

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme :	Professional Practice Framework		
Module:	Independent Study (Suite): Independent Study Module (Standard) Independent Study Module (Extended)		
Module code:	<u>Old codes</u> BMPF7012 (20 credits) BMPF7013 (30 credits) <u>New Codes</u> BMPF7072 (20 credits) BMPF7073 (30 credits)	Contribution to Overall Module Assessment (%):	<u>Old codes</u> BMPF7012 - 50% Portfolio 3 elements 50% Written assignment 3000 words BMPF7013 - 50% Portfolio 3 elements 50% Written assignment 4500 words <u>New Codes</u> BMPF7072 (20 credits) 20% Portfolio 2 elements (1000 words or equivalent) 80% Written assignment 4000 words BMPF7073 (30 credits) 20% Portfolio 3 elements (1500 words or equivalent) 80% Written assignment 6000 words
Lecturer:	Lowri Harris	Internal Verifier:	Sarah Loxdale
Assignment Title:	Component 1: 3 elements Component 2: Written assignment	Word count (or equivalent):	See module descriptor

Submission deadline:	Discuss with your tutor.	Return date of provisional marks & written feedback:	20 working term time days from the date of your submission.
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): N/A 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 50% 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 for BMPF7012
(from module syllabus)

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

Module Learning Outcomes for BMPF7013
(from module syllabus)

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

Module Learning Outcomes for BMPF072/D
(from module syllabus)

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

Module Learning Outcomes for BMPF073/D
(from module syllabus)

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes
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
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes.	Yes
	For this assessment, you can use Generative AI to get suggestions to rephrase your work.	No
WRITING	For this assessment, you can use Generative AI to create text for submission.	No
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	No
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	N/A
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.	Please see above allowable usage.

Remember, whenever using AI tools, you must always keep a copy of your drafts, notes, and other resources from both before and after you used them, and include them in your appendices. This is in case they need to be checked to see if you have used AI tools in the proper way for your assessment.

Guidance can be found on this page within the Learner Zone on Moodle -

<https://moodle.uwtsd.ac.uk/course/section.php?id=188475>

Please note, the guidance for Writing with AI is excluded from this module.

Component 1: Portfolio

Element 1 Rationale for study

(Please note that all learners must complete Element 1)

Element 2 (Choose 1 – to be agreed with tutor)

(Please note that only those undertaking BMPF7012,7013,7073 need to complete Element 2)

- Research task: adult learning / self-directed learning
- Research task: Approaches to critical evaluation
- Research task: ethics and insider researcher
- Annotated CV or Job Description plus a Training Needs Analysis / Personal Development Plan
- or another agreed element

Element 3 Literature review (1250 words)

(Please note that all learners must complete Element 3)

Component 2: Written assignment

Critical evaluation of the area of study, illustrating the potential impact on yourself and your organisation

(Please note that all learners must complete Component 2)

Component 2 specific guidance for you to consider -

1. Introduction:

- Begin by introducing the context of your learning experience and its relevance to your practice and organisational goals.

2. Learning Application:

- Describe the specific learning you have acquired.

3. Practice Improvement:

- Explain how you have applied this learning to enhance your professional practice. Provide examples and specific instances.

4. Performance Enhancement:

- Discuss the impact of applying your learning on your individual performance. Highlight any positive changes, skills gained, or improvements observed.

5. Organisational Contribution:

- Evaluate how your learning has contributed to achieving organisational objectives. Illustrate with examples of how your enhanced skills or knowledge align with the goals of your organisation.

6. Critical Reflection:

- Engage in critical reflection by analysing both the actual impact and the potential future impact of your learning on your practice and organisational objectives.

7. Challenges and Solutions:

- Acknowledge any challenges faced in applying your learning and propose or reflect on potential solutions.

8. Conclusion:

- Summarise the key points of your evaluation. Reinforce the significance of your learning in improving practice, enhancing performance, and contributing to organisational objectives.

9. References:

- If you have referred to specific sources or literature in your essay, ensure proper citation and referencing using the Harvard referencing system.

Points to consider -

Harvard Referencing convention should be applied throughout your work

Submission should be through Turnitin on Moodle for all items.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

Your work should include academic underpinning, these should be accurately recorded using the Harvard referencing system and be drawn from credible and reliable sources.

Demonstrate your ability to engage with the existing literature relevant to your studies. Critically analyse key theories, frameworks, and research findings within a global, UK and local perspective.

Exemplify your engagement with literature by synthesising and analysing key theories, models, and research findings. Establish connections between different sources, highlighting debates and consensus within the literature. Emphasise your critical evaluation skills by identifying limitations in current research, setting the stage for the significance of your studies.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment:

Examples of the elements:

Rationale: Demonstrate your knowledge and understanding of the context of your study. Clearly define the scope and objectives of the study within the context of your organisation. Highlight your understanding of relevant industry trends, challenges, and opportunities that frame the research questions. Also, consider your justification, intended impact, outlined intention, expected learning outcomes, ethics and insider researcher concept.

Literature Review: Demonstrate your knowledge and understanding of the subject matter by synthesising and critiquing existing literature. Show how your understanding of organisational dynamics and theories has informed the development of your research questions. Clearly articulate the organisational issues addressed by your study.

Methods (If this is an element you choose): Apply your knowledge and understanding in the methods section by aligning your research design with the organisational context. Discuss how your familiarity with the organisation influenced the selection of participants, data collection methods, and analytical tools. Demonstrate your understanding of ethical considerations specific to your organisation.

Critical evaluation of the findings (if you choose this perspective for the written assignment): In presenting findings, demonstrate your knowledge and understanding of organisational details. Interpret results within the organisational context, drawing connections between data and organisational realities. Discuss the implications of your findings for the organisation, demonstrate your ability to link theoretical knowledge with practical application. **Conclusions and Recommendations:** Apply your knowledge and understanding in the conclusion by summarising the study's impact on the organisation. Discuss how your findings contribute to addressing organisational challenges or enhancing existing practices. Provide actionable recommendations grounded in your understanding of the organisation's goals and context.

Annotated of CV/JD/Training Needs Analysis / Personal Development Plan (If this is an element you choose to include) - As a result of critically analysing your practice and specifically identifying your experiential learning you should demonstrate your ability to reflect on the impact this learning has made on your professional practice, identifying opportunities for further development.

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment:

Literature Review: Demonstrate cognitive and intellectual skills in the literature review by critically analysing and synthesising diverse sources. Identify patterns, discrepancies, and gaps in existing literature, demonstrating your ability to think critically and draw connections between different ideas. Articulate the intellectual challenges posed by the research problem.

Methods (If this is an element you choose): In the methods section, demonstrate cognitive and intellectual skills by explaining the rationale behind your methodological choices. Discuss the challenges and complexities of applying these methods within the organisational setting. Emphasise your ability to think critically about the research process and adapt strategies as needed.

Findings (if you choose this perspective for the written assignment): Analyse data thoughtfully, addressing complexities and considering alternative explanations. Discuss any unexpected findings and your intellectual process in interpreting them. Demonstrate our ability to think critically about the implications of your results.

Conclusions and Recommendations: Reflect on the challenges encountered, intellectual growth achieved, and insights gained. Discuss the broader intellectual implications of your work and suggest avenues for future research that build upon your cognitive contributions.

4. Practical Skills

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

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

Guidance specific to this assessment:

You will be expected to undertake your study with a strong ability to undertake self-directed learning. You will exhibit strong critical thinking and problem-solving abilities to analyse real-world challenges encountered and draw connections between experiences and theoretical concepts.

Literature Review: Demonstrate practical skills in the literature review by identifying practical applications of theoretical concepts. Discuss how previous studies have translated theory into practice and inform your understanding of how theoretical insights can be practically applied to organisational challenges.

Methods (If this is an element you choose): Apply practical skills in the methods section by detailing how your chosen research design and methodologies are practically applicable within the organisation. Discuss the feasibility and implementation of your research plan, giving due consideration to ethics and insider researcher.

Findings (if you choose this perspective for the written assignment): In presenting findings, emphasise your practical skills by discussing the real-world implications of your results. Address how your findings can be practically utilised within the organisation to address challenges or improve processes. Discuss any practical considerations that emerged during the data analysis.

Discuss any limitations and suggest areas for future research or improvement within the organisational context.

Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment:

You will demonstrate your ability to communicate effectively and persuasively, considering potential challenges and proposing strategies for successful implementation. You will also exemplify research skills during this study that will be applicable in different contexts, the insights gained through your research will enable you to further demonstrate your ability to draw connections between research findings and broader applications.

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

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

GENERIC ASSESSMENT CRITERIA

Level 7

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

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

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(A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or

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

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	unpredictable contexts.	appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.		Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong

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and effectiveness in presentation and organisation.)	required in professional, postgraduate employment.	collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	professional, postgraduate employment, with some areas of strength and some of minor weakness.		excellent professional, postgraduate employment skills and a strong appetite for further development.	appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH