Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BEng Engineering (Top Up)
Teaching Institution	South West College
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2019
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120
UCAS Code	
JACS Code	H700
Programme start date and cycle of starts if appropriate.	September 2019
Underpinning QAA subject benchmark(s)	Engineering
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Engineering Council Accreditation of Higher Education Programmes: UK Standard for Professional Engineering Competence CDIO Standards Northern Ireland Skills Barometer
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time and Part Time
Duration of the programme for each mode of study	1 Year Full Time 2 Years Part Time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	May 2019

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The aim of this programme is to produce graduates who can apply their understanding, knowledge, experience, skills and know-how to create social and economic value within the context of the Northern Ireland and UK economy.

It aims to produce graduates who understand the underlying principles which underpin engineering, who can to conceive, design and implement a solution to a problem, creating something new which adds value to an organisation and society, within the boundaries of organisational strategy and societal ethics.

The objective is to develop graduates who:

- Work pragmatically to develop solutions to problems and have strategies for being creative, innovative and overcoming difficulties by employing their skills, knowledge and understanding in a flexible manner
- Are skilled at solving problems by applying their numerical, computational, analytical and technical skills, using appropriate tools
- Are risk, cost and value-conscious, and aware of their ethical, social, cultural, environmental, health and safety, and wider professional responsibilities
- Are familiar with the nature of business and enterprise in the creation of economic and social value
- Appreciate the global dimensions of engineering, commerce and communication
- Are able to formulate and operate within appropriate codes of conduct, when faced with an ethical issue
- Are professional in their outlook, capable of team working, effective communicators, and able to exercise responsibility and sound management approaches.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
South West College currently delivers a successful Foundation Degree in Engineering (with specialisms in Manufacturing and Mechatronics) and a HNC in Engineering. These are currently delivered on two campuses, Dungannon and Omagh, in three modes of delivery – Full time, (over 2 years), Part Time, (over 3 years), and Part Time, (over 2 years, with three semesters per years) The proposed course will act as a progression route for successful students on these programmes, allowing them to complete an Honours Degree in Engineering by acquiring a further 120 credits of learning at Level 6. The College also delivers a very successful Level 3 Engineering programme on all main campuses, with students studying full time or in a combination of apprenticeship options, with very high success rates. This proposed course will enable students to progress from Level 3 right through to Level 6 at South West College, whilst maintaining strong links to the employers and local industry, ensuring a more work ready graduate, to meet the needs of the thriving local engineering economy.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

2.4 List of all exit awards
B.Eng Engineering (Ordinary Bachelors Degree on completion of 60 credits at Level 6)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6							
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**		
					FT		PT
Innovation through Engineering Design	20			Yes	Y1S1		Y1 S2
Industrial Automation and Robotics	20			Yes	Y1S1		Y1 S1/2
Operations Management	20			Yes	Y1S1		Y1 S1
Business and Management	20			Yes	Y1S2		Y2 S1/2
Thesis / Dissertation	40			No	Y1S2		Y2 S1/2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Know the underlying mathematical and scientific principles and the core underlying engineering concepts. **A2** Be familiar with the nature of business and enterprise in the creation of social and economic enterprise.	These learning outcomes will be developed through a diverse range of learning, teaching and assessment methods to enhance and reinforce the student learning experience. This diversity of practice is a strength of the programme.

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

A3 Have a knowledge of the environmental, social, cultural, health and safety, ethical, and wider professional responsibilities of an engineer, with insight into cost, risk and value. **A4** Appreciate the global dimension of engineering, commerce and communication.	Lecturers will introduce the course content using notes, textbooks/eBooks and other TEL, as well as discussion, error analysis or project-based scenarios. Students will be provided with access to the teaching and learning content, prior to class commencement and this pedagogical approach will actively encourage them to embrace individual work, peer and small group work, plenaries, independent study and other flipped classroom strategies. Tutorials will be used to promote and deepen students' understanding and application of knowledge by performing calculations and investigations into various aspects of the course content. Students will be directed to use selected material from the required textbooks and/or online sources to reinforce and extend their learning and test conceptual and procedural understanding. They will also be expected to attempt all tutorial questions and to complete any unfinished class work outside of lecture time before their next class commences. The course is delivered by blended learning through face-to-face and asynchronous activities, using a standard VLE as a comprehensive learning, teaching and assessment platform. ASSESSMENT

