Assessment Policy

Policy no:	4.9
Version no. & date:	24.06
Author	Head of Exams and Assessments
Last review date	June 2024
Next review due:	June 2025
Responsible Committee:	Academic Board
Approved by & date:	BoG May 2021
Linked policies:	Internal Verification Policy Complaints Policy Academic Appeals Policy Learning Teaching and Assessment Policy Student Handbook Data Privacy Notice and Consent Policy Academic Misconduct Policy
External reference :	UK Quality Code UKSCQA/02 [May 2018] Expectations for Quality Core Practice 5 *The provider actively engages students, individually and collectively, in the quality of their educational experience.* Related QAA Advice and Guidance:
Audience:	Students, Tutors, Assessors, Module Leaders, Internal Verifiers and Programme Leaders.

Table of Contents

1 Introduction

This policy sets out the guidelines for assessment regulations at Oxford Business College (OBC). It covers the standards and procedures that students and academic staff must follow to ensure assessments are conducted fairly and consistently across all programmes. This policy is designed to complement the assessment policies of our university partners, including Buckinghamshire New University (BNU), the University of West London (UWL), Ravensbourne University London (RUL), and New College Durham (NCD). It is essential for maintaining the integrity of our assessment processes and upholding our academic standards.

2 Precedence

Where College courses lead to qualifications awarded by external bodies or are delivered in partnership with other universities or colleges, the assessment policies and procedures and the general regulations of those entities will take precedence unless this is delegated to OBC within the operations manual. This applies to courses offered in partnership with BNU, UWL, RUL, and NCD. It is crucial for students enrolled in these courses to refer to and follow the specific assessment and regulatory guidelines set by the relevant awarding bodies or partner institutions. Below are the links to the assessment and general academic regulations of partner institutions.

Links to Partner Institutions' Assessment Policies:

BNU   [Assessment and Feedback Policy](#)

UWL   [Assessment and Feedback Handbook](#)

RUL   [Examination and Assessment Policy](#)

NCD   [Regulation governing assessment and progression](#)

Links to partner institution's General Academic regulations:

BNU   [General Academic and Assessment regulation](#)

UWL   [General Academic Regulations](#)

RUL   [General Academic Regulations](#)

NCD   [General Regulations](#)

3 Purpose of the Policy

The aim of this policy is to clarify the assessment process for all students and Academic staff at OBC. It covers

the procedures for setting assignments, adhering to deadlines, addressing non-submissions, marking, verification of assessments, and providing feedback and grades. The policy ensures that all assessments are transparent, equitable, and align with the academic and professional development needs of our students.

4 Aims and Objectives

Our goal is to guarantee that assessment procedures at OBC:

Are easily understood and followed by all students and staff. Comply with the standards and expectations of our university partners. Support the academic success and employability of our students. We are committed to upholding the principles of the UK Quality Code for Higher Education, ensuring that our assessments are reliable, consistent, fair, valid, and provide constructive feedback in a timely manner.

5 Definitions

An assessment is an activity or task completed by a student according to specific requirements provided in an assignment brief or examination paper, which is marked by an Assessor to measure how well the student meets the standards of a course of study and/or a qualification. Assessments can refer to both formative and summative activities or tasks, they can be oral, written or practical and can refer to coursework or examinations.

5.1 Formative Assessment

A formative assessment is when a student submits some coursework or takes a test before their final assessment takes place. The formative assessment is designed to help students understand how well they are doing on the course and to show them what they need to do to improve before their summative assessment. Formative assessment needs to be submitted by students in a timely manner so that they can receive feedback, with adequate time to take feedback on board before the student has to submit their summative assessment. Formative assessments must be given in line with partner institutions' guidelines, policies and regulations.

5.2 Summative Assessment

A summative assessment is the final coursework a student must submit or exam the student needs to take for any unit they have studied. Students will usually submit coursework or take exams in the middle of the semester or at the end for each unit they have completed during the term or semester. The student must submit their summative assessment by a deadline that is provided at the beginning of the term or semester when they receive the assignment brief explaining what they need to do.

6 Scope

This policy encompasses all assessment types for courses offered at OBC, including those in partnership with BNU, UWL, RUL, and NCD.

7 Assessment and General Regulations

Assessments regulations for all applicable courses are based on the information provided within partner regulations.

8 Assessment Design

Assessments are designed by partner Institutions and they are also responsible for quality assurance of the assessment briefs as well as ensuring all assessment briefs are internally and externally moderated.

Head of Programmes at OBC will work with Module leaders to ensure that, all assignments received from partner Institutions are aligned and contextualised to suit students studying at OBC where applicable and any discrepancies must be reported to the partner institution for clarification and rectification.

Where the assignment design is delegated to OBC by partner Institutions (currently, BNU from September 2024 will delegate the assessment design to OBC), the following processes must be followed to ensure a robust process of assessment design and quality assurance are maintained. Partners will still have the quality oversight and approval of all assignment briefs.

Assessment Design Process

The following processes must be followed by relevant staff members when designing assignment briefs for approval by partner institutions.

Assessment Design- Internal Quality Assurance Process:

Module Leaders are responsible for designing assessments that align with the learning outcomes of the module descriptor. The assessment must follow the partner institution's guidelines and use the correct assignment brief template for the specific academic year and level of the partner institution.

The following must be followed for all assessment designs:

Completion of Assignment Brief - Scrutiny Checklist

Before submitting the assignment briefs for initial internal approval, Module Leaders must complete the Assignment Brief Scrutiny Checklist [appendix 1] to ensure all elements are addressed. This includes but not

limited to the following:

- Correct assignment brief template.

- Assignment number and type.

- Weighting as per the module descriptor.

- Clear submission deadline.

- Feedback date.

- Clear purpose and statement of the task.

- Alignment of task with learning outcomes.

- Clear instructional language and appropriate word count.

- Explicit text type and presentation guidelines.

- Clear role of student and audience.

- Expected referencing and presentational requirements.

- Assessment criteria aligned with learning outcomes.

- Clear and relevant submission information.

- Assessment criteria

- Grading descriptor

Internal Review and Verification:

The completed checklist and the assessment brief are first submitted to the Programme Leader who will put a working group of Academics together to carry out internal verification and final checks and or review.

Assessments will be checked and evaluated for alignment with learning outcomes, clarity, and adherence to partner guidelines.

Any issues identified during the internal verification process are addressed by the Module Leader with recommendations provided by the internal verification working group.

Internal Sign-Off:

Once the internal verification process is completed and all assessment parameters are satisfactorily ticked off, the document is then finally signed off by the internal verification working group.

The signed-off assessment is then submitted to the Programme Leader for final approval.

The Programme Leader confirms the alignment and appropriateness of the assessment and grants final approval for the assessment brief to be submitted to the partner institution.

Submission to Partner Institution(s) for Approval:

Following internal approval, the assessment is submitted to the partner institution for them to follow their own internal and external processes in approving the assignment brief.

Any feedback from the partner institution is reviewed by the Programme Leader at OBC and, if necessary, incorporated into the assessment brief.

Storage of Verified Assessment Documents:

All completed Assignment Briefs which have been internally verified and approved by partner Institution(s), are stored securely in the designated internal system.

Digital copies of all documents are maintained to ensure accessibility and compliance with data protection policies.

Marking, Internal Moderation and External Moderation Process:

All marking and moderation will be done in line with partner institutions' regulations and as captured within the operations manuals. The following are the high-level summaries of the current marking and moderation processes for each programme of study, further information will be enshrined within partner regulations and relevant assessment policies:

UWL

UWL operates a four-stage process where the first marking is done by OBC with OBC selecting 10% sample in line with sampling process stipulated by UWL for initial internal moderation (UWL calls this second marking). The sample moderated is then sent to UWL for them to first, do another internal moderation of the sample moderated by OBC (UWL calls this third marking) although UWL can still select more samples before they send it to the External Examiner for final sign-off. Marking and moderation should be completed within 15 working days.

UWL currently uses External Examiners for all levels of the programme.

NCD

Module Tutors at the OBC will be responsible for marking the student submissions for each assessment. OBC will also be responsible for assigning a second marker from their teaching team who will moderate a sample of work from each assessment – 10% of the cohort size or 8 samples (whichever is greater) as stipulated by the New College Durham Assessment Regulations. First and second marking should be completed within 4

working weeks (20 working days) of submission.

Once the first and second marking has taken place the sample should be uploaded to the relevant module folder held within the Moderation section of the partner SharePoint site on day 20. The sample should include:

i.   The full anonymised marks list for the module, with the sample clearly highlighted;

ii.   The submitted work for the chosen sample, and corresponding Module Tutor feedback;

iii.   Any guidance for the New College Durham Internal Quality Assessment (IQA) t team as necessary.

The IQA team will be notified by email that the sample has been uploaded and is ready to be moderated, NCD will then complete the moderation process and send it to the External Examiner for final external verification and sign-off.

RUL

RUL also operates a four-stage process where the first marking is done by OBC with OBC selecting 10% sample in line with sampling process stipulated by RUL for initial internal moderation. The sample moderated is then sent to RUL for them to complete their internal moderation of the sample moderated by OBC although UWL can still select more samples before they send it to the External Examiner for final sign-off.

Marking and moderation should be completed within 20 working days.

Currently, RUL does not use External Examiners in the marking and moderation process at levels 3 and 4.

BNU

BNU Operates a three-stage process in the marking and moderation od assignments. First, OBC will mark students' submissions and once first marking is done by OBC, all grades are downloaded and submitted to BNU for them to do all internal moderations (10% sampling) before they send it to their appointed External Examiners to sign-off and complete the moderation process.

Marking and moderation should be completed within three weeks after submission deadline.

Currently, BNU does not use External Examiners in the marking and moderation process at levels 3 and 4.

9 Deadlines

Students must submit their assignments and take examinations according to strict deadlines stated within the assignment briefs. Student are informed about the deadlines at the start of their course in module booklets and assignment briefs. Deadlines are explained at induction and provided to students on the

respective partner institutions' Virtual Learning Environment (VLE) or that of OBC's where applicable. Deadlines may sometimes be changed in consultation and prior approval of respective partner institutions. Students will be notified in advance if an assessment date is changed for any reason.

