Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Certificate of Higher Education in Employability Skills LEVEL 4

Problem Solving and Innovation (BMSW4014)

Module Lead : Jaliya de Silva
Email: j.de-silva@uwtsd.ac.uk

2025-2026

AIM(S)

- To develop the concept of creativity and innovation to establish a holistic understanding of the working environment toward combating problems, and the development of resilient solutions.

LEARNING OUTCOMES

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

- Identify and evaluate contemporary issues and their impact on today's environment;
- Gather and interpret information to understand a problem.
- Demonstrate understanding of approaches to innovation to generate solutions;
- Evaluate options to make a decision.

INDICATIVE CONTENT

- The role and impact of socio-economic factors on performance, through the theoretical and practical application of Micro, through Macro and Mega Environmental analysis.
- How creativity and out-of-the-box thinking can be used to generate innovative approaches to problem-solving through theoretical and practical application.
- Using theory and analysis to develop a deeper understanding of information to build strategic approaches in theory and practice.
- The process of innovation and environmental analysis to overcome risk and add value within an organisational context.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 ***(Tick one)***

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Group Presentation with supporting notes	10 minutes with 500 words supplementary notes	50%

Assessment Component 2 ***(Tick one)***

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assessment	1500 words or equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMSW4014**	
Module Title	**Problem Solving and Innovation**	
Classification	**Reading List entry**	**Electronic***
Essential	Adair, J.E. (2019) *Decision making and problem solving : break through barriers and banish uncertainty at work* . Fourth edition. London :, KoganPage.	☒
Essential	CIPD (2024) PESTLE analysis. Available at: PESTLE analysis | CIPD	☒
Essential	Proctor, T. (2019) *Creative problem solving for managers : developing skills for decision making and innovation* . Fifth edition. New York : Routledge.	☒
Further	Marmol, T. del (2015) *PESTLE analysis* . Namur: Lemaitre Publishing.	☒
Further	Madecraft (2021) Conducting a SWOT Analysis. J. Belfiore (ed.). Conducting a SWOT Analysis.	☒
Further	Hallo, L. (2022) Holistic view of intuition and analysis in leadership decision-making and problem-solving. *Administrative sciences*. 12 (1), 1–25. doi:10.3390/admsci12010004	☒
Further	Helms, M.M. & Nixon, J. (2010) Exploring SWOT analysis - where are we now?: A review of academic research from the last decade. Journal of strategy and management. 3 (3), 215-. doi:10.1108/17554251011064837.	☒
Further	Keough, P.D. (2019) Ethical problem-solving and decision-making for positive and conclusive outcomes . Hershey, Pennsylvania :, IGI Global. doi:10.4018/978-1-5225-7582-5.	☒
Further	Marchau, V.A.W.J. (2019) Decision Making under Deep Uncertainty [electronic resource] : From Theory to Practice . 1st ed. 2019. Cham; Cham :, Springer Nature; Springer International Publishing ; Imprint Springer. doi:10.1007/978-3-030-05252-2.	☒

Week Commencing	Week	Lecture content – main themes to be covered	Supporting material	Assignment Deadline(s)
22/09/25	0	Induction		
30/09/25	1	An introduction to module - Learning Outcomes and Module Handbook. Expectations session. What is problem solving? IDEAL model.	Module Handbook PowerPoint slides Mind map activity	
07/10/25	2	Cause and effect. Problem solving models continued. De Bono's 6 thinking hats.	Video links for the 5 whys and creating cause and effect diagrams. Templates for the tools taught. Article by Gangidi (2019).	
14/10/25	3	Identifying problems and analysing an organisation through the use of SWOT	Video link 'How to Complete a SWOT Analysis'.	

		(Strengths, Weaknesses, Opportunities, Threats).	SWOT in class activity. SWOT templates. CIPD video link focussing on SWOT.	
21/10/25	4	Decision making and business recommendations.	Rational decision making model. Unconscious emotional influences on decision making. Decision making matrix. CIPD - How to write a business report	
28/10/25	5	**Reading Week**		
11/11/25	6	Recap of topics so far and presentation practice. Harvard referencing guidance.	Group practice in own time depending on student availability.	PowerPoint presentation and supporting notes final submission 14/11/25
18/11/25	7	Presentations		

02/12/25	8	PESTLE analysis and macro environments, stakeholder analysis	CIPD - PESTLE analysis Stakeholder analysis activity. Stakeholder mapping.	Final report submission 06/12/25
09/12/25	9	Creativity and innovation	Innovation matrix. Group Activities	

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Certificate of Higher Education in Employability Skills**		
Module:	**Problem Solving and Innovation**		
Module code:	**BMSW4014**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Jaliya de Silva**	**Internal Verifier:**	**Rhiannon Akers**
Assignment Title:	**Greenwashing in the Automobile industry**	**Word count (or equivalent):**	**10-minute group presentation with 500 word individual supporting document.**
Submission deadline:	**14th November 2025 at 23:59** (Draft deadline: 6th November 2025 at 17:59)	**Return date of provisional marks & written feedback:**	**12th December 2025 at 23:59**
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:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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)
Upon the successful completion of this module, the student should be able to: • Identify and evaluate contemporary issues and their impact on today's environment. • Gather and interpret information to understand a problem. • Demonstrate understanding of approaches to innovation to generate solutions. • Evaluate options to make a decision.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes **No x**
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes **No x**
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes **No x**
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes **No x**
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes **No x**
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes **No x**
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	**Yes x** No

Title: Greenwashing in the Automobile Industry – A Root Cause Analysis (RCA)
The following articles highlight the growing concerns about greenwashing practices in the automobile industry:

- *Volkswagen's "Dieselgate" scandal continues to shape debates on greenwashing in the auto sector* (Kell, 2022)

- Through the Smokescreen of the Dieselgate Disclosure: Neutralizing the Impacts of a Major Sustainability Scandal (Boiral et al., 2022)

- *Green claims under scrutiny: how carmakers mislead consumers on emissions and sustainability* –(Syal, 2025)

- Different shades of green deception. Greenwashing's adverse effects on corporate image and credibility (Koch and Denner, 2025)

Within your designated group (3–5 students), you are required to complete a root cause analysis (RCA). Following this, you should design and deliver a group PowerPoint presentation outlining the findings of your RCA. The presentation should last 10 minutes, and each member of the group is required to present for a minimum of 2 minutes. Each group member is also required to submit 500 words of individual speaker notes to support their section of the presentation.
The presentation should include the following:

- **An introduction to the topic.**
- **A summary of the impact of the current situation** – You could choose to focus on a specific automobile company as an example.
- **A root cause analysis (RCA) to examine the causes of greenwashing** – What key factors have influenced the rise of greenwashing in the automobile industry?
- **Conclusion** – What can you conclude from your analysis?

The speaker notes should include information to support the content of your slides. For example, you may have bullet points on your slides and provide the detail within your speaker notes.

Your work should be referenced accordingly, by both providing in-text citations and a reference list containing a minimum of 5 references for your speaker notes. This should follow UWTSD Harvard Referencing Guide which can be located on Moodle.

The presentations will take place during the week commencing **18th November 2025**. All members of the group are required to take part in the presentation.

Please nominate one group member to email your PowerPoint slides to your lecturer and each student should submit their 500 words of individual speaker notes to Turnitin by **14th November 2025** at **23:59**.

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 provide evidence that you have accessed an appropriate *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 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 include at least 5 references within your individual speaker notes. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided at the end of your slides using Harvard referencing conventions.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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 concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should demonstrate your understanding of the current underlying issues and what has led to the rise of greenwashing practices within the UK automobile industry. You should apply relevant theories taught in the module and show your understanding of conducting a root cause analysis. You need to use the correct terminology throughout both your presentation and written form.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You should demonstrate your ability to complete a root cause analysis by utilising relevant tools from the module. You are required to support with relevant literature.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas 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 artefacts. 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 based on stated criteria.

Guidance specific to this assessment: *You should demonstrate your ability to analyse the cause of a problem and make a relevant conclusion from the findings.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; 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: *You should demonstrate good communication skills both verbally and written. You are required to play an active role within your group. You must abide by the following Microsoft Settings for your speaker notes; Arial font, size 12, 1.5 line spacing and the text should be justified.*

Please note:
Up to 10% above the word limit – No deduction off final mark
Between 10% and 25% above the word limit – Deduction of 5 marks off final mark
Between 25% and 50% above the word limit – Deduction of 10 marks off final mark
50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes. (iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

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		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	25	

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 (40% Max)		
	Over 1 week late (0%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Certificate of Higher Education in Employability Skills**		
Module:	**Problem Solving and Innovation**		
Module code:	**BMSW4014**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Jaliya de Silva**	**Internal Verifier:**	**Rhiannon Akers**
Assignment Title:	**Understanding the Business Environment of the UK EV Industry**	**Word count (or equivalent):**	**1,500 words**
Submission deadline:	**5th December 2025 at 23:59** (Draft deadline: 05th December 2025 at 17:59) 30N	**Return date of provisional marks & written feedback:**	**03rd January 2026 at 23:59**
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:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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)
Upon the successful completion of this module, the student should be able to: • Identify and evaluate contemporary issues and their impact on today's environment. • Gather and interpret information to understand a problem. • Demonstrate understanding of approaches to innovation to generate solutions. • Evaluate options to make a decision.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes **No x**
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes **No x**
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes **No x**
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes **No x**
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes **No x**
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes **No x**
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	**Yes x** No

Title: - **A Critical Analysis of External Factors Influencing the UK Electric Vehicle Industry**

Assignment Brief:

You are required to produce a 1,500-word report critically analysing the current external factors influencing the UK electric vehicle (EV) industry. Your report should begin with an introduction that outlines the present situation of the sector, including its growth, opportunities, innovation, and challenges, and clearly set out the purpose and scope of your discussion.

In the findings section, you should apply theoretical tools such as PESTLE and SWOT to identify and evaluate the external factors shaping the UK EV industry. You should also consider how innovation in areas such as technology and infrastructure is influencing the sector, using relevant theory, policies, and real-world examples.

The report should then provide a conclusion summarising the key issues identified, followed by at least two realistic and specific recommendations for UK EV companies on how they can respond effectively to these external pressures. These recommendations should highlight how innovation can support competitiveness, sustainability, and resilience in the face of industry challenges.

A contents page and a full reference list, formatted according to the UWTSD Harvard Referencing Guide, must also be included (neither will count towards the word total). You are expected to cite a minimum of 15 academic and industry sources to support your work.

Please upload your **Word document** to Turnitin by **05th December 2025 at 23:59**

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 provide evidence that you have accessed an appropriate *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 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: *Your report should include reference to at least 15 relevant and credible sources.*

2. **Knowledge and Understanding Skills**

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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 concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should refer to the learning from the relevant units in the module. Your report should demonstrate knowledge of relevant concepts, theories, including PESTLE analysis and other relevant models. You should utilise the analytical skills and problem-solving methods taught throughout the module.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to demonstrate the capacity to critically analyse key concepts, to balance different perspectives and weigh-up the evidence. You should support your findings with relevant literature.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas 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 artefacts. 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 based on stated criteria.

Guidance specific to this assessment: *You need to show you can apply PESTLE analysis. You should demonstrate your ability to make suitable innovative recommendations, taking into consideration the possible impact and cost implications.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; 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: *You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified. You are expected to use UK English and the full range of transferable skills which are introduced and expanded upon across the module.*

Please note:

Up to 10% above the word limit – No deduction off final mark
Between 10% and 25% above the word limit – Deduction of 5 marks off final mark
Between 25% and 50% above the word limit – Deduction of 10 marks off final mark
50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work

may not include the necessary information required for the assessment to meet the stated learning outcomes.
(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

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		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
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 (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	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. 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 limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and

	approaches to problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	different approaches to problem-solving in particular contexts and proposes appropriate solutions.	different approaches to problem-solving in particular contexts and proposes appropriate solutions.	formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH