Degree	**BSc (Hons) Applied Digital Technology Digital Technology Solutions Integrated Degree Apprenticeship**
Module	**Data Analytics Fundamentals**
Level	**4**
Term	**September 2025**
Submission deadline	**Deadlines can be found in the module assessment area on the Hub**
Total Parts	**4**
Number of formative development opportunities	**Part 1: two attempts at MCQ Part 2: two attempts at MCQ Parts 3: Iterative in class and asynchronous opportunities and 4: Iterative in class and asynchronous opportunities**
Number of summative submission deadlines	**2**
Submission mode	**Part 1: MCQ on the hub Part 2: MCQ on the hub Part 3: Turnitin submission on the hub Part 4: Turnitin submission on the hub**
Assessment Type	**Part 1: Quiz. Part 2: Quiz Part 3: Dashboard screenshorts with narration in a Word document Part 4: textSQL script with SQL queries**
Weightings	**All parts equally weighted**
Target audience for material (ie what level should you pitch this at)	**Part 1: N/A** **Part 2: N/A** **Part 3: Explain in simple terms for a general audience without specialist knowledge (e.g., a business manager or the public).** **Part 4: write for a technical audience who are comfortable with SQL.**
Tone for material	**Neutral first person as a formal interview.**
References	**References required in Part 3 only (Harvard standard).**

Assessment Brief Overview

Learning Outcomes (LOs)

- Describe the value data analysis can provide to a business problem
- Explain the findings of data analytics techniques
- Select appropriate analytical techniques to derive meaningful insight from data
- Communicate finding of complex data through meaningful visualisations

Summative Assessment Overview

This assessment is made up of four equally weighted parts. You will work towards these assessments in live sessions. The submission format for the parts varies, so please pay close attention to the submission format requirements.

All datasets and sample scripts are available on the hub, under the section labelled "datasets and sample scripts".

Part 1 : Data principles: practical exercises and associated questions introduction to analytics and characterising a population (25% of overall module mark)

Part 2 : Statistical analysis: practical exercises and associated questions on differences between populations and relationships between variables (25% of overall module mark)

Part 3 : Data Visualisation: practical exercises and associated questions on charts and data visualisation and principles of chart design and best practice (25% of overall module mark) . Tasks 2 and Tasks 3 are written components, comprising of 300 words maximum each.

Part 4 : Extracting Data: practical exercises on SQL (25% of overall module mark)

KSB Development

The preparation and passing of this assessment will help you to develop the following KSBs from the DTS apprenticeship standard:

Code   Description

K1   How organisations adapt and exploit digital technology solutions to gain a competitive advantage.

K3   Principles of estimating the risks and opportunities of digital and technology solutions.

K5   A range of digital technology solution development techniques and tools.

K12   The role of data management systems within Digital and Technology Solutions.

K13   Principles of data analysis for digital and technology solutions.

K14   A range of quantitative and qualitative data gathering methods and how to appraise and select the appropriate method.

K17   Reporting techniques, including how to synthesise information and present concisely, as appropriate to the target audience.

K18   Techniques of robust research and evaluation for the justification of digital and technology solutions.

K19   Relevant legal, ethical, social, and professional standards to a digital and technology solution. For example, Diversity, Accessibility, Intellectual Property, Data Protection Acts, Codes of Practice, Regulatory and Compliance frameworks.

S1   Analyse a business problem to identify the role of digital and technology solutions.

S3   Analyse a business problem to specify an appropriate digital and technology solution.

S10   Initiate, design, implement and debug a data product for a digital and technology solution.

S11   Determine and use appropriate data analysis techniques. For example, Text, Statistical, Diagnostic or Predictive Analysis to assess a digital and technology solutions.

S13   Report effectively to colleagues and stakeholders using the appropriate language and style, to meet the needs of the audience concerned.

S14   Research, investigate, and evaluate innovative technologies or approaches in the development of a digital and technology solution.

