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APPENDIX GA36b

LEVEL 6 ASSESSMENT SPECIFICATION

Student name: of the		**Student ID number:**	
Program:			
Module:	**Data Analysis**		
Module code: of the		**Contribution to the overall evaluation of the module (%):**	
Teacher:	**Ruben Hermoso Diez**	**Internal verifier:**	
Assignment Title:		**Equivalent word count):** of (the	
Submission deadline: of		**Date of return of provisional notes, comments and writings:**	
Presentation method: of	All written assessments, whenever practical and possible, should be submitted through Turnitin, unless otherwise directed by the instructor. (Please DO NOT enter this assessment specification into Turnitin, as it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty:** Assignments submitted up to one week late will be capped at 40% for the first attempt and will receive a 0% grade for re-examination. Late submission penalties can only be waived if there is an approved claim for extenuating circumstances. Assignments submitted more than one week late will be considered unsubmitted and will not be graded. The assignment may be considered for re-assessment if offered by an Examining Board or if a claim of extenuating circumstances is approved.		
Academic Honesty / References:	Academic honesty is required. In the main body of your presentation, you must credit the authors on whose research and ideas your work is based. Include a reference list with your submission indicating the books, articles, etc. you have used, cited, or cited to complete this evaluation.		

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Module learning outcomes (from the module program)
• Produce analyses and visualizations that extract relevant information from the data. • Analyze a real-world data problem and design a complete process from loading to visualization that generates value and insights for the end data consumer. • Effectively communicate the results of data analysis while judging and validating the analysis performed.

TASK DESCRIPTION

Using generative AI in evaluation
(The teacher must indicate Yes or No in front of each item)

INVESTIGATION	For this assessment, you can use generative AI to support your research, including searching the literature and using tools to summarize, compare, and interrogate materials.	Yes ÿ No ÿ
STRUCTURE	For this assessment, you can use generative AI to help you structure your presentation, including creating a draft of your argument structure, identifying parts and headings, and more.	Yes ÿ No ÿ
CORRECTION	For this assessment, you can use generative AI to check your own text/creation for grammatical and syntactical errors, including rewording your own work within specific standards.	Yes ÿ No ÿ
WRITING	For this assessment, you can use generative AI to create text for your submission.	Yes ÿ No ÿ
CREATIVE	For this assessment, you can use generative AI to create creative materials, such as images.	Yes ÿ No ÿ
PROGRAMMING	For this assessment, you can use generative AI to create and test code.	Yes ÿ No ÿ
NONE	For this assessment, you are not permitted to use **any** type of generative AI support. This includes research support, structure support, writing/editing support, and creative support.	Yes ÿ No ÿ

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Objective of the work

Objective: Try to replicate the report presented throughout the document as closely as possible. Based on the data provided, you should follow the steps outlined in the exercise to create a multi-page Power BI report.

Data Load Block

Initial loading of tables

Load the tables provided into the Data folder provided for the exercise:

- Customer table: with data for each of the customers who purchase
- Sales Table: with sales information and link to the customer table

Data transformation block

Customer table

- Add a new "Full Name" column that contains the first and last name together.
  Keep both of them separate in the table as well.
- Add a new "Reference" column that adds a prefix to the Customer_id.
  Example: 12342 -> CL-12342
- In the "Education" column, replace the value of the rows that have "EFP" and change it to "Vocational Training"
- The salary shown in the income column is the person's annual salary. Divide by 12 to calculate monthly income in 12 payments in a new column
- Create a new column "Continent": Classifies customers according to their country in the following continents:
  or "America" if the country is "United States" or "Canada".
  or "Australia" if the country is "Australia".
  or "Europe" in any other case.
- Create the "Income Level" column according to the following classification:
  or "Low" if income is less than or equal to 50,000.
  or "Medium" if income is between 50,001 and 100,000.
  or "High" if income exceeds 100,000.
- Calculate age from date of birth.
- Create an "Age Range" column dividing the age into 20-year intervals (ejemplo: "0-19", "20-39", etc.).

Sales table

The price and cost data shown in the table are unitary.

Create two new columns in Power Query

- Calculate the total cost: Cost x Units
- Calculate total sales: Price x Units

Make sure they are numeric type so you can do calculations.

Calendar

- Create a new calendar table containing the dates from 01/01/2018 to 01/01/2021.
- You can create a date table in Excel and load it into Power BI, or generate a query in Power Query with the following formula:

```
= List.Dates(#date(2018, 1, 1), Duration.Days(#date(2021, 1, 1) - #date(2018, 1, 1)) + 1, #duration(1, 0, 0, 0))
```

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- On the calendar table created, with Power Query and date type transformations, includes the following columns: o Year

  The Month
  or Month with letter
  the Quarter
  or Day of the week
  or Day of the week with letter

Data modeling

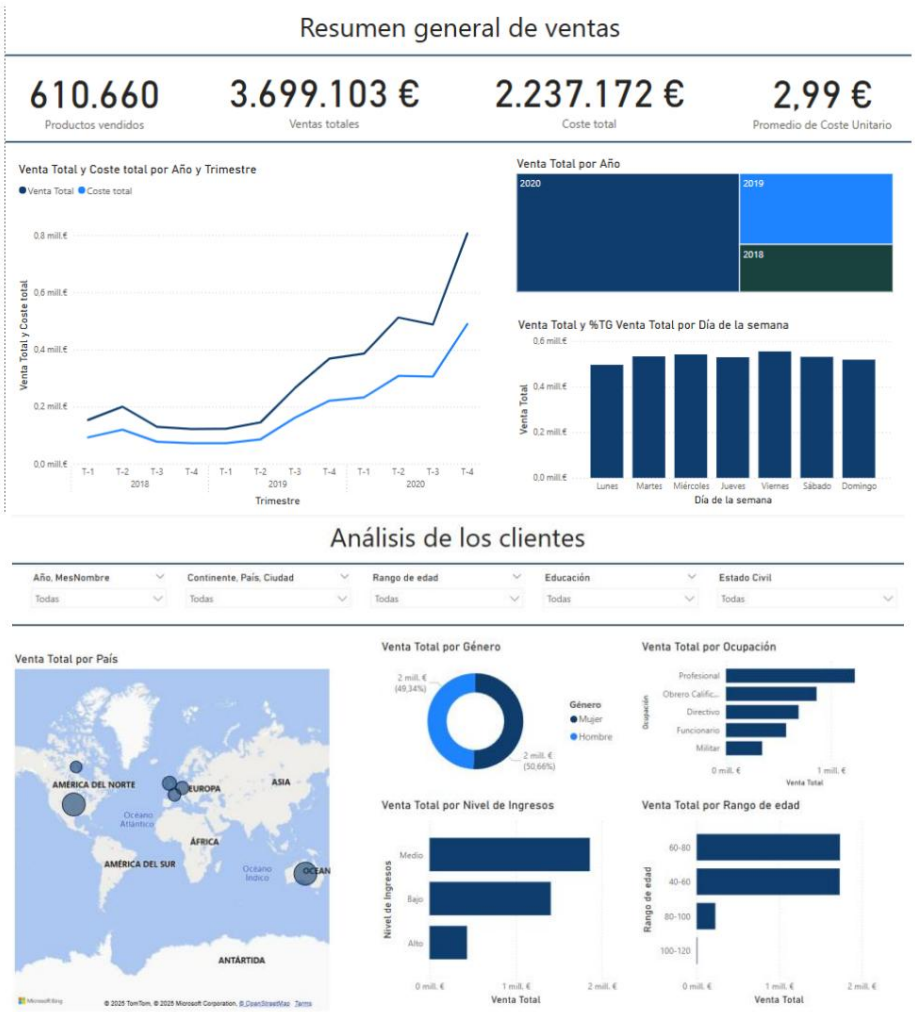
Once you've transformed the data, connect the tables in Power BI. Keep in mind that:

- Sales is a fact table
- Clients and Calendar are dimension tables

Being a star model, the relationships between dimensions and facts will have to be direct.
Make sure that the join fields between tables are of the same data type.

Basic data analysis

From the loaded data, generate the following visualizations, replicating the design and data as accurately as possible:



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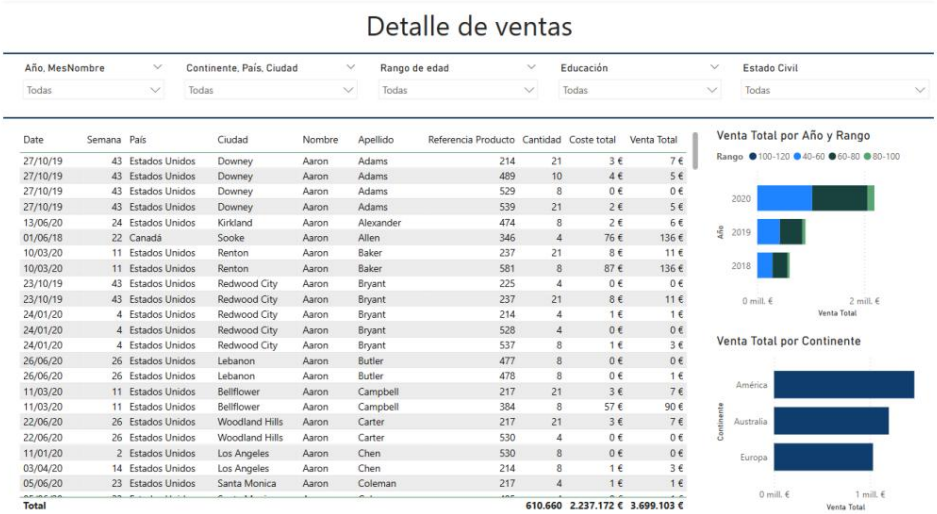

Date	Semana	País	Ciudad	Nombre	Apellido	Referencia Producto	Cantidad	Coste total	Venta Total
27/10/19	43	Estados Unidos	Downey	Aaron	Adams	214	21	3 €	7 €
27/10/19	43	Estados Unidos	Downey	Aaron	Adams	489	10	4 €	5 €
27/10/19	43	Estados Unidos	Downey	Aaron	Adams	529	8	0 €	0 €
27/10/19	43	Estados Unidos	Downey	Aaron	Adams	539	21	2 €	5 €
13/06/20	24	Estados Unidos	Kirkland	Aaron	Alexander	474	8	2 €	6 €
01/06/18	22	Canadá	Sooke	Aaron	Allen	346	4	76 €	136 €
10/03/20	11	Estados Unidos	Renton	Aaron	Baker	237	21	8 €	11 €
10/03/20	11	Estados Unidos	Renton	Aaron	Baker	581	8	87 €	136 €
23/10/19	43	Estados Unidos	Redwood City	Aaron	Bryant	225	4	0 €	0 €
23/10/19	43	Estados Unidos	Redwood City	Aaron	Bryant	237	21	8 €	11 €
24/01/20	4	Estados Unidos	Redwood City	Aaron	Bryant	214	4	1 €	1 €
24/01/20	4	Estados Unidos	Redwood City	Aaron	Bryant	528	4	0 €	0 €
24/01/20	4	Estados Unidos	Redwood City	Aaron	Bryant	537	8	1 €	3 €
26/06/20	26	Estados Unidos	Lebanon	Aaron	Butler	477	8	0 €	0 €
26/06/20	26	Estados Unidos	Lebanon	Aaron	Butler	478	8	0 €	1 €
11/03/20	11	Estados Unidos	Bellflower	Aaron	Campbell	217	21	3 €	7 €
11/03/20	11	Estados Unidos	Bellflower	Aaron	Campbell	384	8	57 €	90 €
22/06/20	26	Estados Unidos	Woodland Hills	Aaron	Carter	217	21	3 €	7 €
22/06/20	26	Estados Unidos	Woodland Hills	Aaron	Carter	530	4	0 €	0 €
11/01/20	2	Estados Unidos	Los Angeles	Aaron	Chen	530	8	0 €	0 €
03/04/20	14	Estados Unidos	Los Angeles	Aaron	Chen	214	8	1 €	3 €
05/06/20	23	Estados Unidos	Santa Monica	Aaron	Coleman	217	4	1 €	1 €
Total							610.660	2.237.172 €	3.699.103 €

Analysis questions

A Word/PDF document will be provided that will answer the following questions:

- How many products were sold in 2020? • What are the total sales for 2020?
- Quantity of products sold on Monday?
- What was the total sales in the US?
- What were the total sales in the US in January 2018?
- For January 2018 and Marital Status Married: Which occupation has the lowest Total Sales? • If you select filters on the Customer Analysis page, are they also synchronized on the page? in detail?
- How many people between the ages of 100 and 120 made a purchase in 2018? On what date was the purchase made?

A reflection on the tool and the functionalities learned during the development of the report will also be included.

DAX Calculations and Measures

- Create a DAX measure #Sales that is a count of rows in the sales table
- Create a DAX calculation “Total Sales” that is the sum of sales
- Create a DAX calculation “Total Cost” that is the sum of Total Cost
- Create a DAX calculation “Gross Profit” that is the difference between Total Sales and Cost Total: Sales - Costs
- Create a DAX calculation “Average Sales”
- Create a DAX calculation “Unique Customers” to know how many different customers we have purchased
- Create a DAX calculation “YTD Cumulative Sales”: Create a cumulative sales measure in the year (Year-To-Date).
- Create a DAX calculation “Previous Year Sales” • Create a DAX calculation “Sales Change (in %) Year Over Year” . That is, sales in the current year, divided by sales in the previous year.

For complex measurements, you can use the quick measurements wizard or rely on ChatGpt.

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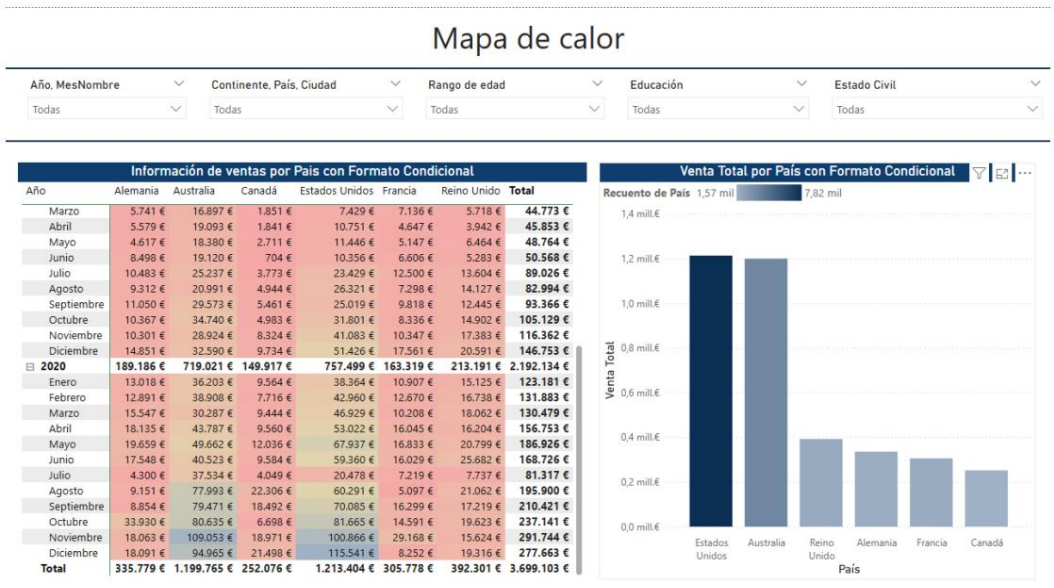
Intermediate data analysis

With the previous measurements, create the following pages replicating the design

Año	Trimestre	Venta Total	Ventas Año Anterior
2018	T-1	153.632 €	
2018	T-2	200.145 €	
2018	T-3	129.497 €	
2018	T-4	122.144 €	
2019	T-1	122.736 €	153.631,58
2019	T-2	145.185 €	200.144,91
2019	T-3	265.386 €	129.497,37
2019	T-4	368.245 €	122.143,61
2020	T-1	385.543 €	122.736,26
2020	T-2	512.405 €	145.184,80
2020	T-3	487.638 €	265.385,90
2020	T-4	806.548 €	368.244,55
Total		**3.699.103 €**	**1.630.150,47**

Año	Trimestre	Venta Total	Ventas Acumuladas YTD
2018	T-1	153.632 €	153.631,58
2018	T-2	200.145 €	353.776,49
2018	T-3	129.497 €	483.273,86
2018	T-4	122.144 €	605.417,47
2019	T-1	122.736 €	122.736,26
2019	T-2	145.185 €	267.921,06
2019	T-3	265.386 €	533.306,96
2019	T-4	368.245 €	901.551,51
2020	T-1	385.543 €	385.543,27
2020	T-2	512.405 €	897.947,86
2020	T-3	487.638 €	1.385.585,52
2020	T-4	806.548 €	2.192.133,72
Total		**3.699.103 €**	**3.699.102,70**

Año	Mes	Venta Total	Ventas Acumuladas YTD
2018	Enero	51.354 €	51.354 €
2018	Febrero	47.718 €	99.072 €
2018	Marzo	54.560 €	153.632 €
2018	Abril	71.018 €	224.650 €
2018	Mayo	66.515 €	291.165 €
2018	Junio	62.612 €	353.776 €
2018	Julio	46.806 €	400.583 €
2018	Agosto	50.034 €	450.617 €
2018	Septiembre	32.657 €	483.274 €
2018	Octubre	36.875 €	520.149 €
2018	Noviembre	35.456 €	555.605 €
2018	Diciembre	49.812 €	605.417 €
Total		**3.699.103 €**	



