

Certificate of Higher Education in Employability Skills LEVEL 4

**Professional Career Development
BMSW4012
Module Lead: Muhammad Cassamo
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2024- 2025

Aims:

- To introduce the student to strategies for personal reflection and career development planning

Learning outcomes:

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

- Demonstrate the employability skills and knowledge needed for professional development.
- Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development.
- Establish employment goals and develop a personal action plan.
- Critically evaluate recruitment and selection process

Indicative content:

- Concepts of self-awareness and the various approaches to self-assessment and learning.
- The application of background questionnaires and identify personal learning preferences.
- An analysis of personal strengths, weaknesses and tools to support professional development planning.
- Ideas relating to the concept of personal confidence, studying and thinking independently.
- Strategies for exploring employment options acquiring, selecting and collating information from a range of sources.
- An introduction to strategies for career advancement such as job evaluation, person specifications, job specifications, interviewing, induction, mentoring, appraisal and retention issues.
- Development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication; reliability.
- Reference to relevant procedures and employment legislation.

Study time allocation:

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled Learning	48	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	208	100%

Assessment:**Assessment Component 1**

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
A reflective written account of the relevant career development models and their implementation by the student in their professional life.	1500 words individual reflection using Rolfe's reflection model framework.	50%

Assessment **Component 2**

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
A practical professional development exercise (such as role-playing interviewee and interviewer for a role linked to their professional goals) supported by a CV, job cover letter and job advert.	10 minutes per student for the practical exercise and a Moodle submission of the supporting documents.	50%

Assessment summary:

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

BMSW4012 - Professional Career Development reading list

Darllen Hanfodol / Essential Reading:

P.J. Robertson, T. Hooley, & P. McCash (eds.) (2020) The Oxford handbook of career development / [electronic resource]. New York :, Oxford University Press.

Cottrell, S. (2021) Skills for success: personal development and employability . 4th edition. London :, Red Globe Press.

Gallagher, K. (2022) Essential study and employment skills for business and management students . Fourth edition. Oxford :, Oxford University Press.

Darllen Pellach / Further reading:

Cottrell, S. (2019) The Study Skills Handbook . Fifth edition. London :, Macmillan International Higher Education/Red Globe Press an imprint of Springer Nature Limited.

Smale, B. (2015) How to succeed at university : an essential guide to academic skills, personal development and employability . Second edition. London :, SAGE.

Dweck, C.S. (2017) Mindset . Updated edition. London :, Robinson.

Week Commencing	Week number	Lecture content – main themes to be covered	Supporting material	Assignment Deadline(s)
28/04/25		Induction		
05/05/25	1	Welcome and introduction to Module Assignment 1 explanation and support Introduction to reflective practice	PowerPoint Individual activities Homework	
12/05/25	2	Mindset Honey & Mumford personality test Personal SWOT analysis Johari window	PowerPoint Handouts Psychometric tests	
19/05/25	3	S.M.A.R.T. goals Personal Development Plan Holland's career theory Myers Briggs test	PowerPoints Handouts Psychometric tests	
26/05/25	4	Reading week	No lectures	
02/06/25	5	Bias & Bystander training Personal branding Maslow's motivation theory Concept of Ikigai Assignment 1 final check in	PowerPoints Handouts Individual activities	Reflective essay draft deadline: Wednesday 4th of June 5pm.
09/06/25	6	Employability skills Email etiquette & tips Effective networking & rapport building Assignment 2 explanation	PowerPoint Handouts Group work activities	Reflective essay deadline: Friday 13th of June 23:59pm.
16/06/25	7	CV's & job applications Building cover letters Proactive job search	PowerPoint Handouts Building your CV	
23/06/25	8	Recruitment & selection process How to effectively look at a job application Skills match & development	PowerPoint Handouts	
30/06/25	9	S.T.A.R & S.H.E.R. models Excelling at a job interview L.I.S.T.E.N.	PowerPoint Handouts Module Evaluation Survey	
07/07/25	10	Interview sessions	Assessment week	Job Interview practical task
14/07/25	11	Employment legislation and its historical context Discrimination or culture? (ethical discussion) Cadbury's ideology	PowerPoint Handouts	

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate of Higher Education in Employability Skills		
Module:	Professional Career Development		
Module code:	BMSW4012	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Muhammad Cassamo	Internal Verifier:	Scott James
Assignment Title:	Professional Career Development reflective essay – Part 1 Job Interview practical task – Slots booked by the Lecturer Part 2	Word count (or equivalent):	Part 1: 1500 words individual reflection Part 2: 10 minutes interview practical task with supporting documents
Submission deadline:	Part 1: Friday 13th June 2025 at 23:59pm Part 2: W/C 7th July 2025	Return date of provisional marks & written feedback:	Part 1: Friday 11th July 2025, 23:59pm Part 2: Monday 8th of August, 23:59pm
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)

- Demonstrate the employability skills and knowledge needed for professional development.
- Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development.
- Establish employment goals and develop a personal action plan.
- Critically evaluate recruitment and selection process.