S15   Apply relevant legal, ethical, social, and professional standards to a digital and technology solution.

B3   Acts with integrity with respect to ethical, legal, and regulatory requirements ensuring the protection of personal data, safety, and security.

Summative submission

Part One: Data principles

Summative submission format:

The above questions have been structured into an embedded test on the Hub. You should enter your answers directly into the Hub. You may have 3 attempts at this (including the two practice). The third attempt, or the most recent attempt by the deadline will be your recorded score.

Formative assessment: you will be allowed two practice attempts at these questions.

Dataset: Customer Churn

Using the dataset Customer Churn (a csv) answer the questions below. Where your answer is numeric and not a whole number you should report your answer to two decimal places.

You should answer these questions in the assessment section of the module page.

Questions:

1. What is the average age of customers who have not churned? (Rounded)
2. What percentage of customers have an International Plan?
3. What is the median monthly charges for all customers?
4. Generate a bar chart showing the count of customers who churned vs. those who did not. Which group is larger?
5. What is the average number of customer service calls for customers who churned?
6. Create a histogram - What is the most common tenure range shown in the histogram? (Adjust the bins if needed)
7. For the fields 'Gender', 'Senior', and 'Contract', determine if they are qualitative or quantitative and identify the specific data types. Which statement is correct?
8. Which state has the second highest average number of local calls made?
9. Which states had 90 customers churning?
10. Create a line chart showing the average international minutes used per month over different ages. Describe the overall trend. Select all the apply
11. True or False: Males Under 30 churned more than Females under 30

12. What key feature distinguishes big data from traditional datasets?

13. Which characteristic refers to the extensive scale of big data?

14. In big data, what does 'velocity' refer to?

15. Which term best describes the range of data types found in big data?

16. What is a challenge linked to the veracity of big data?

17. What is an example of structured data?

18. Which of the following is an example of unstructured data?

19. What technology is widely used to process and analyse big data?

20. What is a common use case for big data analytics?

21. What is the main function of a data warehouse in big data?

22. What role does Hadoop play in big data processing?

23. What is crucial when considering the scalability of big data systems?

24. What is 'MapReduce' in the context of big data?

25. Why is real-time processing significant in big data contexts?

Part Two: Statistical analysis

Summative submission format:

The above questions have been structured into an embedded test on the Hub. You should enter your answers directly into the Hub. You may have 3 attempts at this (including the two practice). The third attempt, or the most recent attempt by the deadline will be your recorded score.

Formative assessment: you will be allowed two practice attempts at these questions.

Dataset: Customer Churn

Questions:

1. Describe the purpose of a p-value and how to interpret it. Which of the following statements are true?
    a. A low p-value (typically < 0.05) indicates strong evidence against the null hypothesis.
    b. A p-value can prove that a hypothesis is true.
    c. Sample size doesn't matter if the P-value is significant
    d. A p-value measures the probability that the observed data would occur by random chance under the assumption that the null hypothesis is true.
    e. A high p-value (> 0.05) indicates strong evidence against the null hypothesis.
2. Is there a significant difference in the average monthly charges between customers with and without an international plan?
3. What is the p-value of the test you used to determine the previous answer?
4. Is there a significant difference in the average tenure between male and female customers?
5. What is the p-value of the test you used to determine the previous answer?
6. Is there a significant difference in the average age of customers who churned versus those who did not?
7. What is the p-value of the test you used to determine the previous answer?
8. What do differences in the p-values between the pairs of groups suggest about their comparative results? Select all that apply

9. Which test would be appropriate to determine if there is a significant difference in average international minutes used between two consecutive years?

10. Why is this test appropriate for comparing two consecutive years?

11. True or False: Spearmans rank correlation is used on parametric data

12. What are the results of the correlation between customer tenure and monthly charges telling us?

13. What is the p-value of the correlation test?

14. What is the difference between correlation and regression?

15. Investigate the relationship between tenure and monthly charges. What does the regression analysis suggest about how tenure impacts monthly charges?