Año	Alemania	Australia	Canadá	Estados Unidos	Francia	Reino Unido	Total
Marzo	5.741 €	16.897 €	1.851 €	7.429 €	7.136 €	5.718 €	**44.773 €**
Abril	5.579 €	19.093 €	1.841 €	10.751 €	4.647 €	3.942 €	**45.853 €**
Mayo	4.617 €	18.380 €	2.711 €	11.446 €	5.147 €	6.464 €	**48.764 €**
Junio	8.498 €	19.120 €	704 €	10.356 €	6.606 €	5.283 €	**50.568 €**
Julio	10.483 €	25.237 €	3.773 €	23.429 €	12.500 €	13.604 €	**89.026 €**
Agosto	9.312 €	20.991 €	4.944 €	26.321 €	7.298 €	14.127 €	**82.994 €**
Septiembre	11.050 €	29.573 €	5.461 €	25.019 €	9.818 €	12.445 €	**93.366 €**
Octubre	10.367 €	34.740 €	4.983 €	31.801 €	8.336 €	14.902 €	**105.129 €**
Noviembre	10.301 €	28.924 €	8.324 €	41.083 €	10.347 €	17.383 €	**116.362 €**
Diciembre	14.851 €	32.590 €	9.734 €	51.426 €	17.561 €	20.591 €	**146.753 €**
⊟ **2020**	**189.186 €**	**719.021 €**	**149.917 €**	**757.499 €**	**163.319 €**	**213.191 €**	**2.192.134 €**
Enero	13.018 €	36.203 €	9.564 €	38.364 €	10.907 €	15.125 €	**123.181 €**
Febrero	12.891 €	38.908 €	7.716 €	42.960 €	12.670 €	16.738 €	**131.883 €**
Marzo	15.547 €	30.287 €	9.444 €	46.929 €	10.208 €	18.062 €	**130.479 €**
Abril	18.135 €	43.787 €	9.560 €	53.022 €	16.045 €	16.204 €	**156.753 €**
Mayo	19.659 €	49.662 €	12.036 €	67.937 €	16.833 €	20.799 €	**186.926 €**
Junio	17.548 €	40.523 €	9.584 €	59.360 €	16.029 €	25.682 €	**168.726 €**
Julio	4.300 €	37.534 €	4.049 €	20.478 €	7.219 €	7.737 €	**81.317 €**
Agosto	9.151 €	77.993 €	22.306 €	60.291 €	5.097 €	21.062 €	**195.900 €**
Septiembre	8.854 €	79.471 €	18.492 €	70.085 €	16.299 €	17.219 €	**210.421 €**
Octubre	33.930 €	80.635 €	6.698 €	81.665 €	14.591 €	19.623 €	**237.141 €**
Noviembre	18.063 €	109.053 €	18.971 €	100.866 €	29.168 €	15.624 €	**291.744 €**
Diciembre	18.091 €	94.965 €	21.498 €	115.541 €	8.252 €	19.316 €	**277.663 €**
Total	**335.779 €**	**1.199.765 €**	**252.076 €**	**1.213.404 €**	**305.778 €**	**392.301 €**	**3.699.103 €**

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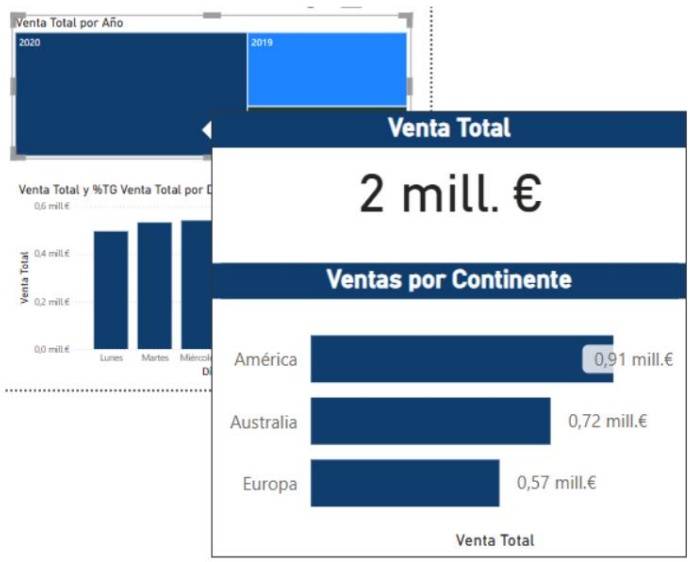
Finally, include a cover page with a “Page Navigator” button.

