



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

MODULE HANDBOOK

Resourcing and Talent Management

BMHR7010

LEVEL 7

2021-2022

Module Lead: Julie Hayward

Contents

LEARNING AIM(S)	3
LEARNING OUTCOMES	3
INDICATIVE CONTENT.....	3
LEARNING AND TEACHING STRATEGY	4
ASSESSMENT TYPE	5
READING LIST	6
ASSESSMENT BRIEF	8
GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS	12
GENERIC ASSESSMENT CRITERIA	15

LEARNING AIM(S)

A major and fundamental objective of the human resources (HR) function is the mobilisation of a workforce. Organisations can only function if they are able to assemble together teams of people with the necessary skills, attitudes and experience to meet their objectives. A further objective is then to retain effective performers for as long as possible. From time to time it is also necessary to dismiss people from organisations. This module focuses on these activities, focusing not just on the practical aspects of recruitment, selection, employee retention and dismissal, but also on the strategic aspects to equip learners with the knowledge and skills required for resourcing and talent management within a global context. Skills can be sourced by hiring employees, but also through other means such as the employment of agency workers, subcontractors and consultants, or through outsourcing arrangements. To mobilise an effective workforce organisations hire people from employment markets, which obliges them to compete for talent with other employers whenever demand for skills is greater than the available supply. Effective organisations thus develop a strategic approach to the attraction and retention of staff, analysing their key employment markets and gaining an understanding of their dynamics so as to enable them to compete more effectively, both now and in the future. Indeed, planning to enable an organisation to meet its future demand for skills is an increasingly important HR role and is central to this module. As the skills that employers seek become more specialised, employment markets have tightened, leading to increased sophistication in the area of resourcing and talent planning. This is reflected in the increased use of proactive diversity management, employer branding, work–life balance initiatives and innovative approaches to job design, which are covered in this module. The module also requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Analyse and evaluate the major features of national and international employment markets from which organisations source staff and ways in which these markets evolve or change.
- Play a leading role in the development and evaluation of resourcing and talent management strategies, diversity management and flexible working initiatives.
- Manage recruitment, selection and induction activities effectively, efficiently, lawfully and professionally.
- Undertake and evaluate long- and short-term talent planning and succession planning exercises with a view to building long-term organisational performance.
- Gather, analyse and use information on employee turnover as the basis for developing robust staff retention strategies.
- Manage retirement, redundancy and dismissal practices fairly, efficiently and in accordance with the expectations of the law, ethical and professional practice.

INDICATIVE CONTENT

Indicative content is provided for each learning outcome. This is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1. Analyse the major features of national and international employment markets from which organisations source staff and how these markets evolve or change.

Ways in which employment markets vary and the implications for organisations; current and future demand and supply of skills; identifying and assessing the role of employment market competitors; key national and international employment market and demographic trends.

2. Play a leading role in the development and evaluation of resourcing and talent management strategies, diversity management and flexible working initiatives.

Ensuring that the organisation remains competitive in its major employment markets having regard to organisational objectives, resource constraints and the need to enhance flexibility; positioning an organisation in the market; work–life balance initiatives, employer branding exercises, setting terms and conditions, job analysis and design, flexible working; managing skills shortages; managing diversity; ethical working practices.

3. Manage recruitment, selection and induction activities effectively, efficiently, lawfully and professionally.

Critical analysis of the major methods used in recruiting and selecting people in national and international settings; efficient recruitment administration; job advertising, employment agencies, education liaison; reliability and validity of different selection methods; psychometric testing, selection interviewing, assessment centres; design and delivery of timely and effective staff induction.

4. Undertake long- and short-term talent planning and succession planning exercises with a view to building long-term organisational performance.

Reconciling demand for and supply of skills; workforce planning, scenario planning, succession planning; enhancing functional and numerical flexibility; outsourcing, subcontracting and using external consultants.

5. Gather and analyse information on employee turnover as the basis for developing robust staff retention strategies.

Measuring, recording and analysing turnover data, diagnosing the principal drivers of unwanted turnover; developing, operationalising and evaluating actions aimed at increasing employee retention.

6. Manage retirement, redundancy and dismissal practices fairly, efficiently and in accordance with the expectations of the law, ethical and professional practice.

Understanding of how to manage the release of employees efficiently, ethically and lawfully; professional practice in disciplinary procedure, redundancy selection and severance compensation; pre-retirement planning and training; phased retirement; legal restraints and rights.

LEARNING AND TEACHING STRATEGY

The teaching and learning strategy for this module will focus on research and practical application of theoretical models and concepts to workplace scenarios. The use of case study will be the main means of teaching and learning to ensure students achievement of the learning outcomes. Students will be encouraged to take significant responsibility for their own learning in and out of the classroom.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	33%
Independent learning	100	67%
Placement learning	0	0
TOTAL	150	100%

ASSESSMENT TYPE

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	4500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	BMHR7010	
Module Title	Resourcing & Talent Management	
Classification	Reading List entry	Electronic*
Essential	TAYLOR, S. (2018) <i>Resourcing and talent management</i> . 7th ed. London: Chartered Institute of Personnel and Development	☐
Further	ALLEN, D. and BRYANT, P. (2012) <i>Managing employee turnover: myths to dispel and strategies for effective management</i> . New York: Business Expert Press.	☐ x
Further	ARMSTRONG, M. (2017) <i>Armstrong's handbook of human resource management practice</i> . 14th ed. London: Kogan Page.	☐
Further	BACH, S. and EDWARDS, M.R. (eds.) (2013) <i>Managing human resources</i> . 5th ed. Chichester: Wiley.	☐
Further	BREWSTER C., SPARROW, P. and VERNON, G. (2011) <i>International human resource management</i> . 3rd ed. London: Chartered Institute of Personnel and Development. (Chapters 7 and 8).	☐
Further	CHAMORRO-PREMUZIC, T. and FURNHAM, A. (2010) <i>The psychology of personnel selection</i> . Cambridge: Cambridge University Press.	☐
Further	CLAYDON, T. and THOMPSON, A. Recruitment and selection. In: BEARDWELL, J. and CLAYDON, T. (eds.) (2010) <i>Human resource management: a contemporary approach</i> . 6th ed. Harlow: Pearson Education.	☐
Further	COOK, M. (2009) <i>Personnel selection: adding value through people</i> . 5th ed. Chichester: Wiley.	☐
Further	COOPER, D., ROBERTSON, I.T. and TINLINE, G. (2003) <i>Recruitment and selection: a framework for success</i> . Rev. ed. London: Thomson Learning.	☐
Further	EDENBOROUGH, R. (2005) <i>Assessment methods in recruitment, selection and performance: a manager's guide to psychometric testing, interviews and selection</i> . London: Kogan Page.	☐
Further	GARRISON-JENN, N. (2007) <i>Headhunters and how to use them: a guide for organisations and individuals</i> . London: Profile Books.	☐
Further	HOM, P.W. and GRIFFETH, R.W. (1994) <i>Employee turnover</i> . Cincinnati, OH: South Western College Publishing	☐
Further	ILES, P. Employee resourcing and talent management. In: STOREY, J. (ed.) (2009) <i>Human resource management: a critical text</i> . 3rd ed. London: Thomson Learning.	☐
Further	LAROCHE, L. and RUTHERFORD, D. (2007) <i>Recruiting, retaining and promoting culturally different employees</i> . Oxford: Butterworth Heinemann.	☐