16. What is the R squared value?

17. What is the correct statistical denotation for the Null Hypothesis?

18. What is the Null Hypothesis for the following research question: *Is there a significant difference in student performance at the end of the semester across the three teaching methodologies?*

19. What is the appropriate statistical test to answer this research question?

20. Why is this test the most appropriate?

21. What is the Null Hypothesis for the following research question: *Does participation in the study skills workshop lead to a significant improvement in student GPAs from the beginning to the end of the semester?*

22. What is the appropriate statistical test to answer this research question?

23. Why is this test the most appropriate?

24. What is the Alternate Hypothesis for the following research question: *Is there a significant difference in the final exam scores between students learning online and those in traditional classroom settings?*

25. What is the appropriate statistical test to answer this research question?

26. Why is this test the most appropriate?

Part Three: Data Visualisation

Task One

Part of the challenge of data analytics is to clearly convey meaningful information from complex data. You will create a dashboard that combines several data sources and in doing so create data visualisations that show appropriate analytics from the data sources.

You can choose to focus on any number of research questions from the data, clearly stating a compelling narrative for the reader. For Part 3 of the assignment, submit a screenshot of the overall dashboard along with individual screenshots of each component, accompanied by a brief explanation of what each component does. Template will be provided during live sessions.

Data Sources

CSV

World happiness report 2021, 2022, 2023

Online

World populations

https://en.wikipedia.org/wiki/List_of_countries_and_dependencies_by_population

Eu member states

https://en.wikipedia.org/wiki/Member_state_of_the_European_Union

Use all datasets create a dashboard that contains the following.

- Score cards
- Pie and Donut charts
- Line charts
- Bar charts
- Maps

Task two

Explain two UX principles you have followed in your dashboard (300 words). Use references to support your answer.

Task three

Describe one way a data visualisation can be enhanced for accessibility and why it is important (300 words). Use references to support your answer.

Submission format

You will submit all sections of part 3 in a single document. The document should contain your SRN and the title "DAF Part 3".

Cover page
Task one: Screen shots of your dashboard with figure legends for each screenshot explaining what is being shown.
Task two
Task three
Reference List

Formative submission details:

The formative development for this task will take place in the live sessions. You will be working with the assessment data and should come prepared to ask questions and complete tasks.

Criterion % of part 3 mark	0-29% Fail	30-39% Low Fail	40-49%	50-59%	60-69%	70-79%	80-100%
Accessibility 15%	**Inadequate** attainment of intended learning outcomes for the level of study. Answer does not relate to the question	**Limited** information base – suggestion is unsuitable. Limited understanding of accessibility and its ethical dimension.	**Satisfactory** suggestion for enhancement with some evidence of understanding of accessibility and its ethical dimension	**Good** but implicit suggestion for enhancement with some omissions and/or lack of theory of accessibility and its ethical dimension	**Very good** and increasingly explicit suggestion for enhancement that begins to explore and analyse the impact and importance of accessibility.	**Excellent** suggestion for enhancement; explores and explicitly analyses the impact of accessibility, its importance with originality, detail and autonomy.	**Outstanding** suggestion for enhancement, exploring and analysing the impact of accessibility, its importance with considerable originality and autonomy. Demonstrates a sophisticated understanding of the importance of accessibility, integrating complex ideas seamlessly and presenting them clearly and convincingly.
UX principles 15%	**Inadequate** with a lack of any relevant knowledge and understanding of fundamental aspects of UX.	**Significant gaps** in the understanding of the practices related to UX	**Satisfactory** but unclear or precise understanding of the thoughts and practices related to UX indicated.	**Good** introduction to a basic appreciation of UX with some clarity and precision to the thoughts and practices related to UX indicated	**Very good** appreciation of a basic UX with clarity and precision to the thoughts and practices related to the required discipline indicated	**Excellent** appreciation of and explicit links to a UX. Emerging application of thoughts and practices at the forefront of the UX discipline	**Outstanding** with a clear understanding of, and explicit links to, some aspects of a UX. Application of current and emerging thoughts and practices from the UX discipline