Other features:

Enables the drill-down functionality, so that it can be accessed whenever you right-click on a person's Year, Country, or Gender.

Include a tooltip that displays the following information when you hover over the total sales by year chart on the front page:



Submission of the exercise

The final delivery will be made in a compressed file with the name DA_NOMBRE_APELLIDO
The compressed file will contain:

- .pbix file with the solved exercise
- Word file with a cover page, in which the analysis questions will be answered (with screenshots showing how the data was obtained) and a reflection on what was learned from the work

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GUIDANCE TO STUDENTS IN THE COMPLETION OF TASKS

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

1. Commitment to literary skills

Your work must be informed and supported by scholarly material that is *relevant* and *focused* on the tasks set. You must provide evidence that you have accessed an *appropriate range* of sources, which may be academic, government, and industry sources. These sources may include academic journal articles, textbooks, current news articles, organizational documents, and websites. You must consider the *credibility* of your sources; academic journals are normally highly credible sources, while websites require careful consideration/selection and should be used sparingly. All sources you use must be up-to-date and current, with the majority published within the last five years or so, although seminal or important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using an appropriate referencing system, including:

Specific guidance for this assessment: *Students will demonstrate the ability to research, identify, evaluate, and incorporate relevant academic and industry sources, frameworks, and methodologies into their approach to data analysis, referencing sources and ensuring alignment with current best practices and standards in the field.*

2. Knowledge and comprehension skills

At Level 5, you should be able to demonstrate: a solid knowledge and critical understanding of the well-established concepts and principles of the subject area and how those principles have developed; knowledge of the main research methods in the discipline. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means you must select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You must be able to explain the theories, concepts, etc. in a meaningful way to show your understanding. Your grade will also depend on the *extent* to which you demonstrate your knowledge and understanding.

Specific guidance for this assessment: *Students will demonstrate a clear understanding of the dataset, analytical methodologies, and tools used, as well as the ability to explain key findings and their implications in a concise and accessible manner for a non-technical audience.*

3. Cognitive and intellectual skills

You must be able to critically analyze information and propose solutions to problems arising from that analysis, including critically evaluating the suitability of different approaches to problem-solving. Your work must contain evidence of logical, analytical, evaluative, and synthetic thinking. For example, examining and breaking down information into components, making inferences, compiling, comparing, and contrasting information. This means not only describing what! But also justifying: Why? How?
When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgments. Evidence that you have reflected on the ideas of others within the subject area is crucial to providing a reasoned and informed debate within your work.
In addition, you must provide evidence of being able to make sound judgments and convincing arguments using data and concepts, with an understanding of the limits of knowledge and how this influences analyses and interpretations. Robust and valid conclusions must be drawn from the content of your work. Where appropriate, alternative solutions and recommendations may be proposed.

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Specific guidance for this assessment: *Students will critically analyze their findings, draw meaningful conclusions supported by evidence, and articulate the reasoning behind their recommendations during their presentation.*

4. Practical skills

At Level 5, you should be able to use/deploy a range of established techniques within the discipline and apply the underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in a work-related context. You should be able to demonstrate how the concepts and ideas related to the subject relate to real-world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories in that context to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artifacts, some of which may be creative. This is likely to involve, for example, the use of real-world artifacts, examples, and cases, the application of a model within an organization, and/or the comparative evaluation of one theory or organization with others on the basis of established criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific guidance for this assessment: *Students will apply practical presentation techniques, including the use of PowerPoint for visual storytelling, the creation of effective charts, dashboards, and maps, and confident, engaging, and professional oral presentations.*

5. Transferable skills for life and professional practice

Your work must provide evidence of the transferable qualities and skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competencies that will enable you to assume significant responsibilities within organizations; that you can initiate and complete tasks and procedures, either individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organization. The work must be coherent and well-structured in its presentation and organization.