Submission dates should be set within the recognised term time, excluding Bank Holidays. It is considered good practice to ensure submission dates correspond to normal patterns of attendance although this may not always be the case.

10 Extension Request

Extensions to assessment deadlines are normally granted to students who for unforeseen circumstances may have to apply to be given an extension to the deadline. Granting of extensions will be done in line with partner regulations and policies.

11 Mitigating Circumstances

Mitigating circumstances involve significant challenges impacting a student's ability to meet assessment deadlines, such as health issues or personal crises. Students should seek guidance from student support services or Academic staff, who can assist in navigating the appropriate process, as each partner institution has its own specific procedures for handling such circumstances.

12 Marking of Assessments

The underlying assessment principles of fairness, consistency and confirmation of Academic Standards will be applied in the marking of all assessment components. All marking will be conducted with the aim of confirming the academic levels of achievement reached by each individual student irrespective of his/her individual background, age, gender, race, or other physical or social characteristics or origins.

These principles will be ensured through:

- The use of assessment criteria

- The use of anonymous marking (where appropriate), double marking and moderation procedures.

- The confirmation of fairness, consistency during moderation and the achievement and confirmation of academic standards by External Examiners.

- The confirmation of the academic performance of each individual student at the relevant assessment-examinations board.

Each partner may have a different approach to the awarding of credit against the learning outcomes.

13 Feedback on Submissions

Students receive feedback for their summative submissions which will justify the grade they have received and highlight the good areas, areas which held the work back and how the student could improve. Feedback given must be timely, constructive and helpful to the student.

Feedback is normally given within a specified period after submission and this may differ among partner institutions. Information on this will be within the assignment briefs issued to students and also within academic regulations of partner institutions (see section 2)

14 Internal Moderation

Second marking and internal moderation are quality assurance processes where an additional Assessor reviews the marked work to ensure fairness and consistency in the marking process. This practice involves a sample review of a selection of assessments by designated Moderators, normally 10%. This process is designed to uphold academic standards and fairness in evaluation. Specific procedures and the extent of these practices are determined by the policies of partner institutions, which provide detailed guidelines tailored to their respective requirements.

15 External Verification/Examination

External examination involves reviewers from outside the institution assessing programme assessments to ensure alignment with broader academic and sector standards. External Examiners send their reports to the partner University who will then make the report available to the Head of Programme at OBC to respond and address any action points. The reports will then be discussed in programme committees and other academic and quality assurance related committees, involving students, to address any issues raised by external examiners, promoting transparency and student engagement in quality assurance. The approach to utilising External Examiners' insights varies among partners, reflecting the diversity and tailored quality assurance practices across collaborations.

Normally, External Examiners are not used in the marking process at levels 3 and 4 although some partner institutions such as the University of West London do use External Examiners at all levels.

16 Non-submissions and Late Submissions

All examinations, coursework (e.g., assignments), and any other timed modes of assessment (e.g., presentations) that are not attended or submitted will normally receive a mark of 0% (zero), except in cases of accepted mitigating circumstances, approved deferrals, or extensions. Any assessment components that are not submitted, attended, or completed by the final submission date, and for which there is no explanation, will also normally receive a mark of 0% (zero). Specific details and exceptions are subject to the academic regulations of each individual partner institution.

All qualifying late submissions (normally work submitted within 10 working days of the submission deadline, except RUL which does not allow late submissions) without mitigations or extensions will be capped at the pass mark only which is normally 40% or 42% for RUL.

17 Re-submissions

Resubmission attempts allow students to improve and resubmit their work after receiving feedback, usually within a specified timeframe given after the assessment Boards. This process is designed to support student learning and progression, although marks are normally capped at the pass mark which is usually 40% (42% for RUL) unless students have a mitigation in place.

Grade limitations for resubmitted work, can vary according to each partner institution's policies please see section 2.

18 Academic Appeals

An academic appeal is a formal process through which a student can request a review of an academic decision, if they believe there has been an error or an unfair assessment. It is a mechanism for students to seek a reconsideration of decisions that may have a significant impact on their academic progress. It is important to note that students cannot challenge academic judgement; most partner policies only allow for appeals based on procedural irregularity or unfair assessment. Students should refer to the academic appeals policy or consult the partner assessment regulations in section 2 for detailed procedures and requirements regarding academic appeals. All Academic appeals are considered by the partner institutions.

19 Retakes

Retakes offer students another chance to succeed after unsuccessful resit attempts and failing the module, involving new assignments or exams. This process might necessitate additional class attendance, potentially

incurring extra fees and extending the course duration. The rules can vary according to each partner institution's policies please see section 2. Students are encouraged to minimise retakes when possible.

20Appendix 1 Assignment Scrutiny Checklist

Module code and title:	Academic year:
Assignment number and type:	

Assignment information

Assignment brief template	Has the correct assignment brief template been used, i.e., the correct year and the correct template for the level and credit framework of the module?	
Assignment no. and type	Is the assignment as specified in the module descriptor?	
Weighting	Is the weighting as specified in the module descriptor?	
Submission	Is the submission deadline clearly stated?	
Feedback	Is the feedback date within 15 working days of the submission deadline?	