Dashboard design 60%	**Inadequate** or incomplete, poorly organised and presented.	**Limited** use of data resources. No attempt at cohesive design	**Satisfactory** use of data resources. General difficulty with design and accuracy in visualisations.	**Good** use of data resources with some cohesion. Some small difficulty with design and accuracy in visualisations.	**Very good** use of data resources and cohesion of visualisations. Some lack of design and accuracy in visualisations.	**Excellent** management of data resources with consistent storytelling. Structured design and mainly accurate visualisations.	**Outstanding** management of data resources complemented by clear storytelling. Structured/ accurate design with precise visualisations . The work displays a superior level of detail and creativity, setting a benchmark for excellence in both the clarity of communication and the innovative use of visual tools.
Referencing 10%	**Inadequate** or nil referencing with numerous errors and omissions.	Very **limited** referencing with numerous errors and omissions	**Satisfactory** references and notes with inconsistencies, errors or omissions	**Good** references and notes but may contain inconsistencies, errors or omissions	**Very good** references and notes with minor or insignificant errors or omissions	**Excellent** with full and appropriate references and notes with minor or insignificant errors.	**Outstanding** with precise, full and appropriate references and notes, displaying excellent synthesis of work along with critical evaluation.

Part Four: SQL

QuickEats Food Delivery manages orders, customers, and delivery addresses. **QuickEats Food Delivery'** data is stored in a SQL database and your role as a data scientist is to analyse the data to uncover trends, evaluate performance, and provide insights that improve QuickEats' service and profitability.

The database consists of a series of tables containing customer's data (e.g., name, address, phone number), menu data, orders data and delivery data. Each customer can have multiple addresses, one of which is the default. The menu consists of items from different categories (e.g., starters, mains, sides, and drinks). Customers place orders, and the contents of these orders are stored along with quantities for each product in the orders table.

TASK 1

Context

During a recent customer support review, it was discovered that some customer records had incorrect contact numbers, mistakenly starting with **"0800"** or **"0845"**, which are often reserved for national helplines or business contact numbers. To avoid miscommunication, you have been tasked with finding all customer records with contact numbers that start with these prefixes.

Task

Write a query to list the **customer's ID**, **first name**, **last name**, and **contact number** for all customers whose contact numbers start with **0800** or **0845**.

TASK 2

Context
The logistics team wants to review order delivery details for tracking and delivery route optimization. They have asked for a list of all orders showing the **order date**, **customer's name**, and the **delivery address** where the order was sent.

Task

Write a query to display the **order date**, **customer name** (first and last name combined as customer_name), and the **house name/number** and **postcode** of the delivery address for each order. Sort the results by **order date** in ascending order.

TASK 3

Context

The marketing team is planning a promotional campaign and wants to focus on the most popular products. You have been asked to generate a list of products, along with the **total number of times each product was ordered**. The list should be sorted from the most to the least popular product.

Task

Write a query to display the **product title** and the **total number of times it was ordered**. Sort the results by the total number of times each product was ordered in descending order.

TASK 4

Context
The customer service team needs to identify customers who have more than one registered address in the system. This is important for flagging potential duplicates or handling complex delivery requirements.

Task

Write a query to find all customers who have more than **1 registered address**. Display the **first name**, **last name**, and **number of addresses** they have registered. Only list customers with more than one address.

TASK 5

Context
The finance team is preparing a customer sales report to identify high-value customers for a loyalty program. You have been asked to provide the **total revenue generated by each customer** from all of their orders.

Task

Write a query to calculate the total revenue for each customer and display the top 3. Display the **customer's full name** (as customer_name) and their **total revenue** from all orders. The results should be sorted by **total revenue** in descending order, showing the most valuable customers first.

Your SQL script should include the build script (supplied on the hub) and your queries, clearly annotated. For each of these questions, you should include a single query in your SQL script to return the desired results. Columns in the results should

be clearly named and you should aim to follow the naming conventions of the database you have been provided with

Formative submission details: The formative development for this task will take place in the live session. You will be working with the assessment data and should come prepared to ask questions and complete tasks.

Summative submission format: You should submit a single .txt file labelled for all the queries with your SRN at the top of the page and the heading "DAF part 4" (No word limit)

Criterion % of part 4	0-29% Fail	30-39% Low Fail	40-49%	50-59%	60-69%	70-79%	80-100%
SQL queries *80%*	**Inadequate** with Significant gaps in the understanding of the practices related to querying data with SQL SQL queries are either invalid or do not produce any of the expected results.	**Limited** with unclear and/or precise understanding of the practices related to querying data with SQL. Some SQL queries have errors or do not produce the expected results, but some are able to achieve basic outcomes.	**Satisfactory** introduction to a basic appreciation of querying data with SQL with some clarity and precision to the practices related to the required discipline indicated All SQL queries are valid and are able to achieve a selection of some basic outcomes with little or unclear annotations.	**Good** knowledge base; Some appreciation of basic querying data with SQL with clarity and precision to the practices related to the required discipline indicated All queries were clear and able to achieve a number of specified outcomes with basic annotations.	**Very good** appreciation of querying data with SQL. Emerging application of practices at the forefront of the discipline All queries were clear and achieved a wide range of specified outcomes with some annotations justifying the approach.	**Excellent** and clear understanding of querying data with SQL. *Application of current and emerging practices from SQL* All queries were clear and achieved all the specified outcomes, with some minor mistakes, and with clear annotations, highlighting different approaches.	Thorough and deep knowledge and understanding of querying data with SQL. *Outstanding and detailed* usage of recent practices from a range of appropriate approaches to querying. All queries were clear and achieved all the specified outcomes, with no mistakes, and with thorough annotations, highlighting and contrasting different approaches.
Ability to adapt writing SQL to meet external style expectation *20%*	**Inadequate** identification of external expectations and no adaptation of own SQL and documentation style.	**Limited** identification of external expectations and some adaptation of own SQL and documentation style accordingly.	**Satisfactory** identification of external expectations and simple adaptation of own SQL and documentation style accordingly.	**Good** identification of external expectations and variable adaptation of own SQL and documentation style accordingly.	**Very good** identification of a range of external expectations and adaptation of own SQL and documentation style accordingly.	**Excellent** identification of a wide range of external expectations and frequent adaptation of own SQL and documentation style accordingly.	**Outstanding** identification of a wide range of external expectations and adaptation of own SQL and documentation style.

BPP Coursework Cover Sheet

Please use the table below as your cover sheet for the 1st page of the submission. The sheet should be before the cover/title page of your submission.

Programme	
Module name	
Schedule Term	
Student Reference Number (SRN)	
Report/Assignment Title	
Date of Submission *(Please attach the confirmation of any extension received)*	

Declaration of Original Work:

I hereby declare that I have read and understood BPP's regulations on plagiarism and that this is my original work, researched, undertaken, completed and submitted in accordance with the requirements of BPP School of Technology.

The word count, excluding contents table, bibliography and appendices, is ___ words.

Student Reference Number: Date:

By submitting this coursework you agree to all rules and regulations of BPP regarding assessments and awards for programmes. **Please note, submission is your declaration you are fit to sit.**

BPP University reserves the right to use all submitted work for educational purposes and may request that work be published for a wider audience.

