

### Success criteria for Task 3 – Written report

| Criterion                                                                                                                                                                                                                                                                                                                                                                                                                      | Grade/score        |    | Success Criteria                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |    |                                                                                                                                                                                                                                                                                                                                                  |
| <b>1. Engagement with literature skills (10)</b> <ul style="list-style-type: none"><li>Students need to provide evidence that they have accessed an appropriate range of sources to complete their work.</li><li>Students need to find and utilise a minimum of <b>5</b> credible and reliable references both in-text and in the reference list at the end of the report using the UWTSD Harvard referencing style.</li></ul> | <b>Exceptional</b> | 8+ | Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | Distinction        | 7  | Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Merit</b>       | 6  | 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.                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | Good Pass          | 5  | Engagement with an appropriate range of literature, including sources retrieved independently. Referencing may show minor inaccuracies or inconsistencies. Please use the UWTSD <a href="#">Cite them Right tool</a> to help you or <a href="#">arrange a meeting</a> with the academic liaison librarians.                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Pass</b>        | 4  | Limited engagement with a range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently. Please use the UWTSD <a href="#">Cite them Right tool</a> to help you or <a href="#">arrange a meeting</a> with the academic liaison librarians. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | Marginal Fail      | 3  | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Inconsistent and weak use of referencing. Please use the UWTSD <a href="#">Cite them Right tool</a> to help you or <a href="#">arrange a meeting</a> with the academic liaison librarians.        |

|                                                                                                                                                                                                                                                                                                                                                                                                            |                    |     |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Fail</b>        | 2   | Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported. Referencing conventions used incoherently or largely absent. Please use the UWTSD <a href="#">Cite them Right tool</a> to help you or <a href="#">arrange a meeting</a> with the academic liaison librarians.                   |
|                                                                                                                                                                                                                                                                                                                                                                                                            |                    |     |                                                                                                                                                                                                                                                                                                                                                   |
| <b>2. Knowledge and Understanding (20)</b> <ul style="list-style-type: none"> <li>Students need to demonstrate knowledge and understanding of a selected role, including its responsibilities and duties.</li> <li>Students need to demonstrate an appreciation of the skills required to carry out the role and strategies to improve them, providing support and examples, where appropriate.</li> </ul> | <b>Exceptional</b> | 16+ | Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. Extensive exploration of the chosen role and exceptional understanding of the skills needed to perform the role, demonstrating clear, focused strategies to improve the skills. Ideas are supported by exceptional use of real-world examples. |
|                                                                                                                                                                                                                                                                                                                                                                                                            | Distinction        | 14  | Excellent knowledge and understanding of the basic underlying concepts and principles of the subject. Excellent exploration of the chosen role and excellent understanding of the skills needed to perform the role, demonstrating clear, focused strategies to improve the skills. Ideas are supported by excellent use of real-world examples.  |
|                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Merit</b>       | 12  | Secure knowledge and understanding of the basic underlying concepts of the subject. Chosen role / skills are equally developed and explored and there are no noticeable omissions. There are very good links between roles, skills and strategies to improve them.                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                            | Good Pass          | 10  | Developing but good and accurate knowledge and understanding of employability skills and how they relate to the chosen role. The work may lack depth and some misconceptions may be apparent but there are clear links between the roles, skills and strategies to improve them.                                                                  |

|                                                                                                                                                                                        |                    |    |                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                        | <b>Pass</b>        | 8  | Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing, or greater weight given to the exploration / description of the role itself, rather than employability skills and strategies. Links between the roles, skills and strategies may be slightly tenuous.                            |
|                                                                                                                                                                                        | Marginal Fail      | 6  | Gaps in knowledge of the basic underlying concepts and principles of the subject. Lack of consistent focus on the employability skills needed for roles, demonstrating poor or confused understanding and knowledge. Several irrelevant points of information and misconceptions evident and links between skills and roles are missing. No real exploration of strategies. |
|                                                                                                                                                                                        | <b>Fail</b>        | 4  | Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject. No relevant points of information explored, demonstrating confused understanding and knowledge. Multiple misconceptions / irrelevancies evident.                                                                                                                  |
|                                                                                                                                                                                        |                    |    |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>5. Transferable skills for life and professional practice (10)</b> <ul style="list-style-type: none"> <li>Students need to provide an appropriately structured, academic</li> </ul> | <b>Exceptional</b> | 8+ | Report is exceptionally accurate, coherent and fluent, demonstrating exceptional skills for employment. Language is technical, clear, concise and manipulated well. Work is exceptionally well structured and signposted. Work demonstrates exceptional skills for employment, highlighting an exceptional level of personal responsibility.                                |
|                                                                                                                                                                                        | Distinction        | 7  | Excellent report. Work is coherent and very fluent. It is professionally put together and delivered in an appropriate style. Language is technical, clear and                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                          |               |   |                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>report. It should have a cover page, a table of contents and logical sections.</p> <ul style="list-style-type: none"> <li>Students need to use formal language, clear paragraphs and present their work in a coherent and cohesive manner.</li> </ul> |               |   | concise and presented accurately. Work demonstrates excellent skills for employment, highlighting an excellent level of personal responsibility.                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                          | <b>Merit</b>  | 6 | Report is very well presented, structured and organised. The language is very good, technical and appropriate for task. Work flows nicely, is coherent and information is expressed accurately. Very few inconsistencies / weaknesses, demonstrating very good skills for employment and a high level of personal responsibility. |
|                                                                                                                                                                                                                                                          | Good Pass     | 5 | Report is mostly coherent, accurate and presented in a suitable structure. It is clearly expressed and, although there may be inconsistencies, these do not lead to misunderstanding – good demonstration of skills for employment and a good level of personal responsibility.                                                   |
|                                                                                                                                                                                                                                                          | <b>Pass</b>   | 4 | Report is mostly ordered in a structured way and relevant ideas are reasonably expressed. The work shows a lack of coherence and accuracy, at times, but is able to convey the author's message. Work demonstrates basic skills for employment and a developing level of personal responsibility.                                 |
|                                                                                                                                                                                                                                                          | Marginal Fail | 3 | Report is disjointed, incoherent, at times, and the ideas are poorly expressed. Language is not always fit for purpose and meaning is often lost, revealing limited evidence of skills for employment and a weak level of personal responsibility.                                                                                |
|                                                                                                                                                                                                                                                          | <b>Fail</b>   | 2 | Report submitted but it is poorly structured, disorganised and presented in an inappropriate style. Language issues also place a noticeable strain on the reader. Much of the work is also inaccurate or misleading – very little evidence of skills for employment, highlighting a poor level of personal responsibility.        |