Specific guidance for this assessment: *Students will develop essential transferable skills such as public speaking, clear communication of complex ideas, visual design proficiency, and the ability to present data-driven insights, all of which are critical to career success in data-driven fields.*

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COMMENT FORM OF THE STUDENT

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

Generic evaluation criteria	ones totals Punctuate	ones Punctuateobtained
1. Commitment to literary skills		
	5	
2. Knowledge and comprehension skills		
	20	
3. Cognitive and intellectual skills		
	30	
4. Practical application skills		
	30	
5. Transferable skills for life and professional practice		
	15	

Assessment Note (Assessment notes are subject to ratification by the Examination Board. These comments and notes are intended to provide feedback on the module work and are for guidance only until confirmed.)	**Late submission penalties (check if applicable)**		**%**
	Up to 1 week late (40% max.)		
	More than 1 week late (0%)		

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GENERIC EVALUATION CRITERIA

Level 5

According to the Framework for Higher Education Qualifications, by the end of Level 5, students are expected to have developed a solid knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in a work-related context. They will have knowledge of the main research methods in the subject area and an ability to critically evaluate different approaches to problem-solving. They will possess an understanding of the limits of their knowledge and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and carry out a critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments, and analyses in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to continue their training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibilities within organizations. They must possess the transferable qualities and skills necessary for a job that requires personal responsibility and decision-making.

Level 5	SUSPENDED	CONDOMINIUM	SATISFYING (3rd / Passed)	GOOD (2.2 / Approved)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Opinions and findings mostly unfounded and unauthorized. Referring to conventions that are used inconsistently or largely absent.	Poor engagement in essential reading. No evidence of broader reading. Reliance on inappropriate sources and/or indiscriminate use of sources. It relies heavily on information obtained through contact with the class. Inconsistent use and	Engagement with a limited range of mostly relevant and credible sources. Some omissions and errors minors. Obvious reference conventions, although not always applied precisely or consistently.	Engagement with an appropriate range of literature, including independently retrieved sources. Some overreliance on texts. References may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including independently retrieved sources. Selection of relevant and credible sources. Very good use of references, with few or no inaccuracies or inconsistencies.	Engagement with a wide range of relevant and credible literature. Accurate and consistent application of references.	Exceptional commitment to a wide range of relevant and credible literature. High-level referencing skills applied manner consistent.

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Level 5	SUSPENDED	CONDOMINIUM	SATISFYING (3rd / Passed)	GOOD (2.2 / Approved)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		weak references.					
Knowledge and understanding (Solid knowledge and critical understanding of the well-established concepts and principles in your field of study; knowledge of the main research methods in the discipline).	Large gaps in knowledge with a unsatisfactory and uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Understanding significantly and defective of the main research methods in the discipline.	Fragmentary knowledge, with a superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially defective understanding of the main research methods in the discipline.	Limited but adequate knowledge and critical understanding of well-established concepts and principles within the subject area, with some gaps in the selection of material. A close critical understanding of the main research methods.	Knowledge It is reasonably detailed and accurate. A good critical understanding of well-established concepts and principles and major research methods is evident, with minor gaps in the selection of material.	Knowledge is reasonably extensive. It exhibits a Highly competent critical understanding of well-established concepts and principles of the subject and of the main research methods. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and of the main research methods.	Exceptionally knowledge and detailed and outstanding critical understanding of the well-established concepts and principles of the subject and of the main research methods. It can go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argumentation and judgment; the limits of your knowledge, and how this influences your analysis and interpretation).	A work that is entirely or almost entirely descriptive. Little or no evaluation and critical analysis of concepts and principles. Lack of development of arguments, leading to illogical or invalid judgments. Generalizations your unfounded opinions, made without the use of any	I work mostly and descriptive, with a use Superficial critical evaluation and analysis of concepts and principles. Weak development of arguments and judgments. Information accepted uncritically uses generalized statements made with	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgments, but these may be poorly developed, with some inconsistency/ misinterpretation or lack of	Some critical evaluation and analysis of concepts and principles, although descriptive in parts. An emerging awareness of the limits of one's knowledge and ability to use evidence to support argument, albeit with some tendency a affirm/express	Solid critical evaluation and analysis of concepts. It is selective in the range of evidence used and synthesizes rather than describes. Ability to devise arguments that demonstrate awareness of different positions, and use evidence manner	Excellent critical evaluation and analysis of concepts and principles that lead to logical, evidence-based, reasoned arguments and judgments. Explicit recognition of other positions and a strong awareness of the limits of one's knowledge. A capacity for thought	Excellent critical evaluation and analysis of concepts and principles. Use evidence exceptionally and good at connecting ideas and supporting highly logical and persuasive arguments and judgments. Evidence of independent thinking and ability to "see beyond"