Assignment task

Purpose and statement of task	Is the purpose of the task clear and aligned to the learning outcomes as stated in the module descriptor?	
	Is the task clearly and concisely stated and, if relevant, is the process for its completion clear and logically sequenced?	
	Is instructional language (e.g., task verbs, etc.) clear, accessible and level appropriate?	
	Is word count (or equivalence) clearly stated, achievable and level appropriate?	
Text type	Is the text type of the task explicit (e.g., essay, report, etc.) and appropriate to the outcomes and purpose?	
	If the text type is unfamiliar to students, is it clear how it should be presented and organised (e.g., via exemplars provided as part of in-class activities or via the VLE)?	
Role of	Is the role of the student and the audience for this task clear (this is likely to	

student and audience	be of particular relevance for authentic tasks, but can be assumed for 'academic' tasks)?	

Referencing and presentational requirements

Referencing	Is the expected approach to referencing clearly identified?	
	If relevant, has level appropriate guidance been provided on the amount and nature of reading/referencing/research required?	
Presentation	If relevant, is it clear how the task should be presented (format, typographical requirements, etc.)?	

Assessment criteria

Assessment criteria	Have the criteria been included at the end of the assignment brief?	
	Are the criteria clearly and meaningfully aligned to the learning outcomes associated with this task?	
	Are the criteria expressed in clear, accessible, level appropriate language?	

Submission details

Submission	Is information on submission specific, clear and relevant to the required format of the task?	

Comments

Please provide recommendations on how to address any issues identified	
Assessor's name and role:	Date:

Following completion of the scrutiny process, the assessor should complete the relevant internal/external approval information in the assignment brief footer

Appendix 1 BNU Generic marking grid

Marking Grid Criteria						
Criteria	**%**	**70% +** **EXCELLENT**	**60-69%** **VERY GOOD**	**50-59%** **GOOD**	**40-49%** **SATISFACTORY**	**<40%** **Fail**
Research Skills	10	Evidence of **robust and relevant** research using primary and secondary research and a **diverse** range of sources.	Evidence of **very good** research using primary and secondary research and a **diverse** range of sources.	Evidence of **good** research using primary and secondary research and a **diverse** range of sources.	Evidence of **satisfactory** research using primary and secondary research and a **diverse** range of sources.	Little evidence of any research; little reference to appropriate secondary literature.
Knowledge and understanding	20	Excellent critical discussion of **key concepts, contradictions, and underpinning theory** supported through verifiable sources	Very good critical discussion of **key concepts, contradictions, and underpinning theory** supported through verifiable sources	Good critical discussion of **key concepts, contradictions, and underpinning theory** supported through verifiable sources	Satisfactory critical discussion of **key concepts, contradictions, and underpinning theory** supported through verifiable sources	Superficial understanding demonstrated through minimal secondary research and lack of integration of models and concepts.
Analysis and application	30	Excellent analysis with organised and clear explanation of **meaning and how it can be applied**.	Very good analysis with organised and clear explanation of **meaning and how it can be applied**.	Good analysis with organised and clear explanation of **meaning and how it can be applied**.	Satisfactory analysis with organised and clear explanation of **meaning and how it can be applied**.	No effort to explain or evaluate.
Evaluation	30	Excellent **evaluation of the impact** of different models on intra and inter-organisational practice.	Very good **evaluation of the impact** of different models on intra and inter-organisational practice.	Good **evaluation of the impact** of different models on intra and inter-organisational practice.	Satisfactory **evaluation of the impact** of different models on intra and inter-organisational practice.	Fails to address all parts of the task – key issues not identified or conclusions inappropriate. No recommendations made.
Assignment parameters	10	**Brief met fully and directly**. Within word count. Clearly written and presented. Professional style, structure, and referencing.	**Brief met fully and directly**. Within word count. Clearly written and presented. Professional style, structure, and referencing.	**Brief met adequately and fairly directly**. Within word count. Clearly written and presented. Professional style, structure, and referencing.	**Brief met adequately and fairly directly**. Within word count. Clearly written and presented. Professional style, structure, and referencing.	Brief not fully met. Far too long or too short. Unclear structure and poor presentation. Inappropriate referencing.

Appendix 2 UWL Generic marking grid

Marking scheme:

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100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
The work produced is exceptional in most/all aspects, substantially exceeding expectations	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.

Appendix 3 NCD Generic marking grid

Categories

	Grade	Relevance	Knowledge	Analysis	Argument and Structure	Critical Evaluation	Presentation	Reference to Literature
Distinction*	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling evaluation, originality, and elegance of argument, interpretation or discourse.						
Distinction*	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
Distinction*	70 – 75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
Distinction	60 – 69%	Directly relevant to the requirements of the assessment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, clear and orderly, with consistent links from analysis to solutions of problems in a work context.	Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking; may begin to formulate an independent position in relation to theory and the application of practice in a work context.	Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of source material. Uses a range of sources
Merit	50 – 59%	Some attempt to address the requirements of the assessment: may drift	Adequate knowledge of a fair range of relevant material, with intermittent evidence of	Some analytical treatment, but may be prone to description, or to	Some attempt to construct a coherent argument, but may suffer loss of	Sound work which expresses a coherent position and evaluates appropriateness	Competently written, with only minor lapses from standard grammar, with	Uses a variety of literature which includes some recent texts and/or appropriate literature,

