structure of an OLTP system and the 'dimensional' structure of a data warehouse. Use a suitable diagram to explain how facts and dimensions can be used to develop a suitable star schema for their system. N.b. As this is a management report you do not need to develop the entire schema at this state but should instead use examples related to the company's data to illustrate the concepts involved.

(10 marks – 250 words)

Task 2 (50% - 1250 words)

The CEO and the board have been convinced that a data warehouse is the way forward for their company and you have been employed as a contractor to support the company in its development of the new data warehouse solution. You should now produce a report that develops and describes a suitable star schema for the company's new data warehouse. This should include the following elements:

2.1: Identification of internal and external source systems

(5 marks – 125 words)

2.2: An appropriate star schema (which may include multiple stars) for the system which includes and clearly shows tables for master data, metadata and aggregate data, together with an explanation of the purpose of each. Justify the major design decisions made and discuss the trade-offs involved (e.g. star versus snowflake schema, degree of denormalisation, level of aggregation, warehouse complexity versus maintainability). Identify four business questions that the data warehouse should support and explain how the proposed schema enables those analyses.

(20 marks – 500 words)

2.3: Identification of appropriate data marts, and the schema for data that would be extracted to each data mart

(10 marks – 250 words)

2.4: A simplified ETL plan that describes where the data for each table will be sourced and what, if any, transformations need to be applied to that data before it can be loaded into the data warehouse. Identify at least three potential data quality issues and explain how they would be addressed during the ETL process. This should include a source to target table mapping and a partial source attribute to target attribute mapping. Explain how the warehouse will be refreshed and maintained following deployment. (10 marks – 125 words. Word count excludes mapping tables and diagrams.)

2.5: A discussion of the main data quality, information governance, privacy, security and regulatory compliance issues (including GDPR where appropriate) that need to be considered both during the ETL process and during the normal operation of the new data warehouse system. (5 marks – 75 words)

All design decisions should be explained and justified with reference to the literature. Suggested wordcounts for each section are given above.

A word on the use of ChatGPT and similar generative AI systems

As you work on your assignments, you may be considering using generative AI for background research. It is acceptable to use these tools as a resource, but it is important to be aware that they often make mistakes and may not be completely accurate, particularly when asked for references.

You must remember that as a student **you** are ultimately responsible for anything you submit, and relying solely on generative AI could lead to your work getting a lower grade than you are capable of, or your work being investigated for academic malpractice. Copying and pasting text directly from these tools without proper citation or attribution is not only unethical but could also result in serious consequences such as failing the assignment or even being expelled from the university.

It is therefore crucial to use generative AI only as a starting point and then verify and fact-check any information you obtain. You should also ensure that any work you submit reflects your own understanding and originality, and that you properly reference any sources you use.

You may use these tools, but you must use them ethically, and you should always strive for academic honesty and integrity.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: *You should be able to justify your design decisions with relevant references to the literature.*

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *Think about the data sources described in the case study and how these map to the elements of data warehouse structure and the ETL process. Try to identify the types of data that will be stored in each data source so that you can use it in targeted examples in your answer.*

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: *Remember to identify your source systems and your user groups, and use these to inform the design of your system.*

4. Practical Skills

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

Guidance specific to this assessment: *As you're building a data warehouse remember that you should be using dimensional modelling and star schemas rather than a normalised database.*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *The report should be aimed at readers who understand database basics but do not have specific knowledge of data warehousing. Phrase your explanations accordingly.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Use of appropriate references	20	
2. Knowledge and Understanding Skills		
Knowledge of different database architectures and their uses	20	
3. Cognitive and Intellectual Skills		
Ability to explain the relevant architectures and how they can be applied to the case study.	10	
4. Practical Application Skills		
The analytical process and the production of a suitable star scheme for the case study.	40	
5. Transferable Skills for Life and Professional Practice		
Professional presentation of a spell-checked and grammar-checked report appropriate for corporate stakeholders.	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (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)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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