TASK DESCRIPTION

Part 1:

Professional career development skills are very important in all industries, both to you as a graduate looking to develop yourself and help you to demonstrate to potential employers your employability.

You are required to write a **1500 word reflective essay** (- or + 10%) using the **Rolfe`s reflective cycle** as a framework to **demonstrate your understanding of the skills and knowledge which you have gained following your attendance and participation at the Professional Career Development lectures. Outline what models should be used by yourself in order for you to achieve the best outcomes in your professional development. (Pick any three that were taught in class.**

Your written work must be presented as a WORD document and not a PDF.

Key information:

Format: Reflective essay

Word count: 1500 words (- or + 10%)

Topic: Models and theories taught in class and how they will be implemented by you in your professional development.

Framework: Rolfe`s reflective cycle

You must include a **minimum of 10 references** to support your reflection, these must be in Harvard Referencing style and a **cover page** containing your name, student number, Module name and code and your Lecturer`s name.

Part 1 must be uploaded to Moodle by Friday the 13th of June 2025 23:59PM.

For Part 1 of the assessment please be aware of the following:

- The **final submission** must be uploaded to the following link: **Assignment part 1 – Reflective essay – April 2025 term – FINAL SUBMISSION.**
- The aim of the essay is **not for you to explain** the reader what the models/theories mean.
- You must utilise **at least one book** from the essential reading list.
- You must **make a connection** between what you learned in class and how it has benefited you in your professional development where applicable.
- **Mention the learning profiles** that you are based on the tests results done in class.
- **Drafts must be sent to the lecturer by email**, the lecturer only gives feedback on a draft once.

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 ☒
PROGRAMMING	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.	Correct ☒ Incorrect ☐

Part 2:

For this task you need to prepare for a **fictitious** job you would like to apply for and prepare for a **10 minute interview** each for that job.

Your pair will have to create a job for you and give it to you to apply for that job, you will then have to create a CV and a cover letter applying for the job that your pair gave you and upload that job description, the CV you created to apply for that job and the cover letter onto your Moodle by the deadline given below. And vice-versa.

**In your interview you will need to answer the following 7 questions in order:
(10 marks each)**

- 1 – Why are you interested in this role?**
- 2 - What do you know about our company? (e.g. staff numbers, organisation, structure, values, mission statement, services/products etc.)**
- 3 – In general what is your typical way of dealing with conflict?**
- 4 - What makes you a good candidate for this job?**
- 5 - What is your greatest achievement in your professional **or** personal life?**
- 6 - Give me an example of when you showed initiative and took the lead.**
- 7 - Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.**

We will arrange appointment times for you to be interviewed and to conduct your interview with your partner for **week commencing the 7th of July 2025**.

For this assessment your lecturer will pair you with a colleague and you will have to create a job each for your partner to be interviewed for and vice versa . **Please note that the jobs must follow the guidance provided in class** and you two must have in mind that **you cannot interview for the same job as your pair** for this assessment.

You will be required to upload on to Moodle by **Friday the 4th of July 2025, 23:59pm** the following **(all in ONE document)**:

- **Page 1** – Job description that your pair gave you **(10 marks)**
- **Page 2** - Cover letter applying for the job **(10 marks)**
- **Page 3** – CV to match the job **(10 marks)**

For Part 2 of the assessment please be aware of the following:

- You must showcase at least **two hard skills** for the job you are applying for.
- You must take this assessment as seriously as a real job interview, this means **your demeanour and dress code too**.
- The CV you create **must tick all the boxes** for the job that you are applying for.
- Your personal statement should be **concise yet insightful** to the interviewer.
- Your cover letter must be a **full A4 page maximum** and **half an A4 page minimum**.

Frequently asked questions

Assignment part 1:

Q: What exactly do I need to do for the assignment?

A: It is important that you read the assignment brief thoroughly and breakdown what is needed of the assignment by reading the part that says **“guidance specific to this assessment”** If you have any questions just email your lecturer you query and they will assist you in the best way possible.

Q: How am I supposed to start my assignment?

A: Once you have learned the models each week and how to structure a reflective essay this will enable you to start your assignment with ease, paying attention in class, taking notes and asking constructive questions are part of encompassing what is needed of the assignment.

The assignment is very much based on your attendance and engagement in classes.

Plenty of examples and resources are also provided on Moodle for your reference.

Q: What if I fail my assignment?

A: At the point that you are reading this it is not necessary for you to think that far ahead, do not overwhelm yourself with negative scenarios in your head and trust yourself to deliver your best work. In case you fail your assessment you must wait for the Exam Board at the end of Term to decide if you are entitled to any resit opportunities and what are the submission dates for them.

Q: What do I need to be aware of?

A: It is important that you **understand the distinction between your two Modules for your first term**, often times students get confused and end up submitting the wrong assignment in the wrong Module and sometimes to the wrong links, so keeping your focus and making sure you double check all the steps before they are finalised is paramount. If you have any questions just email your lecturer your query and they will assist you in the best way possible.

Q: How do I construct a reflection?

A: In class you are given plenty of examples on how to structure a reflection, you will also be introduced to the most commonly used reflective model and you will be given written exercises to do at home to help you understand what constitutes a reflection.

Simply put, when you write a reflection just imagine that you have travelled to the future and are telling a group of people a story about what you have done in the past. It is all about you so remember, **me, myself and I**.

Q: The deadline is in 10 minutes and I cannot submit my assignment because Moodle is not working, what do I do now?

A: If you are trying to submit your assignment very close to the deadline and you are unable to due to Moodle being under maintenance, the website is down or any other reason outside of your control the simply **email the assignment to your Lecturer within the deadline** to confirm that you were genuinely trying to submit your assignment on time.

Please be aware of the following:

- **Sending your assignment to your Lecturer does not count as a submission, you will still have to submit it to Moodle as soon as you possibly can.**
- **The assignment you send to your Lecturer and the assignment submitted on Moodle will be checked to ensure that they are the same work, if they are different then you Lecturer will not mark neither of them.**

Assignment part 2:

Q: What is this assessment about:

A: This practical task is crucial for us to enable you to excel in the employment environment, we will expose you to the most realistic scenarios and you will be assessed accordingly.

It is important that you immerse yourself in the experience seriously as this is designed to assess how much you have learned in class and how well you implement it.

Q: Why can't I pick my own pair?

A: In order to ensure fairness across all students your lecturer will draw out your names for the pairs, this will ensure that you do not have any unfair disadvantages over the other

students (for example if you live in the same house etc.) The other reason is that, as it has been mentioned before, this is a course to help you to excel in the workplace and in the workplace we are always exposed to working with different people all the time, and finally this will promote engagement within your class and create cohesiveness.

Q: My pair does not communicate with me, what do I do?

A: If your pair refuses to communicate with you, takes too long to get back to you, refuses to meet up to practice with you or any other scenarios that can be detrimental to your progress then please communicate with your lecturer as soon as possible.

Q: What if my pair does not turn up on the day and time of the assessment?

A: If your pair does not turn up to the assessment you will sit your assessment with your Lecturer providing that you have submitted your Job description and CV on Moodle by the time specified in the Module handbook. **If you have not submitted anything on Moodle then you will be turned away and be given an alternative date within 7 days and place to sit your assessment which will be capped at 40%.**

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:

Reflection: You should include at least 10 Harvard references. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided using Harvard referencing convention, a suitable reference list and coherent in text citations.

Interview: You should research interview techniques in order to properly prepare for your interview.

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:

Reflection: Demonstrate your knowledge of the relevant models and theories such as SWOT, SMART, Johari, Ikigai, PDP, Personality tests and Maslow's hierarchy of needs by reflecting on them in your written work.

Interview: Demonstrate your knowledge and understanding of the recruitment process and interview process by ensuring provide enough relevant information to answer the questions.

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:

Reflection: Demonstrate an understanding of the models taught in class and explain how it has benefited you in your professional development and how have you implemented them where applicable.

Interview: Analyse own skills, qualifications and experience against a specific job selected and show linking.

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:

Reflection: *Apply learning from the models you have learnt – all models and theories should be discussed in greater depth in relation to how you applied this learning in your professional life to develop your professional career development.*

Interview: *Apply practical experience in formulating answers for a suitable job, use examples from your previous roles or personal experiences.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified, include a cover page and a suitable reference list.*

Reflection: *Demonstrate effective reflective writing skills, with appropriate application of models outlined where necessary.*

Interview: *You should demonstrate effective communication and body language and time management skills.*

Please note:

Up to 10% above the word limit – No deduction off final mark

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark

50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes. (iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	15	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	30	

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.				

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