Further	MAERTZ, C. P. and CAMPION, M. A. 25 years of voluntary turnover research: a review and critique. In: ROBERTSON, I. T. and COOPER, C.L. (eds.) (2001) <i>Personnel psychology and human resource management: a reader for students and practitioners</i> . Chichester: Wiley.	☐
Further	PILBEAM, S. and CORBRIDGE, M. (2010) <i>People resourcing and talent management: HRM in practice</i> . 4th ed. Harlow: Financial Times / Prentice Hall.	☐
Further	POVAH, N. and THORNTON, G.C. (eds.) (2011) <i>Assessment centres and global talent management</i> . Farnham: Gower.	☐
Further	ROBERTS, G. (2005) <i>Recruitment and selection</i> . 2nd ed. London: Chartered Institute of Personnel and Development.	☐
Further	SEARLE, R. H. (2003) <i>Selection and recruitment: a critical text</i> . Basingstoke: Palgrave Macmillan.	☐
Further	SPARROW, P. (2006) <i>International recruitment, selection and assessment</i> . London: Chartered Institute of Personnel and Development.	☐
Further	TOPLIS, J., DULEWICZ, V. and FLETCHER, C. (2005) <i>Psychological testing: a manager's guide</i> . 4th ed. London: Chartered Institute of Personnel and Development.	☐
Further	WOODRUFFE, C. (2007) <i>Development and assessment centres: identifying and developing competence</i> . 4th ed. London: Human Assets.	☐
Further	Human Resource Management Journal Available at:	☒
Further	International Journal of Human Resource Management	☒
Further	International Journal of Selection and Assessment	☐
Further	People Management	☒
Further	Personnel Review	☐
Further	Work, Employment and Society	☐
Further	CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2013) <i>Resourcing and talent planning: annual survey report 2016 [online]</i> . Survey report. London: Chartered Institute of Personnel and Development. Available at:	☒
Further	www.cipd.co.uk Website of the Chartered Institute of Personnel and Development (CIPD)	☒

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MA/PGDip HRM		
Module:	Resourcing and Talent Management		
Module code:	BMHR7010	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Julie Hayward	Internal Verifier:	Julie Thomas
Assignment Title:	The New Talent Economy	Word count (or equivalent):	4500 words
Submission deadline:	6 th February 2022	Return date of provisional marks & written feedback:	4 th March 2022
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or 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 mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
• Analyse and evaluate the major features of national and international employment markets from which organisations source staff and ways in which these markets evolve or change. • Play a leading role in the development and evaluation of resourcing and talent management strategies, diversity management and flexible working initiatives. • Manage recruitment, selection and induction activities effectively, efficiently, lawfully and professionally. • Undertake and evaluate long- and short-term talent planning and succession planning exercises with a view to building long-term organisational performance. • Gather, analyse and use information on employee turnover as the basis for developing robust staff retention strategies. • Manage retirement, redundancy and dismissal practices fairly, efficiently and in accordance with the expectations of the law, ethical and professional practice.

TASK DESCRIPTION

Extracted from the CIPD Resourcing and Talent Planning Survey 2020. You can read the full report here: https://www.cipd.co.uk/Images/resourcing-and-talent-planning-2020_tcm18-85530.pdf

In their most recent survey of their members, the CIPD identify some key challenges for talent management as we begin to emerge from this unprecedented period.

1. A challenging climate

With ongoing uncertainty about the continued impact of COVID-19, organisations need to ensure they have the skills required for new ways of working and the agility to keep business-critical operations running through employee shortages or reductions. As we face up to another recession, many organisations will need to manage or reduce workforce costs while ensuring they nurture and retain the talent required to negotiate and recover from the downturn.

2. Broadening the pool of potential candidates

It is positive that organisations are taking a more flexible approach to recruitment and taking steps to recruit a more diverse range of candidates through their recruitment processes and skills initiatives. Nevertheless, our findings suggest that most could improve the inclusivity of their recruitment processes through a more comprehensive approach that includes measures to eliminate bias and organisations could be more progressive, with less than a quarter operating policy that go beyond basic legislative requirements on protected characteristics.