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply a pragmatic and systematic approach utilising logical and practical steps to take often complex concepts to reality. **B2** Coherently employ engineering skills, knowledge and understanding in a flexible manner to achieve sustainable solutions **B3** Employ and demonstrate a creative and innovative approach to design systems, products or processes in the engineering field. **B4** Critically evaluate appropriate data, numerical, computational, technical etc in order to select and justify appropriate engineering solutions. **B5** Critically evaluate a range of data sources in relation to engineering design proposals, carrying out research, manipulating and evaluating data to inform understanding and justify decisions.	A number of problem-solving strategies will be discussed and students will have the opportunity to implement their learning during tutorials, group exercises and Project Based Learning case studies promoting active learning. Lectures and workshops will also provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures and workshops and enable them to build upon their cognitive skills. Workshops will be held to assist students to develop skills in questionnaire and interview design and in qualitative and quantitative data analysis. Students will be introduced to referencing software and the library electronic journal databases to assist, supplement and support with their independent research.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Employ strategies which seek to achieve sustainable solutions to problems, overcoming difficulties by employing their skills knowledge and understanding in a coherent manner. **C2** Apply numerical, computational, analytical and technical skills, using appropriate tools to solve engineering problems.	For students to achieve a satisfactory level of the practical and professional skills required of a graduate engineer, in this programme they have significant exposure to hands-on laboratory work and substantial active learning via individual and group project work. The curriculum includes both design and research-led projects, which develop in graduates both independence of thought and the ability to work effectively in a team, as well as the need to apply analytical tools

3C. Practical and professional skills	
C3 Operate within appropriate codes of conduct when faced with ethical issues. **C4** Adopt a professional outlook, encompassing teamwork, effective communication, exercising responsibility and sound management approaches.	and techniques and to work within an ethics framework. The course will require the production of substantial pieces of projects/theses. Learners will work autonomously and the validity of their independent work will be validated through the use of plagiarism detection software which learners will be made aware of from the outset.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate appreciation of the professional outlook, participating in team work, utilising effective communication skills, exercising responsibilty and sound management approaches. **D2** Understand the nature of business and enterprise in the engineering sector and the contribution thereof to the creation of economic and social value. **D3** Consolidate knowledge in relation to, and critically evaluate ethical, social, cultural, environmental, health and safety and wider professional responsibilities demonstrating risk, cost and value consciousness. **D4** Utilise a range of IT tools and applications for the communication of ideas and information. **D5** Identify and critically evaluate a range of data sources in relation to engineering design proposals, carry out research, manipulating and evaluating data.	Teaching and learning will be placed within the context of social, ethical, legal, environmental and economic factors relevant to engineering. Collaboration and communication will be utilised through group discussions, project-based learning activities, report writing and blended learning platforms. At key points in the course, learners will be given key information which they must analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and technical principles. Creative and critical thinking will be encouraged through lecturer mentoring on a weekly basis. Workshops with Academic Mentors will support development of skills in research, academic writing and referencing throughout the module.

3D. Key/transferable skills	

B ENG (Hons) Engineering

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- ➢ where in the structure above a professional/placement year fits in and how it may affect progression
- ➢ any restrictions regarding the availability of elective modules
- ➢ where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
- ➢ how the delivery of the academic award fits in with the wider apprenticeship
- ➢ the integration of the 'on the job' and 'off the job' training
- ➢ how the academic award fits within the assessment of the apprenticeship

The course has been designed with industry objectives at its core through advisory panels, feedback from close links to large local employers, industry engagement in modular review at design stage, and aims to provide a work ready graduate.

Assessment elements have also been designed to align to industry needs, and to the standards set out in the subject benchmark statement, ensuring a graduate who has developed a sense of independent enquiry, integrity, and resilience in order to meet the demands of high-level managerial posts.

The course will benefit from a large potential number of applicants from a successful Foundation degree programme, and has been designed to consolidate the knowledge and skills developed through these programmes in order to create opportunities for learners to take their education further, without there being a recognisable change, it should be a natural and seamless progression, albeit to a higher level.

This programme will be the first of its kind to be offered in N. Ireland, and as such, has the potential to attract a large intake for the foreseeable future, ensuring longevity and creating a competitive nature to admissions which will serve to ensure a high calibre cohort.

The course will enjoy the benefit of being aligned to the Engineering Hub NI, a driver of Engineering curriculum for the entire region.

The graduates will benefit from a complement of staff educated up to and including Doctorate level, who are continuing through various mechanisms to be industry focussed, and research informed.

The College boasts excellent facilities in terms of innovation and creativity, and learners will be exposed where possible to advances in the field.

Course staff are very much student centred, students can expect an open door policy, and clear lines of communication formally and informally throughout the duration of their studies. Students will be taught in small groups, in most cases in familiar settings.

The College is STEM assured, and a member of IKE, further indication and assurance of the prevalence of this subject area within the college ethos.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Teaching and learning resources Support for students

Students and their learning are supported in a number of ways:

- **Induction process**

    The Higher Education Coordinator carries out an induction with all new Higher Education students at each campus; Course Induction is then delivered by Course Director and members of staff from the Course Team and the College Student Support staff (Student\Finance\Careers\ Learning Resource Centre). (Students returning to year 2/3 undertake refresher induction).

    Student Induction includes:
    o   Introduction to the teaching team (meet and greet). Who's who (Course director, Curriculum Manager, Head of Department, Head of Curriculum etc.).
    o   A tour of the campus facilities.
    o   Access and contact information for students to the Course Director and academic staff, Student, Finance.
    o   Introduction to the Course, Course Outline, Structure, Content, and Policies.
    o   A College Higher Education Handbook provides a guide to life as a student within the College. It welcomes students to the College, gives detailed information on College structure, staff contact information, teaching and learning resources, health and safety, student support and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education. Printed versions are distributed to each student and also available electronically from the VLE.
    o   A Course Handbook provides necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course. Printed versions are distributed to each student and are also available electronically from the VLE.
    o   Module Handbooks describe the content of each module delivered in a particular year. These provide students with the module

teaching and assessment schedules and a list of the recommended texts. Printed versions are distributed to each student and are also available electronically from the VLE.

- o Academic demands of the course. Requirements from students\ staff.
- o Past students experiences. Where are they now?
- o An outline of how students will be assessed for the duration of their course and what assessment methods will be used.
- o Outline opportunities for students to gain tutor feedback.
- o Outline course regulations: Assessment Policy, Plagiarism Policy, and Internal Moderation Policy.
- o Academic Appeals Policy, Complaints Procedure, Submission of Course Work, Examination Process and 1st Sits/ Resits, Extenuating Circumstances.
- o The role of the Open University Link Tutor and External Examiner
- o Opportunities for students to give feedback (Post Induction Surveys, Module Evaluations, SWC and Open University Students Staff Consultative Meetings, Annual Course Reviews).
- o Outline Students and Support Available – including information of Further Education Award (Full-time and Part-time), Hardship Fund, and SWC Bursaries).
- o Outline of the Tutorial support system - Pathways and HEAR.
- o The role and nomination of class representatives.
- o Outline of the VLE to support teaching, learning and assessment, Library and Learning Resource Centre.
  Progression Routes.

- **Study Skills**
  The college has a HE Academic Support programme where designated members of staff carry out workshops and give one to one assistance to students on study skills.

- **Course Director**

  The Course Director is an experienced member of staff with the responsibility of overseeing the effective running of the course. The Course Director provides a single first point of reference for both new, continuing, full time and part time students. The Course Director will monitor student achievement in all modules, conduct staff/student meetings and document the teaching team response to all matters raised by students. Course Directors also inform students of their grades and if required prepare plan of action for failed modules in line with Open University regulations.

- **Advisers of Studies**

  Each Course has a tutorial programme as part of the programme of study. Through this , a member of staff acts as adviser of studies, as they regularly meet each student throughout the academic year to discuss progress, attendance, performance, learning needs, any arising issues, pastoral care, referrals to student or other relevant agencies, referrals to

Higher Education Academic Support Team for advice on study skills, revision techniques and to set targets and goals.

- **Dissertation Supervisor**
  Each student will be assigned a supervisor who will act as their main point of contact for the module. They will guide the student when choosing projects to ensure suitability, viability, and assure that they are satisfied that the Learning Outcomes of the module can be met within the scope of the potential project. Where possible the supervisor will have no more than 4 students to supervise, in order to ensure a quality of experience for the student. Supervisors will meet their candidates regularly by various means and guide them through the challenges of the module. Other members of staff will also be utilised with specialist skills for specific elements of a project or, for example, to aid with manufacturing processes. This will all be with oversight of the dissertation supervisor.