Appendix 4 RUL Generic marking grid

ASSESSMENT PILLARS 1-4 aligned to Core Competencies* and key knowledge, skills, and abilities.	Fail (30%-0)	Marginal Fail (35%-39%)	Third (40%-49%) *Threshold level*	2:2 (50%-59%)	2:1(60%-69%)	1st (70%-100%)
1. EXPLORE						
Research & Analysis	Research and analysis is incomplete. There are very few/no established referenced sources.	Research and analysis is limited and/or insufficient. There are few established referenced sources	Research & analysis is sufficient. There is a reasonable range of established referenced sources	Research & analysis is comprehensive largely reflecting established sources and guidelines There is a good range of established and a few others referenced sources	Research & analysis goes beyond established sources and guidelines There is a very good range of established and additional referenced sources	Research & analysis goes beyong established sources and guidelines There is an excellent range of established and additional referenced sources
	Missing/unclear/irrelevant reference to	Limited and/or insufficient reference to	Reference to industry/business practice and/or	Reference to industry/business practice and/or	Reference to industry/business practice and/or	Reference to industry/business practice

	industry/business practice and/or personal work-based learning and experience Missing or inaccurate reference to established and/or relevant current events and social issues	industry/business practice and/or personal work-based learning and experience Limited reference to established and/or relevant current events and social issues	personal work-based learning and experience meets required level for learning outcomes for research and analysis Satisfactory reference to established and/or relevant current events and social issues	personal work-based learning and experience reflecting high level of research and analysis Good reference to established and/or relevant current events and social issues	personal work-based learning and experience reflecting an a very high level of research and analysis Very good reference to established and/or relevant current events and social issues	and/or personal work-based learning and experience reflecting an outstanding level of research and analysis Excellent reference to established and/or relevant current events and social issues
	Information presented does not relate to the task	Limited understanding of established principles, frameworks, criteria and/or	Good understanding of established principles, frameworks, criteria and/or methods and techniques	Very good understanding of established principles, frameworks, criteria and/or methods and	Excellent understanding of established principles, frameworks, criteria and/or methods and	Outstanding understanding of established principles, frameworks, criteria and/or

	Significant errors, inaccuracies and/or inconsistencies in referencing.	methods and techniques Referencing is not complete, accurate and/or consistent. There are many omissions, errors and/or inconsistencies.	Referencing is sufficiently complete, accurate and consistent, with a few omissions, errors and/or inconsistencies.	techniques Complete, accurate and consistent approach to referencing with some errors.	techniques. Complete and accurate referencing applied consistently throughout with minimal errors	methods and techniques Complete and accurate referencing applied consistently throughout
Subject Knowledge	Missing, inaccurate and/or incomplete understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and	Sometimes applies an understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and	Applies an understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and unfamiliar contexts	Applies an understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and unfamiliar contexts sometimes to a high	Applies an understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and unfamiliar contexts generally to a high	Applies an understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation

	unfamiliar contexts	unfamiliar contexts		level	level	in familiar and unfamiliar contexts to a consistently high level
	Little to no evidence of evaluation of strengths, weaknesses	Some evidence of evaluation of strengths, weaknesses	Satisfactory evaluation of strengths and weaknesses a	Good evaluation of strengths and weaknesses	Very good evaluation of strengths and weaknesses	
	Knowledge and understanding of established principles, frameworks, criteria and/or rmethods and techniques to deal with failures and problems of ICT requires further development	Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT is limited	Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT meets required level	Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT is good	Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT is very good	Outstanding level of evaluation of strengths and weaknesses

Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT |

						is outstanding
Critical Thinking & Reflection	Does not Identify and apply established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts Little evidence of reflective thinking to evaluate own beliefs, biases and assumptions Further development needed for accurate self	Sometimes identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts Some evidence of reflective thinking to evaluate own beliefs, biases and assumptions Some demonstration of self awareness and/or regulation	Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts Sufficient evidence of reflective thinking to evaluate own beliefs, biases and assumptions Demonstrates sufficient self awareness and regulation of own and others'	Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts sometimes to a high level Good approach to reflective thinking to evaluate own beliefs, biases and assumptions Demonstratesgood self awareness and regulation of own and others' emotions,	Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts often to a high level Comprehensive approach to reflective thinking utilised to evaluate own beliefs, biases and assumptions Demonstrates comprehensive self awareness and regulation of own	Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts to a consistent high level Thorough approach to reflective thinking utilised to evaluate own beliefs, biases and assumptions

	awareness and/or regulation of own and/or others' emotions, to enhance communication, understands and/or manages difficult social situations, and acccurately perceives and manages physiological experiences	of own and/or others' emotions, to enhance communication, understands and/or manages difficult social situations, and acccurately perceives and manages physiological experiences	emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences appropriately	to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences	and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences	Demonstrates insightful self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences
Problem Solving	Further development needed to demonstrate	Sometimes applies established problem-solving techniques to	Applies established problem-solving techniques to investigate given	Applies established problem-solving techniques to investigate given	Applies established problem-solving techniques to investigate given	Applies established problem-solving