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Level 5	SUSPENDED	CONDOMINIUM	SATISFYING (3rd / Passed)	GOOD (2.2 / Approved)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	credible evidence.	scarce unfounded evidence and opinions. Ideas that are sometimes illogical and contradictory.	full recognition of the limits of knowledge.	opinion rather than arguing based on reason and evidence. Mostly valid arguments and logical judgments.	convincing, to support appropriate and valid judgments.	independent and the ability to "see beyond the issue," suggesting some understanding of the broader field and broader concepts.	the question," which suggests a clear understanding of the broader field and broader concepts. Perceptual recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply the underlying concepts and principles more broadly outside the context in which they were first studied; use a variety of established techniques; propose solutions to problems arising from the analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the request. Limited understanding of the application of theory to practice or of establishing appropriate links between the two. Very weak problem-solving skills out of context	Rudimentary application of established methods, materials, tools and/or techniques, but without consideration and competence. Faulty assessment of the context of the request. Weak understanding of the application of theory to practice, with only occasional evidence of establishing appropriate links between the two.	Adequate knowledge and, above all, proper application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the request. Theoretical knowledge and understanding are applied in practice, but they do not always establish logical connections between the two. You can identify problems and	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly a coherent, precise and logical application of theory to practice, establishing appropriate links between the two. Can identify problems and propose	A very good application of a set of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptual perceptions. Coherent, precise, and logical application of theory to practice, establishing appropriate links between the two. Can identify	An advanced application of a set of established methods, materials, tools and/or techniques. The context of the application is well considered and insightful. Coherent, precise, and logical application of theory to practice, establishing well-developed links between the two. Can identify problems and propose	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Coherent, precise, and logical application of theory to practice, establishing highly developed links between the two. You can identify routine and non-routine problems and

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	who were studied for the first time.	Weak problem-solving skills outside the context in which they were first studied.	propose basic solutions outside the context in which that were studied for the first time.	solutions mostly appropriate outside the context in which they were first studied.	problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	excellent and creative solutions outside the context in which they were first studied.	propose quite sophisticated and creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Communicate effectively in a variety of ways to specialized audiences and no specialized; the transferable qualities and skills necessary for employment requiring personal responsibility and decision-making.)	The means of communication is inappropriate or poorly applied. The work is poorly structured, disorganized, and/ or confusingly expressed. The use of language is very weak and/or the style is very inappropriate. Inability to work effectively as part of a group. Little or no evidence of employability skills requiring the exercise of personal responsibility and	The media is poorly designed and/or not suitable for the audience. The work is poorly presented and disjointed. It is vaguely structured, and at times manner incoherent, with information and ideas often poorly expressed. Weak use of language and/ or inappropriate style. A flawed approach to group work, fulfilling only partial obligations to others.	Can communicate in a medium appropriate for the audience but with some room for improvement. Presentation and structure mostly and ordered, in which relevant ideas/ concepts are reasonably expressed. The work may lack coherence in places. Can work as part of a group, fulfilling most obligations to others, but perhaps with a	Can communicate effectively in a medium appropriate for the audience, but may have errors minors. Above all, coherent, organized, well-structured, and largely clearly expressed work. Can work effectively independently and/ or as part of a team, clearly contributing to group activities. Demonstrates the skills to	You can communicate well, confidently and consistently in a medium appropriate for the audience. The work is coherent, fluid, well structured and organized. You can work very well independently and/or in a team, contributing greatly to group activities. Demonstrates very good skills for employment that requires the exercise of personal responsibility and	You can communicate professionally and, confidently and consistently in a medium appropriate for the audience. The work is coherent, fluid, and skillfully presented. The student can work independently with initiative. When relevant, you can work professionally and within a team, showing leadership skills as appropriate and fulfilling their obligations.	You can communicate at an exceptional level and high level of professionalism, very suitable for the audience. The work is exceptionally and coherent, very fluid and presented in a manner professional. Can work exceptionally and works well within a team, showing leadership skills. Demonstrates exceptional employment skills that require the exercise of responsibility

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	decision making.	Limited evidence of employability skills requiring the exercise of personal responsibility and decision-making.	limited participation in activities group. Demonstrates basic employment skills requiring the exercise of personal responsibility and decision-making, with some areas of weakness smaller..	of jobs require the exercise of personal responsibility and decision-making, with some areas of strength and others of minor weakness.	decision making, with only an occasional minor weakness.	Demonstrate excellent employability skills that require the exercise of personal responsibility and decision-making and an appetite for further development.	staff and decision-making and an appetite for further development.

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