



PRIFYSGOL CYMRU

Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

SWANSEA - ABERTAWE

MODULE HANDBOOK

People and Organisations

BMBM4006 / BMBM4006D

BA (Hons) Business Management

LEVEL 4

SCHOOL OF BUSINESS

Semester 1 – 2025-2026

Module Code	BMBM4006 / BMBM4006D
Title	People and Organisations
Date	07/06/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop knowledge and understanding of how organisational performance influences sustainability and competitive advantage, through better understanding of human behaviour and the effective engagement of people

LEARNING OUTCOMES

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

- coherently analyse the relationship between structure, culture, people and organisational performance;
- identify and understand ways in which organisations can encourage cooperative, collaborative and creative ways of working with a variety of stakeholder groups;
- evaluate different approaches to engaging employees, through understanding of the factors that affect differences in behaviour of individuals and group.

INDICATIVE CONTENT

- An assessment of the general principles of organisation design, structure and culture and how these impact competitive edge.
- Psychological theories and explanatory frameworks of individual behaviour, relating to:
 - Personality
 - Perception
 - Motivation
 - Emotional intelligence
- A focus on working collaboratively, both internally and with external stakeholders, across a range of cultures.
- An understanding of work groups and teams.
- How organisations can behave responsibly and ethically in relation to social, cultural, economic and environmental issues.
- How leadership and management impacts on engagement of employees, with a focus on leadership behaviours required to be effective in volatile, uncertain, complex and ambiguous business environments.

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
Essay	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting materials	3 minutes per person plus no more than 750 words per person	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMBM4006 / BMBM4006D	
Module Title	People and Organisations	
Classification	Reading List entry	Electronic*
Essential	Mullins, L. J. (2019). <i>Organisational Behaviour in the Workplace</i> . Harlow: Pearson Education Limited.	☒
Essential	Harvard Business Review	☒
Essential	Journal of Organisational Behaviour	☒
Essential	www.ted.com	☒
Further	Armstrong, M. (2021). <i>Armstrong's Handbook of Learning and Development</i> , London: Kogan Page.	☐
Further	Buchanan, D. A., & Huczynski, A. A. (2019). <i>Organisational Behaviour</i> (10 th edn). Harlow: Pearson Higher Ed.	☐
Further	Grey, C. (2021). <i>A very short, fairly interesting and reasonably cheap book about studying organizations</i> (5 th Edition). London: Sage.	☐
Further	Moran, R. T., Abramson, N. R., & Moran, S. V. (2017). <i>Managing Cultural Differences</i> (10 th edn). Abingdon: Routledge.	☐
Further	Varney S, (2021) <i>Leadership in Complexity and Change</i> , Gruyter, Berlin	☐
Further	Robbins, S. P. (2021). <i>Essential of Organizational Behaviour</i> (15 th edition.). Boston: Pearson.	☐
Further	www.cipd.co.uk/hr-resources	☒
Further	www.managers.org.uk	☒

Module Code	BMBM4006 / BMBM4006D	
Module Title	People and Organisations	
Classification	Reading List entry	Electronic*
Further	www.bbc.co.uk/news/business	☒
Further	www.bestcompanies.co.uk	☒
Further	www.economist.com	☒

Students will also be directed to use academic databases such as Business Source Complete and Marketline

Indicative Module Content

Week 1	Introduction to the module and Organisational Behaviour
Week 2	The rationality of management
Week 3	Organisational structures
Week 4	Motivation
Week 5	Research Week (Please see moodle for Instruction)
Week 6	Teamworking
Week 7	Organisational Culture
Week 8	Communications & Managing Change
Week 9	Leadership & Assignment Workshop
Week 10	Ethical Organisation
Week 11	Perception & Emotional Intelligence
Week 12	Group Presentations

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Business Management		
Module:	People and Organisations		
Module code:	BMMB4006	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Robyn Griffiths	Internal Verifier:	James Moore
Assignment Title:	Assignment 1 Essay; StitchCo - or OTHER	Word count (or equivalent):	1500
Submission deadline:	7 TH November 2025	Return date of provisional marks & written feedback:	7 th December 2025
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 will be able to: • coherently analyse the relationship between structure, culture, people and organisational performance; • identify and understand ways in which organisations can encourage cooperative, collaborative and creative ways of working with a variety of stakeholder groups; • evaluate different approaches to engaging employees, through understanding of the factors that affect differences in behaviour of individuals and group.

TASK DESCRIPTION

Essay 1500 words

Case study

StitchCo Case Study: Introduction of Technology

StitchCo, a family-owned garment manufacturer for a major high street retailer, with a strong traditional culture and clear division of labour: the senior management gave instruction, managers planned the work, and employees executed it. Employees were paid based on a piecework system, meaning their earnings depended on the number of pieces they produced. Each employee aimed to maximise their output while meeting the quality standards required by the customer.

Facing a financial crisis six months ago, StitchCo had to change manufacturing functions. To adapt to the volatile, uncertain, complex and ambiguous industry, senior managers decided to introduce advanced technology on the shop floor, believing it would create a more productive, flexible and cost-effective work environment and improve organisational performance and product output.

Changes in Working Practices

- **Automation:** Introduction of automated machinery to assist in garment production, reducing manual labour.
- **A change in management style :** A transition from Hierarchical to Distributed Leadership, team members at various levels are empowered to take the initiative and lead projects.
- **Skill Development:** Employees were trained to operate new technology and maintain machinery.
- **Performance Metrics:** Use of data analytics to monitor employee performance and identify areas for improvement.