	ability to apply established problem-solving techniques to investigate given problem using information and data in familiar and unfamiliar contexts Missing and/or inaccurate coverage and/or synthesises of relevant information to formulate appropriate recommendations to address a established problem	investigate given problem using information and data in familiar and unfamiliar contexts Coverage and/or synthesises requires some additional relevant information to formulate appropriate recommendations to address a established problem	problem using information and data in familiar and unfamiliar contexts. Sufficient coverage and/or synthesises of mostly relevant information to formulate some useful recommendations to address a established problem	problem using information and data in familiar and unfamiliar contexts to a sometimes to high level Generally good coverage and/or mostly accurate synthesises of information to formulate useful recommendations to address a established problem	problem using information and data in familiar and unfamiliar contexts generally to a high level Comprehensive coverage and accurate synthesises of information to formulate very sound recommendations to address a established problem	techniques to investigate given problem using information and data in familiar and unfamiliar contexts to a consistently high level Thorough and accurate synthesises of information to formulate execellent recommendations to address a established problem

2. CREATE					
Ideation	Rarely sythesises information and ideas and formulates creative proposals to address established issues or opportunities

Little/no evidence of identification of relevant personal interests and values, appropriately applied to the task | Sometimes sythesises information and ideas and formulates creative proposals to address established issues or opportunities

Some evidence of identification of relevant personal interests and values, appropriately applied to the task | Sythesises information and ideas and formulates creative proposals to address established issues or opportunities

Evidence of identification of relevant personal interests and values, appropriately applied to the task | Sythesises information and ideas and formulates creative proposals to address established issues or opportunities sometimes to a high level

Evidence of identification of relevant personal interests and values, appropriately applied to the task demonstratinggood understanding | Sythesises information and ideas and formulates creative proposals to address established issues or opportunities often to a high level

Evidence of identification of relevant personal interests and values, appropriately applied to the task demonstrating comprehensive understanding | Sythesises information and ideas and formulates creative proposals to address established issues or opportunities to a consistent high level

Evidence of identification of relevant personal interests and values, |

						appropriately applied to the task demonstrating innovation
Experimentation	Understanding of established of principles, frameworks, criteria and techniques of skills in selected techniques applicable to experimentation requires further development Little evidence of analysis and evaluation of relevant information and	Demonstrates some understanding of established of principles, frameworks, criteria and techniques of skills in selected techniques applicable to experimentation Some evidence of analysis and evaluation of relevant information and	Demonstrates satisfactory understanding of established of principles, frameworks, criteria and techniques of skills in selected techniques applicable to experimentation Sufficient analysis and evaluation of relevant information and data using established methods	Demonstratesgood understanding of established of principles, frameworks, criteria and techniques of skills in selected techniques applicable to experimentation Good analysis and evaluation of relevant information and data using established methods	Demonstrates comprehensive understanding of established of principles, frameworks, criteria and techniques of skills in selected techniques applicable to experimentation Comprehensive analysis and evaluation of relevant information and data using established methods	Demonstrates outstanding understanding of established of principles, frameworks, criteria and techniques of skills in selected techniques applicable to experimentatio n Thorough analysis and evaluation of relevant

	data using established methods	data using pre-defined methods				information and data using established methods
Technical Competence	Technical competence does not meet the required level to meet the learning outcomes. Selection of information is incorrect or minimal. Information is applied inadequately or incoherently to the task Adoption of applications, including AI applications, new devices, software and services is not at the required level.	Technical competence does not consistently meet the requried level to meet the learning outcomes. Selection of information is inconsistent. Information is applied inaccurately to the task. Adoption of applications, including AI applications, new devices, software and services is not at a consistent	Technical competence consistently meets the required level to meet the learning outcomes Selection of information is satisfactory. Information is sufficiently applied to meet the learning outcomes.	Technical competence is at a consistently high level Selection of information is accurate and comprehensive. Information isgoodly applied to the task Confident adoption of applications, including AI	Technical competence is of a consistently outstanding level Selection of information is proficient and insightful. Information is sophisticately applied to the task Confident adoption of applications,	Technical competence is of a consistently outstanding level Selection of information is proficient and insightful. Information is innovatively applied to the task

		required level	Confident adoption of applications, including AI applications, new devices, software and services is at a consistent required level	applications, new devices, software and services is at a consistently high level	including AI applications, new devices, software and services is at a consistently outstanding level	Confident adoption of applications, including AI applications, new devices, software and services is at a consistently outstanding level
Communication & Presentation •	Little / no evidence of ability to organise and communicate relevant information, expresses themselves creatively, using established criteria	Further development needed to demonsrate ability to organise and communicate relevant information, expresses themselves	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework to a high level.	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework to a consistently high level	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework

or framework	creatively, using established criteria or framework			Presentation format is effective. It meets established industry/business protocols.	Presentation format is insightful. It meets/expands on established industry/business protocols.	to an outstanding level
Presentation format is inapprorpriate. It does not follow established industry/business protocols.	Presentation format is ineffective. It does not meet established industry/business protocols.		Presentation format is appropriate. It meets the minimum pre-deinfed industry/business protocols.			Presentation format is innovative. It meets/expands on established industry/busine ss protocols.
Largely irrelevant information. Does not effectively address the task.			Information is sufficiently relevant to the task.	Most information is relevant to the task	All information is relevant to the task	
There is evidence that the needs of the intended audience are not understood.	Partially relevant information in attempt to address the task.		The needs of the intended audience are sufficiently understood and met, to meet the learning outcomes.	The needs of the intended audience are understood and the requirements are met to agood level	Evidence that the needs of the intended audience are fully understood and fully met to a comprehensive level	All information is relevant to the task with some additional insights
	The needs of the intended audience are not sufficiently understood and/or met with significant irrelevance or omissions.					Evidence that the needs of the intended audience are fully understood
				Good structure, flow and timing	Professional approach to structure, logical flow and excellent timing	
			Satisfactory structure, flow and			
	Inconsistent					

	Lack of structure and/or lacking flow and/or significantly under/over timing	structure, and/or flow not logical and/or slightly under/over time	timing with room for improvement			and fully met at a professional level Professional approach to structure, logical flow and excellent timing
Structure and presentation of written reports	The introduction is missing/ unclear/ needs to be clearly aligned to the focus of the assessment and guide the reader as to what is going to be covered. The structure of the work could be improved by	The introduction is missing/ unclear/ needs to be clearly aligned to the assessment and guide the reader to what is going to be covered. The paragraphs tend to be either too long (with more than one	The introduction outlines the subject, but it could be improved with more detail, and clarity. Most paragraphs are clearly written with only one idea discussioed in each one	The introduction defines terms and outlines how the work will be presented. Generally, each paragraph has only one main idea. Overall the work is	The introduction sets the context, defines terms and outlines the structure of the work to be presented. Each paragraph focuses on one idea. There is a clear structure which links each paragraph.	The introduction sets the context, defines terms and outlines the structure of the work to be presented. Each paragraph focuses on one idea.

	presenting only one idea in each paragragh The paragraphs need to follow a logical order The discussion points need to be made clearer The conclusion needs be succinct and summarise the main points.	idea) and/or unclear The structure of the work could be improved by focusing on one idead in each paragraph and/or organising the paragraphs into a logical order The discussion needs to cover the main points with critical analysis Conclusion needs to summarise the main points and should not	The flow of arguments between paragraphs is generally logical The discussion of key points shows some evidence of critical analysis The conclusion could be improved with a clearer summary of key points.	appropriately structured, although the order of paragraphs could be improved. The discussion of ideas shows evidence of critical awareness. The conclusion is clearly written and brings together the key points.	The discussion of ideas shows evidence of critical awareness and insights There is a clear and concise conclusion which summariess the key points related to the assessments	There is a clear structure which links each paragraph. The discussion of ideas shows evidence of critical awareness and insights There is a clear and concise conclusion which summariess the key points related to the assessments

		introduces new ideas at this point.					
Use of words, sentence construction, grammar, and punctuation	Use of words and long sentences meant that this was hard to follow and/or confusing in places. There are many spelling, punctuation, and	Use of words and long sentence construction leads to a loss of flow and clarity. There are many spelling and typographical errors. Careful proofreading is needed and/or additional support	Use of words and sentence construction is at the appropriate level. There are some spelling, punctuation, grammatical errors, and/or typographical	Good use of words and sentence construction is relevant and conveys meaning effectively. There are few spelling, punctuation, grammatical and/or typographical errors. Careful proofreading would improve this work.	Very good use of words and sentence construction is highly relevant and fluent. There were no spelling, punctuation, grammatical and/or typographical errors.	Excellent use of words and sentence construction is highly relevant and fluent. There were no spelling, punctuation, grammatical and/or typographical errors.

	grammatical errors. Careful proofreading is needed, and/or additional support with academic writing.	with academic writing.	errors which reduce the fluency. Careful proofreading is needed.			
3. INFLUENCE						
Social Impact	Incomplete and/or inadequate consideration or engagement regarding impact of established practices in familiar and unfamiliar contexts. Further	Some consideration or engagement regarding impact of established practices in familiar and unfamiliar contexts. Some evidence of relating to and working effectively across cultures	Sufficientt consideration and application of established practices with regards to impact on familiar and unfamiliar contexts. Sufficient in relating to and working effectively across cultures including	Good consideration and application of established practices with regards to impact on familiar and unfamiliar contexts. Good ability to relate to and work effectively across cultures including intercultural	Fluent consideration and integration synthesis of established practices with regards to impact on familiar and unfamiliar contexts. High level ability to relate to and work effectively across cultures including	Extensive and informed synthesis of established practices with regards to impact on familiar and unfamiliar contexts. Outstanding

development needed to demonstrate competence in relating to and working effectively across cultures including intercultural engagement, cultural understanding and intercultural communication

Further development needed for accurate self awareness and/or regulation of own and/or others' | including intercultural engagement, cultural understanding and intercultural communication

Some demonstration of self awareness and/or regulation of own and/or others' emotions, to enhance communication, understands and/or manages difficult social situations, and acccurately perceives and manages | intercultural engagement, cultural understanding and intercultural communication

Demonstrates sufficient self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences appropriately | engagement, cultural understanding and intercultural communication