- **Career Development Centre**

  A centralised Careers Service is available through the student support unit to help students determine their future career and support their applications for employment and UCAS applications. Students will discuss career options during meetings with their class tutor and course director. This provides advice and direction to students and enables them to make meaningful use of the careers service during the year.

- **HEAR (Higher Education Academic Record)**
  SWC operate a Higher Education Academic Record (HEAR) system. Each student will complete the HEAR online documentation in which achievement targets will be set and course progress formally monitored through an individual tutorial with the Course Director. The HEAR is monitored and maintained by the course tutor and the module tutors record progress notes. The students record details of targets and set goals of achievement. Reports are printed and discussed between the student and the Course Director each semester or when issues may arise.

- **Library**
  The Learning Resource Centre (one at each campus) exist to support the information needs of all members of the College including students, lecturers, managers and support staff. The LRC's offer an excellent range of and facilities designed to provide access to both the latest technology and traditional learning resources. Experienced staff are available to answer enquiries, to help users' access information and resources.

  To support Higher Education students in their research all centers provide a range of mentoring either in 'group sessions' or 'one to one' including the following:

- **Getting ready for academic study:**
  o   Student Inductions-introduction to College Systems.
  o   Referencing- 'how to reference' and referencing tools.
  o   Researching projects/assignments - using Discovery.

- o   Understanding plagiarism and copyright.
- o   Microsoft Office Suite: email, Word, PowerPoint, Excel, Publisher.

- **Library Resources:**
  - o   Books, Journals and Magazines.
  - o   E-books.
  - o   Databases.
  - o   Newspapers.
  - o   Reports.
  - o   Heritage Online Library Service.
  - o   Inter Campus Loans Service.

- **I.T. Facilities:**
  - o   Computer Suites are equipped with a wide range of software (on all campus')
  - o   High Speed Internet access and Wi-Fi.
  - o   Web based learning resources.
  - o   Blackboard learning environment.
  - o   Printing, Photocopying and Scanning.
  - o   Laptop loans for use in the Learning Resource Centre.

- **Information Technology Department**
  SWC has a dedicated technical team based on each campus. This team is responsible for the day-to-day running, maintenance and troubleshooting all IT and Technical Support.

- **Student Support Department**

  A dedicated student support team who support both academic staff and students, available on every campus. The student support team support students through personal or academic difficulties through the implementation of college induction, class representative training, organising of ad hoc training and information events, learning support, careers, enrolment, health, finance and pastoral care.

- **Counselling Service**

  A centralised Counselling Service is based on each campus and can be accessed confidently via Course Director (self-referral) following one to one student tutorial on academic progress. The counselling service is carried out weekly in a supportive, caring and non-judgmental way. It is available for all students regardless of study path.   The counsellors are fully qualified in a range of issues that affect students and have extensive expertise on a wide range of issues that may be affecting their wellbeing.

- **Student representation**

  Student reps attend student/staff consultative committee week 6 each semester during which they have the opportunity to address general

programme concerns that have been raised by their fellow classmates. The meeting is chaired, and minutes taken by Course Director.

- **Module Feedback opportunities**

  Fifteen working days following the submission of each module assessment and at the end of each semester on academic progress.

- **Student Email**

  Email accounts and full access to the internet and VLE. Remote student login to gain access to all module software and resources.

- **Student Tutorial**

  Tutorial classes are timetabled on a weekly basis with the Course Director. During these sessions the Course Director will meet with the student group and individually to discuss progress, any issues that may be affecting progress, arrange for additional support (if required) and update the electronic individual learning plan (e-ILP) monitoring and auctioning during tutorial sessions and one to one with the Course Director.

- **<u>Equality and Diversity</u>**
  The College Disability Policy for Students sets out the College's commitment to both potential and existing students with a disability and those whose disability worsens during their studies. The College will seek to encourage students to disclose a disability and to ensure that students with a disability are protected from discrimination and have equal access, where appropriate, to the full range of College facilities. The College will treat all students with respect and dignity and seek to provide a positive learning environment free from disability discrimination, harassment or victimisation. SWC recognises its obligations under the Disability Discrimination Act (DDA) 1995 (as amended by Article 5 of the Disability Discrimination Order 2006), Special Educational Needs Disability (Northern Ireland) Order 2005 and its statutory obligations.

  In accordance with SENDO (NI) 2005 and the College's ethos of inclusion, the facilitation of 'special' arrangements for students with disabilities will be applied in relation to these assessment schemes. A flexible approach will always be taken using the guidelines from both the Examinations Office and/or Student Support to ensure that disabled students have the same opportunity as their peers to demonstrate the achievement of learning outcomes.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Honours Degree Top Up top up will be available to any candidate who satisfies the criteria below:

- a University of Ulster or Queens University Belfast Foundation Degree with a pass mark of 55% or above in L5 modules. (or other relevant L5 qualification such as a Pearsons Higher National Certificate/Diploma) in an engineering related discipline.
- Candidates presenting with FDs or HNC/Ds from other awarding bodies will be considered under RPL procedures
- GCSE English language and Maths at grade 4 (grade C) or above. (or equivalent, - for example, Level 2 literacy and numeracy Essential Skills qualifications are also accepted).
- have reached the age of 18 years on admission

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7. Language of study

English

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8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

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9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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10. Methods for evaluating and improving the quality and standards of teaching and learning.

There are a number of methods for evaluating and improving the quality and standards of teaching and learning

- End of year course reviews
- Module evaluations
- Staff Student consultative committee meetings
- Student surveys
- SWC student focus groups
- Class representatives

The College has devised a 'Student Voice' which has been specifically designed to collate feedback gathered from students so that course teams and college management can then use them in self-evaluation reports, periodic, validation and revalidation processes. The College has a very strong tradition of promoting and disseminating good practice such as in the annual curriculum conference now in its tenth year. Areas of concern are identified and addressed through the Performance Review Panels, annual course review and action planning processes. Heads of Department and course teams then use this information in course redesign, resource planning, and/or staff training. Over the past ten years the College's work has been scrutinised externally on several occasions by both ETI and QAA. The outcomes of those reviews have been very favourable, for example, awarded Grade 1 Outstanding College in 2014 by ETI, seven consecutive 'highest level of confidence' in self-evaluation and quality improvement planning by ETI and quality assured by QAA in 2013 (summative review) and 2018 (quality review visit). In both reviews the quality of the student learning experiences was positively and constructively reflected in the reports.

10. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4		B1	B2	B3	B4	B5		C1	C2	C3	C4		D1	D2	D3	D4	D5
6	Innovation through Engineering Design			x			x	x	x	x	x		x	x	x	x		x	x	x	x	x
	Industrial Automation and Robotics	x					x	x	x	x			x	x							x	x	
	Business and Management		x	x	X				x				x		x	x		x	x	x	x	
	Operations Management	x					x	x	x				x	x		x			x	x	x	
	Thesis / Project	x		x			x	x	x				x	x		x					x	x

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
I [Outstanding Work]	80 – 100	Critical insightful evaluation and synthesis of issues and material which includes an original and reflective approach	Extensive evidence of relevant and perceptive application of theory, and/or empirical results, where applicable	Exceptional knowledge and in-depth understanding of principles and concepts	Extensive evidence of integrating appropriate supplementary sources	Outstanding referencing and bibliography	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar and spelling
I [Excellent Work]	70 – 79	Critical evaluation and synthesis of issues and material which includes original and reflective thinking	Clear evidence of relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of extensive reading of supplementary sources	Excellent referencing and bibliography	Excellent, well-directed presentation, logically structured, using correct grammar and spelling
II (i) [Good Quality Work]	60 – 69	Critical evaluation and synthesis of issues and material	Evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Good quality presentation, well structured, using correct grammar and spelling
II (ii) [Acceptable Work]	50 - 59	Accurate description of main issues and material, with some critical evaluation	Occasional relevant application of theory, and/or empirical results where applicable	Appropriate knowledge and understanding of principles and concepts	Evidence of reading directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation and structure with acceptable grammar and spelling
III [Adequate Work]	40 – 49	Limited evaluation and description of main issues and material	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge of key principles and concepts only	Evidence of basic reading only	Limited referencing and bibliography	Acceptable presentation and structure, grammar and spelling
Fail (marginal) [Limited Work]	35 – 39	Omission of some relevant material	No evidence of relevant application of theory and/or empirical results	Limited and/or superficial knowledge of key principles and concepts	Minimal evidence of reading	Inadequate referencing and bibliography	Poor presentation and structure, grammar and spelling
Fail [Unacceptable Work]	0 – 34	Insufficient and largely irrelevant material	No evidence of application of theory and/or empirical results	Insufficient evidence of key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Inadequate presentation, structure, grammar and spelling