BPP School of Technology

Generative AI Use Policy

- BPP University recognises the role of **Generative AI (GenAI) tools** such as ChatGPT, Microsoft CoPilot, Bard, and Claude in supporting student learning and productivity. However, the use of these tools must adhere to the following guidelines, and students must follow the specific rules set out in each assessment brief.
- **General Principles:**
  - GenAI tools should not be used to generate content directly for any summative assessments unless explicitly allowed by the assessment brief. Any undeclared use of AI-generated content in summative work may lead to an investigation under **BPP's Academic Misconduct** policies.
  - You are permitted to use GenAI for **research support**, such as analysing public-domain data or papers, or **brainstorming ideas**. However, directly copying and pasting AI-generated content into your assessment without your own critical analysis or adaptation is prohibited.
  - **Do not input any confidential, business-sensitive, or personal data** into any AI tools. This includes any client data, company strategies, or financial information that could breach privacy or confidentiality.
- **Acceptable Uses:**
  - **Paraphrasing or summarising your own work**: You may use GenAI tools to paraphrase or summarise your original written work to refine structure or clarity. This can help with improving readability and fluency, but you must ensure the final content remains your own. *But make sure to adapt outputs back into British English.*
  - **Assignment planning and structuring**: You are allowed to use AI tools to help structure your assignment or outline arguments and critiques. For example, you can ask the AI to provide a framework for your report but should write the content yourself.
  - **Assisting with research**: GenAI tools can help you gather initial information or provide an overview of topics relevant to your assignment. Be cautious about relying solely on these tools for research, as they may not access subscription-only academic databases.
  - **Supporting your coding**: If coding is not an assessed skill in your module, you may use GenAI tools to provide advice on coding structure and syntax. However, you are expected to understand and test the generated code yourself.
- **Unacceptable Uses**:
  - **Submitting AI-generated content as your own**: Any attempt to pass off AI-generated content as your own work in summative assessments, where the use of AI is not explicitly allowed, will be considered **Academic Misconduct**.
  - **Paraphrasing AI-generated content** to disguise its origin: Altering AI outputs to avoid detection and claiming it as your own work is a breach of academic integrity.
  - **Inputting confidential or personal data**: Never input sensitive or confidential information into AI tools, as this could lead to breaches of **BPP's**

        Data Protection and **GDPR** policies.

- **Declaration of AI Use**:
  - If your assessment brief allows the use of AI tools, you must declare any use of Generative AI in your submission. A declaration form will be provided for this purpose.
  - Failure to declare the use of GenAI tools where required may result in your work being flagged for **Potential Academic Misconduct**.
- For more information on acceptable and unacceptable uses of AI in assessments, you are encouraged to consult the **Generative AI Awareness Hub** on the Hub.

General Assessment Guidance

- Late submissions will not be marked unless an approved extension has been granted through the formal extension request process.
- All coursework must be submitted via TurnitIn only.
- Only submissions made via the specified mode will be accepted and hard copies or any other digital form of submissions (like via email or pen drive etc.) will not be accepted.
- Please use English (UK) as your language in the submission.
- **D**o not put your name or contact details anywhere on your submission. You should only put your student registration number (SRN) which will ensure your submission is recognised in the marking process.
- <u>Please ensure your student registration number is on your front cover sheet</u>
- You should include a completed copy of the Assignment Cover sheet. Any submission without this completed Assignment Coversheet may be considered invalid and not marked.

Word count

- Assignments that exceed the word count will have all words over the maximum limit discounted and will not be taken into consideration when assigning a grade.
- There is no 10% allowance above the word count. The limit is the word count as stated in the assignment brief.
- You may submit work that is less than the word count, but you are advised that anything substantially short of the word count is an indication that you haven't completed the full requirements of the task to the depth required for a pass.
- You must specify total word count on the front page of your report.

Not included in the word count	Included in the word count
The cover sheet	Headings and sub-headings
The appendix	Text based tables
Numerical tables	In-text citations
Reference list	In-text citations for diagrams and charts
Text in diagrams	
Contents page	
List of figures	
Executive summary (where required)	

Tables

- Tables should be used appropriately and as a way of categorising and displaying information in an easy to look up format.
- Tables should be appropriately labelled, with a descriptive legend.
- All text-based tables should be created in word and not imported as jpegs or other file types into the document.

