Assessment Policy

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Linked policies and documents:	Student Concerns and Complaints Policy
	Academic Appeals Policy
	Learning, Teaching & Assessment Strategy Policy
	Student Handbook
	Data Privacy Notice and Consent Policy
	Academic Misconduct Policy
External reference:	UK Quality Code for Higher Education 2024
	Partner Institutions academic regulations.
	Partner institutions' assessment policies.
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

4.1   Our goal is to ensure that assessment procedures at OBC:

4.1.1   Are easily understood and followed by all students and staff.

4.1.2   Comply with the standards and expectations of our university partners.

4.1.3   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 must 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.

8.1 Assessment Design Process

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

8.2 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:

8.2.1 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

8.2.2 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.

8.2.3 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.

8.2.4 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.

8.2.5 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.

8.2.6 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:

8.2.7 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.

8.2.8 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:

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

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

8.2.8.3   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.

8.3 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.

8.4 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 Academic staff or OBC's registry staff, who can assist in navigating the appropriate process,

as each partner institution has its own specific procedures for handling such circumstances. All mitigation applications will be considered by the mitigation panel under OBC's registry or sent to Partner Institutions where this is not a delegated responsibility to OBC.

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:

12.1 The use of assessment criteria

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

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

12.4 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 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 period 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.

20 Appendix 1 Assignment Scrutiny Checklist

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

20.120.1 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?	

20.220.2 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 student and audience	Is the role of the student and the audience for this task clear (this is likely to be of relevance for authentic tasks, but can be assumed for 'academic' tasks)?	

20.320.3 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.)?	

20.420.4 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?	

20.520.5 Submission details

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

20.620.6 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

21 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 **particularly 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	Particularly 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.**	Particularly 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.	Particularly 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 directly.** Within word count. Clearly written and presented. Professional style, structure, and referencing.	**Brief met adequately and 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.

22 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, exceeding expectations	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work meets all the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all the intended learning outcomes and exceeds the threshold expectations in some of them.	The work produced meets all the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all the intended learning outcomes and is marginally inadequate for this level	The work produced fails to meet all the intended learning outcomes and is inadequate for this level.

23 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 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.						
	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, the work will be outstanding in most of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation, or discourse.						
	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 most 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.	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.	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. Particularly effective use of source material. Uses a range of sources

		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,
Merit	50 – 59%							
		Some attempt to	Adequate knowledge of a fair range of relevant material, with	Some analytical treatment, but may be prone to	Some attempt to	Sound work which	Competently written, with	Uses a

24 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 are incomplete. There are very few/no established referenced sources.	Research and analysis are 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 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 particularly good range of established and additional referenced sources	Research & analysis goes beyond established sources and guidelines There is an excellent range of established and additional referenced sources
	Missing/unclear/irrelevant reference to industry/business practice and/or	Limited and/or insufficient reference to industry/business practice and/or	Reference to industry/business practice and/or personal work-based learning	Reference to industry/business practice and/or personal work-based learning	Reference to industry/business practice and/or personal work-based learning	Reference to industry/business practice and/or personal

personal work-based learning and experience Missing or inaccurate reference to established and/or relevant current events and social issues	personal work-based learning and experience Limited reference to established and/or relevant current events and social issues	and experience meets required level for learning outcomes for research and analysis Satisfactory reference to established and/or relevant current events and social issues	and experience reflecting elevated level of research and analysis Good reference to established and/or relevant current events and social issues	and experience reflecting an an extremely elevated level of research and analysis Particularly good reference to established and/or relevant current events and social issues	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 Significant errors, inaccuracies, and/or	Limited understanding of established principles, frameworks, criteria and/or methods and techniques	Good understanding of established principles, frameworks, criteria and/or methods and techniques	Particularly good understanding of established principles, frameworks, criteria and/or methods and techniques	Excellent understanding of established principles, frameworks, criteria and/or methods and techniques.	Outstanding understanding of established principles, frameworks, criteria and/or methods and

	inconsistencies in referencing.	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.	Complete, accurate and consistent approach to referencing with some errors.	Complete and accurate referencing applied consistently throughout with minimal errors	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 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 Satisfactory evaluation of strengths 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 sometimes to an elevated level Good evaluation of	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 to an elevated level Particularly good evaluation of	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

	unfamiliar contexts

Little to no evidence of evaluation of strengths, weaknesses

Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT requires further development | Some evidence of evaluation of strengths, weaknesses

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

Knowledge and understanding of established principles, frameworks, criteria and/or methods and techniques to deal with failures and problems of ICT meets required level | 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 good | 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 particularly good | and unfamiliar contexts to a consistently elevated level

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		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-		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	Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts sometimes to an elevated level Good approach to reflective thinking to evaluate own beliefs, biases, and assumptions Demonstrates good self-awareness and regulation of own		Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts often to an elevated level Comprehensive approach to reflective thinking utilised to evaluate own beliefs, biases, and assumptions Demonstrates comprehensive self-awareness and regulation of	Identifies and applies established principles, concepts theoretical frameworks and approaches in familiar and unfamiliar contexts to a consistent elevated level Thorough approach to reflective thinking utilised to evaluate own beliefs, biases, and

	accurate self-awareness and/or regulation of own and/or others' emotions, to enhance communication, understands and/or manages difficult social situations, and accurately perceives and manages physiological experiences	awareness and/or regulation of own and/or others' emotions, to enhance communication, understands and/or manages difficult social situations, and accurately perceives and manages physiological experiences	and others' emotions, to enhance communication, and understands and manages difficult social situations, and accurately perceives and manages physiological experiences appropriately	and others' emotions, to enhance communication, and understands and manages difficult social situations, and accurately perceives and manages physiological experiences	own and others' emotions, to enhance communication, and understands and manages difficult social situations, and accurately perceives and manages physiological experiences	assumptions Demonstrates insightful self-awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and accurately perceives and manages physiological experiences
Problem Solving	Further development	Sometimes applies	Applies established	Applies established	Applies established	Applies established

needed to demonstrate 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 an established problem | established problem-solving techniques to 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 an established problem | problem-solving techniques to investigate given 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 an established problem | problem-solving techniques to investigate given problem using information and data in familiar and unfamiliar contexts to a sometimes to elevated level

Good coverage and/or mostly accurate synthesises of information to formulate useful recommendations to address an established problem | problem-solving techniques to investigate given problem using information and data in familiar and unfamiliar contexts to an elevated level

Comprehensive coverage and accurate synthesises of information to formulate very sound recommendations to address an established problem | problem-solving techniques to investigate given problem using information and data in familiar and unfamiliar contexts to a consistently elevated level

Thorough and accurate synthesises of information to formulate excellent recommendations to address an 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 an elevated level Evidence of identification of relevant personal interests and values, appropriately applied to the task demonstrating good understanding	Sythesises information and ideas and formulates creative proposals to address established issues or opportunities often to an elevated 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 elevated 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 data using established methods | 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 data using pre-defined methods | 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 | Demonstrates good 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 experimentation

Thorough analysis and evaluation of relevant information and data using |

							established methods
Technical Competence		Technical competence does not meet the required level to meet the learning outcomes. The selection of information is incorrect or minimal. Information is applied inadequately or incoherently to the task Adoption of applications, including AI applications,		Technical competence does not consistently meet the required level to meet the learning outcomes. The selection of information is inconsistent. Information is applied inaccurately to the task. Adoption of applications, including AI applications, new devices,	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. Confident adoption of applications, including AI applications, new	Technical competence is at a consistently elevated level Selection of information is accurate and comprehensive. Information is goodly applied to the task Confident adoption of applications, including AI applications, new devices, software, and services is at a consistently elevated level	Technical competence is of a consistently outstanding level Selection of information is proficient and insightful. Information is sophisticatedly applied to the task Confident adoption of applications, including AI applications, new devices, software, and services is at a consistently outstanding level	Technical competence is of a consistently outstanding level Selection of information is proficient and insightful. Information is innovatively applied to the task Confident adoption of applications, including AI applications, new devices,

	new devices, software, and services is not at the required level.	software, and services is not at a consistent required level	devices, software, and services is at a consistent required level			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 or framework Presentation format is inappropriate. It does not follow established	Further development needed to demonstrate ability to organise and communicate relevant information, expresses themselves creatively, using established criteria or framework Presentation format is ineffective. It	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework Presentation format is appropriate. It meets the minimum pre-defined	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework to a high level. Presentation format is effective. It meets established industry/business protocols.	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework to a consistently important level Presentation format is insightful. It meets/expands on established industry/business	Organises and communicates relevant information, expresses themselves creatively, using established criteria or framework to an outstanding level Presentation format is

industry/business protocols.

Irrelevant information. Does not effectively address the task.

There is evidence that the needs of the intended audience are not understood.

Lack of structure and/or lacking flow and/or significantly under/over timing | does not meet established industry/business protocols.

Partially relevant information to address the task.

The needs of the intended audience are not sufficiently understood and/or met with significant irrelevance or omissions.

Inconsistent structure, and/or flow not logical and/or slightly under/over time | industry/business protocols.

Information is sufficiently relevant to the task.

The needs of the intended audience are sufficiently understood and met, to meet the learning outcomes.

Satisfactory structure, flow, and timing with room for improvement | Most information is relevant to the task

The needs of the intended audience are understood, and the requirements are met to a proficient level

Good structure, flow, and timing | protocols.

All information is relevant to the task

Evidence that the needs of the intended audience are fully understood and fully met to a comprehensive level

Professional approach to structure, logical flow, and excellent timing | innovative. It meets/expands on established industry/business protocols.

All information is relevant to the task with some additional insights

Evidence that the needs of the intended audience are fully understood 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 idea) and/or		The introduction outlines the subject, but it could be improved with more detail, and clarity. Most paragraphs are clearly written with only one idea discussed in each one The flow of		The introduction defines terms and outlines how the work will be presented. Each paragraph has only one main idea. Overall, the work is appropriately structured, although the order		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	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 paragraph 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.	unclear The structure of the work could be improved by focusing on one idea 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 introduces innovative ideas	arguments between paragraphs is logical The discussion of key points shows some evidence of critical analysis The conclusion could be improved with a clearer summary of key points.	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.	paragraph. The discussion of ideas shows evidence of critical awareness and insights There is a clear and concise conclusion which summarises 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 summarises the key points related to the assessments

			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,		Use of words and long sentence construction leads to a loss of flow and clarity. There are many spelling and typographical errors.		Use of words and sentence construction is at the appropriate level. There are some spelling, punctuation, grammatical errors, and/or typographical		Effective use of words and sentence construction is relevant and conveys meaning effectively. There is few spelling, punctuation, grammatical		Particularly effective use of words and sentence construction is highly relevant and fluent. There was no spelling, punctuation, grammatical	Excellent use of words and sentence construction is highly relevant and fluent. There was no spelling, punctuation, grammatical

	and grammatical errors. Careful proofreading is needed, and/or additional support with academic writing.	Careful proofreading is needed and/or additional support with academic writing.	errors which reduce the fluency. Careful proofreading is needed.	and/or typographical errors. Careful proofreading would improve this work.	and/or typographical errors.	and/or typographical errors.
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	Sufficient 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 ability to relate to and

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'	across cultures 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 accurately perceives and	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 accurately perceives and manages physiological experiences appropriately	engagement, cultural understanding, and intercultural communication Demonstrates good self-awareness and regulation of own and others' emotions, to enhance communication, and understands and manages difficult social situations, and accurately perceives and manages physiological experiences Good ability to	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 accurately perceives and manages physiological experiences to an elevated level High level ability to	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 accurately 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 into practice	manages 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	identify personal convictions in relation to social impact and explores options for putting these convictions into practice	identify personal convictions, in relation to social impact and explores options for putting these convictions into practice	understands and manages difficult social situations, and accurately 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 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 ability 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 of good 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 solutions for	Sufficiently advocates for positive	Often advocates for positive environmental	Consistently advocates for positive	Extensively advocates for positive

	consideration of solutions for positive environmental impact Little evidence of identification of personal convictions in relation to environmental impact	positive environmental impact Some evidence of identification of personal convictions in relation to environmental impact	environmental impact which meet the requirements of the learning outcomes Sufficient evidence of ability to identify personal convictions in relation to ethical impact	impact Reasonable evidence of good ability to Identify personal convictions in relation to environmental impact	environmental impact Considerable evidence of ability to Identify personal convictions, in relation to environmental impact	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 Further development needed to	Demonstrates some awareness of their own beliefs, biases, and assumptions but with areas of further development Sometimes	Demonstrates sufficient awareness of their own beliefs, biases, and assumptions Sufficiently applies established interpersonal,	Demonstrates good awareness of their own beliefs, biases, and assumptions Competently applies established interpersonal, team and	Demonstrates highly effective awareness of their own beliefs, biases, and assumptions Comprehensively applies established interpersonal, team and	Demonstrates outstanding awareness of their own beliefs, biases, and assumptions Consistently applies established

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 | 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 | 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 accurately perceives and manages | 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 accurately perceives and manages physiological experiences to a proficient level | 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 accurately perceives and manages physiological experiences to an elevated level | 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 |

	communication, understands and/or manages difficult social situations, and accurately perceives and manages physiological experiences	difficult social situations, and accurately perceives and manages physiological experiences	physiological experiences to a sufficient level				difficult social situations, and accurately 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/presenting 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 ability to act under direction, within established guidelines, the nature and quality of outputs in familiar and | 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 consistent basis | 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 an elevated level | 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 elevated level | Extensively takes responsibility for the evaluation of own capabilities using established criteria in familiar and unfamiliar contexts

Acts with support, within established guidelines, taking responsibility for the nature and quality of outputs in |

	unfamiliar contexts						familiar and unfamiliar contexts to a consistently extremely elevated level