Demonstratesgood self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences

Good ability to identify personal convictions in | intercultural engagement, cultural understanding and intercultural communication

Demonstrates self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences to a high level

High level ability to identify personal | ability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication

Demonstrates self awareness and regulation of own and others' emotions, to enhance communication, and |

	emotions, to enhance communication, understands and/or manages difficult social situations, and acccurately perceives and manages physiological experiences Little evidence of identification of personal convictions in relation to social impact and/or exploration of options for putting these convictions	physiological experiences Some evidence of identification of personal convictions in relation to social impact and/or exploration of options for putting these convictions into practice		Sufficiently identifies personal convictions in relation to social impact and explores options for putting these convictions into practice	relation to social impact and explores options for putting these convictions into practice	convictions, in relation to social impact and explores options for putting these convictions into practice	understands and manages difficult social situations, and acccurately perceives and manages physiological experiences to an outstanding level Outstanding ability to identify personal convictions, in relation to social impact and explores options for putting these convictions into

		into practice						practice
Ethical Impact		Incomplete and/or inadequate awareness of ethical and professional values Little evidence of identification of personal convictions in relation to ethical impact		Some awareness of ethical and professional values Some evidence of identification of personal convictions in relation to ethical impact		Sufficient awareness of relevant ethical and professional values Sufficient evidence of abiiity to identify personal convictions in relation to ethical impact Applies an awareness of established ethical values and issues to personal decisions and actions in familiar and unfamiliar contexts		Good awareness of relevant ethical and professional values Reasonable evidence ofgood ability to Identify personal convictions in relation to ethical impact		Consistent awareness of relevant ethical and professional values Considerable evidence of ability to Identify personal convictions, in relation to ethical impact	Extensive awareness of relevant ethical and professional values Consistent evidence of ability to Identify personal convictions, in relation to ethical impact
Environmental Impact		Incomplete and/or inadequate		Some consideration of		Sufficiently advocates for		Often advocates for positive		Consistently advocates for	Extensively advocates for

	consideration of solutions for positive environmental impact Little evidence of identification of personal convictions in relation to environmental impact	solutions for positive environmental impact Some evidence of identification of personal convictions in relation to environmental impact	positive environmental impact which meet the requirements of the learning outcomes Sufficient evidence of abiiity to identify personal convictions in relation to ethical impact	environmental impact Reasonable evidence ofgood ability to Identify personal convictions in relation to environmental impact	positive environmental impact Considerable evidence of ability to Identify personal convictions, in relation to environmental impact	positive environmental impact Consistent evidence of ability to Identify personal convictions, in relation to environmental impact
4. INTEGRATE						
Collaboration *(*	Awareness of their own beliefs, biases and assumptions requires further development	Demonstrates some awareness of their own beliefs, biases and assumptions but with areas of further	Demonstrates sufficient awareness of their own beliefs, biases and assumptions	Demonstrates good awareness of their own beliefs, biases and assumptions Competently applies	Demonstrates highly effective awareness of their own beliefs, biases and assumptions	Demonstrates outstanding awareness of their own beliefs, biases and

	Further development needed to consistently apply established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

Further development needed for accurate self awareness and/or regulation of own and/or others' emotions, to enhance | development

Sometimes applies established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

Some demonstration of self awareness and/or regulation of own and/or others' emotions, to enhance communication, understands and/or manages | Sufficiently applies established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

Demonstrates self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives | established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

Demonstrates self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences to agood | Comprehensively applies established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

Demonstrates self awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences to a high | assumptions

Consistently applies established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

Demonstrates self awareness and regulation of own and others' emotions, to |

	communication, understands and/or manages difficult social situations, and acccurately perceives and manages physiological experiences	difficult social situations, and acccurately perceives and manages physiological experiences	and manages physiological experiences to a sufficient level	level	level	enhance communication, and understands and manages difficult social situations, and acccurately perceives and manages physiological experiences to an outstanding level
Group presentation	No evidence of effective teamwork or sharing of workload	Limited evidence of teamwork or sharing of workload	Presentation and/or workload shared unequally	Presentation shared but with poor transition and/or evidence of shared workload	Evidence of sharing presentation role equally and with good transition and evidence of shared workload	Evidence of sharing presentation role equally with evidence of professional approach to transition/prese

					nting key aspects of the presentation and teamwork and workload management
Professional Development	Rarely takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts Further development needed to demonstrate abiity to act under direction, within established guidelines,the	Sometimes takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts Acts with support, within established guidelines,the nature and quality of outputs in familiar and unfamiliar contexts but not on a	Takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts Acts with support, within established guidelines,the nature and quality of outputs in familiar and unfamiliar contexts	Often takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts Acts with support, within established guidelines,the nature and quality of outputs in familiar and unfamiliar contexts often to a	Consistently takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts Acts with support, within established guidelines,the nature and quality of outputs in familiar and unfamiliar contexts to a consistently high level	Extensively takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts Acts with support, within established guidelines,

	nature and quality of outputs in familiar and unfamiliar contexts	consistent basis			high level			taking responsibility forthe nature and quality of outputs in familiar and unfamiliar contexts to a consistently very high level