- Tables presented in the body of the assignment should not include excessive amounts of text.

Diagrams & Charts
- All charts and diagrams must be labelled correctly. E.g. Figure 1, with a descriptive legend.
- Diagrams and charts can be imported as other file types and embedded into the document or created within word.
- Students misusing charts, diagrams, tables and embedded files to avoid being detected in the word count will be subject to investigation in accordance with the Academic Malpractice procedure.

Referencing
- You are required to use only Harvard Referencing System in your submission. Any content which is already published by other author(s) and is not referenced will be considered as a case of plagiarism.
- The BPP library has created two training videos to support referencing and the use of the software Zotero.
You can access these materials by following this link
https://bpp.libguides.com/technology
- Referencing forms part of the assessment criteria and any referencing not in the Harvard convention will be assessed as inaccurate.
- All content derived from the work of others whether summarised, paraphrased must be referenced correctly using the Harvard Referencing System. This includes diagrams, charts and tables copied from others.
- Footnotes should not be used.
- Anything that is not referenced that is not your original work will be regarded as plagiarism.
- The School of Technology has a strict policy regarding authenticity of assessments. In proven instances of plagiarism or collusion, severe punishment will be imposed on offenders. You are advised to read the rules and regulations regarding plagiarism and collusion in the GARs and MOPP which are available on Hub in the help and support section.

Academic Skills/Report Writing
- This includes the overall structure of the written work, but more than that, it is the ability to synthesise information, present a well-founded and justified argument. The highest marks go to those who critically evaluate and present original ideas. It also includes the form in which the arguments are expressed.
- Unless the assessment specifically asks them to reflect on their own experiences, the default expectation is that academic reports should be written in the third person.
- Arguments should be made from a neutral perspective whenever possible, not based on an individual's opinions.
- The referencing marks are for the use of referencing, not just the accuracy of Harvard style. Every point has an accurate and relevant citation, the grading criteria specifies "accurate" – this would be peer review papers, textbooks and such.
Not blogs, not Wikipedia. References need to be as close to the original source as possible. It may be suitable to use product documentation, if this is included there needs to be an awareness of the bias of the source.

- Academic Skills are relative to the level of study, the module learning outcomes can be used to guide expectations.

 Appendix

- Items in the appendix of themselves do not contribute towards the final grade.
- The appendix is for look up items only to support arguments in the main body of the assignment.
- Appropriate use of an appendix that is well structured and provides relevant supporting documentation will be assessed as part of the presentation and structure criteria within marking guides but the content itself will not be marked.

Submission and Results

- **Please note the following:**
- **Submit your summative submission work in the links on the summative submission page on the Hub. Please double check you are submitting to the correct link.**
- **Please submit your formative submission to the links on the formative submission page on the Hub.**
- If, for any reason, you submit in the wrong link, your submission will not be marked.
- **Ensure that you submit your coursework on time.** In line with University regulations, late submissions will not be marked, you will therefore be awarded zero.
- **Please take note of your Paper ID**. You will need this in any queries about your submission or your mark.
- **Turnitin may take up to 48 hours to calculate similarity.** If you upload a draft file to check similarity, please ensure you do this more than 48 hours before the deadline, so you have time to upload a final copy.
- The coursework logged in the system at the closing time on the due date will be marked – no exceptions.
- You can also use the **Test Link** to check similarity.
- **If you cannot see or cannot access the link you need, please complete an Online Query Form, which can be accessed** here
- **You can access your feedback once results have been posted**. Please go back to the link where you submitted and click the blue pen icon.
- You will be emailed your final results each term, on the date advised to you at the beginning of that term.

Programme specific guidance

- You are required to achieve minimum **40% overall** to **pass** this module