3. Increasing use of technology in the recruitment process

While more organisations are turning to technology to attract candidates and facilitate the recruitment process, our findings show that the extent to which they use the range of technologies available varies, as does its results. It's very important that tech recruitment solutions are tested and deployed to ensure they're not disadvantaging candidates and that they're accessible. While technology itself is not a fix-all, the considered application of appropriate technologies can be hugely beneficial and cost-effective in improving recruitment processes, candidate experience and the quality of hires.

4. A stronger focus on developing skills in-house

Developing talent in-house enables organisations to tailor programmes to meet their specific skill requirements, decrease their reliance on the external labour market and reduce recruitment and retention costs. In times of crisis, learning and development activities are often hard hit, precisely when the ability to adapt, learn and improve is particularly imperative.

5. How strategic are organisations in their approach to talent management?

Organisations need to develop a thorough understanding of their existing talent profile and their current and future requirements. Collecting and evaluating data, and strengthening approaches based on the insights gained, is critical to maximise the effectiveness and efficiency of resourcing strategies. With the economic downturn intensifying pressure on resources, organisations will face increased impetus to ensure their investments deliver, not just in terms of cost per hire but also in terms of performance and retention.

The Task

Write a 4500-word business report relating to your organisation, or an organisation you are familiar with, that addresses one of the above challenges and includes:

- An evaluation of the external and internal factors affecting talent management in the organisation, including attraction, recruitment, development and retention.
- A critical analysis of the HR systems, processes and practices in the organisation, to determine if they are capable of meeting the challenges of the future of work.
- Recommendations for how the organisation can improve their talent management approach to account for changes in the way people view work/jobs.

Your report should contain the following:

- Title page that contains your name and student ID
- An executive summary
- A contents page
- An Introduction
- A review of literature and its application to the chosen organisation
- A conclusion
- Recommendations
- A reference list

GUIDANCE FOR Students IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: You should refer to at **least 10** such sources for every 1000 words within the discussion. These should include text book and articles from the module reading list and Moodle resources, current news items and benchmark organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *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 that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: Your work should evidence knowledge and understanding of the challenges affecting a breadth of talent management activity within an organisation and how they can respond to ensure they can compete effectively for talent.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: All claims should be adequately justified with reference to evidence from relevant and credible sources.

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment: There should be evidence of application of theoretical principles and models to real-world examples. Recommendations should demonstrate creativity but be viable and costed.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: This assignment should be:

- Writing: Written in **UK** English in an appropriate business/academic style using Microsoft Word
- Focus: Focus only on the tasks set in the assignment.
- Length: 4,500 words +/- 10% (Marks will be taken off for skills for professional practice where the word count is outside of this)
- Formatting: Typed on A4 paper in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
- Document format: Business report, with a clear title page, course, and name or ID number on a cover sheet and including a reference list using Harvard referencing throughout.

Additional Information

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The module handbook & reading list
- UWTSD References Guide <https://www.uwtsd.ac.uk/library/infoskills/referencing-guides/>
- The below assessment criteria

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		20
2. Knowledge and Understanding Skills		25
3. Cognitive and Intellectual Skills		25
4. Practical Application Skills		20
5. Transferable Skills for Life and Professional Practice		10

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual	Major gaps in knowledge and understanding of the subject matter is not	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the concepts	Knowledge is accurate and reasonably detailed. A systematic	Knowledge has a well-defined focus, which is reasonably extensive,	Excellent mastery of a complex and specialised area of knowledge. A	Exceptional mastery of a complex and specialised area of knowledge.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
	use of credible evidence.	unsubstantiated opinions. Ideas sometimes illogical and contradictory.	support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	(that may be incomplete)	incomplete information and make strong, persuasive, arguments and sophisticated judgements.	investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
		complex and unpredictable contexts.	solutions without fully appreciating the complexity of unpredictable contexts.	unpredictable contexts, with elements of originality.		techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment,	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional,	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
		professional, postgraduate employment.	with some areas of minor weakness.	some of minor weakness.		postgraduate employment skills and a strong appetite for further development.	development.

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