The changes were introduced after brief consultation with Trade Union representatives and the employees. However, as this was a relatively new concept at that time, a lot of the issues to do with working in this way were not anticipated. A number of problems subsequently arose:

- **Insufficient Training:** Many employees felt they were not adequately trained to use the new technology, making it difficult for them to adjust.
- **Job Security Concerns:** Some employees were worried that automation might lead to job losses.
- **Technical Issues:** Initial technical glitches and malfunctions caused delays and frustration among employees.
- **Communication Gaps:** There was a lack of effective communication between managers and employees, with little feedback on how well the new systems were working.
- **Resistance to Change:** Many employees preferred the old manual system and threatened to leave if the new technology was not rolled back. This led to poor attendance and reduced output.
- **Inter-Group Rivalry:** High levels of rivalry and disputes within teams due to the introduction of new pay-related targets were not effectively managed, and the Production Manager did not intervene, expecting teams to resolve issues themselves.

Conclusion

The introduction of advanced technology at StitchCo has faced significant challenges due to inadequate training, job security concerns, technical issues, poor communication, and resistance to change. Addressing these issues is crucial to improving employee morale, productivity, and overall company performance.

Question

Drawing on the key issues raised in the case study, write a 1500 word essay that considers how StitchCo can better prepare employees for change. Critically analyse the impact of change, cultural transformation, the importance of communication, leadership styles and their impact on organisational performance.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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 ☐
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 ☒
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 ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
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 ☐ No ☒

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:

Harvard referencing standard should be applied. Reference to a minimum of 15 credible, relevant and current sources is required to pass this assessment. At least a third of these sources should be dated from the last 6 months.

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 knowledge and understanding of the concepts of structure, culture and teamworking and collaboration between stakeholders, referring to appropriate models introduced in the module content. Knowledge of the application of these models in organisational settings should also be demonstrated.*

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: *All arguments should be underpinned with reference to appropriate evidence from your research. It is not sufficient to describe the theory or what the organisations are doing you must also analyse how their response has attributed to an increase/decrease in performance. It should also be clear that you recognise how the different concepts are interlinked*

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: Module concepts must be applied to appropriate organisational examples.

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:

- 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: 1500 words +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).
- 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: Essay
- Use Grammarly to check spelling and grammar before submission.

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	25	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	15	
5. Transferable Skills for Life and Professional Practice	15	

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:	BA (Hons) Business Management		
Module:	People and Organisations		
Module code:	BMMB4006	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Robyn Griffiths	Internal Verifier:	James Moore
Assignment Title:	Assignment 2 Group Presentation	Word count (or equivalent):	3 minute presentation + wordcount 750
Submission deadline:	8 th December 2025	Return date of provisional marks & written feedback:	22 nd January 2026
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 will be able to: • coherently analyse the relationship between structure, culture, people and organisational performance; • identify and understand ways in which organisations can encourage cooperative, collaborative and creative ways of working with a variety of stakeholder groups; • evaluate different approaches to engaging employees, through understanding of the factors that affect differences in behaviour of individuals and group.

TASK DESCRIPTION

50%

Group Presentation (groups of 3-4) – 3 minutes per student

A) You have also been asked to prepare a presentation which will be given to senior management [based on case study in assignment 1 outlined above] with the aim of providing a useful insight into the current situation and suggest what, if anything can be implemented to resolve issues outlined and improve organisation performance.

- Prepare a group presentation in PowerPoint, that will last no longer than 3 minutes per student to include the following aspects;
 - The current situation at the StitchCo and the current relationship between structure, culture, people and organisational performance
 - The importance of effective leadership in determining employee and organisational performance and whether there is adequate leadership to manage teams effectively at StitchCo.
 - Offer suggestions/recommendations of what strategies that the organisation could/should implement to improve the situation by encouraging employees engagement through cooperative, collaborative and creative ways of working with a variety of stakeholder groups.

B) Each student to prepare 750 word well-researched and well-referenced supporting narrative to elaborate on your key points outlined in the presentation. This will be presented in a group report.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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 ☐
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 ☒
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 ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
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 ☐ No ☒

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

6. 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:

Harvard referencing standard should be applied. Each student should make reference to a minimum of 6 credible, relevant and current sources is required to pass this assessment. At least a third of these sources should be dated from the last 6 months.

7. 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 knowledge and understanding of the concepts of structure, culture and teamworking and collaboration between stakeholders, referring to appropriate models introduced in the module content. Knowledge of the application of these models in organisational settings should also be demonstrated within the presentation and supporting narrative.*

8. 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: *All arguments should be underpinned with reference to appropriate evidence from your research. It is not sufficient to describe the theory or what the organisations are doing you must also analyse how their response has attributed to an increase/decrease in performance. It should also be clear that you recognise how the different concepts are interlinked*

9. 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: *Module concepts must be applied to appropriate organisational examples.*

10. 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:

- No more than 5 slides per student.
- Writing: Written in **UK** English in an appropriate business/academic style report format using Microsoft Word / PowerPoint.
- Focus: Focus only on the tasks set in the assignment.
- Presentation narrative Length: 750 words +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).
- Narrative 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.
- Check, formatting spelling and grammar before submission.

EACH Student upload to Turnitin one document each.

To comprise of –

- Title Page with names
- Contents page
- Full Group Presentation, each student label their slides
- Group Report - Accompanying narrative/script Each student label their section.
- Reference list

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	15	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	15	
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%)		

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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and 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	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	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.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		exercise of some personal responsibility.	of minor weakness.				

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH