

MA/PGDIP Strategic People Management

Module Handbook: BMHR7014

Driving Change and Building Business Cases

2022/23

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Contents

LEARNING AIM(S)	3
LEARNING OUTCOMES	3
INDICATIVE CONTENT	3
MODE OF ASSESSMENT	5
READING LIST	6
ASSESSMENT BRIEF	7
GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS	10
GENERIC ASSESSMENT CRITERIA	14

LEARNING AIM(S)

- At the end of this unit you will understand how to effectively enable change in your organisation to ensure its long term survival.
- You will learn about using evidence to identify problems, create solutions and build robust business cases for change.
- It will equip you with the knowledge required to operate at CIPD Chartered Member level, by exploring topics covered in the core knowledge areas of Change, Business Acumen and Analytics and Creating Value, in the CIPD's new Profession Map.

LEARNING OUTCOMES

By the end of the module you will have a critical understanding of:

1. How to critically evaluate a broad range of evidence to develop a costed business case.
2. How to undertake research in the area of people management.
3. How to plan for change.
4. How to build an agile and change ready workforce.
5. Different change management approaches and how they can impact culture in different ways.
6. How change affects people in different ways and how they can be motivated to adapt and embrace change

INDICATIVE CONTENT

- 1. How to critically evaluate a broad range of evidence to develop a costed business case.**

Evidence-based decision-making. External insight, benchmarking and research as evidence. How to assess the quality and relevance of evidence available, by identifying sources of bias and using evidence-based questioning. Critical thinking. How to measure value and evaluate opportunity cost. Assessing current and future capability and readiness for change across a range of stakeholder groups. Conducting skills or capability audits and gap analyses. Capability issues that exist within different sectors.

2. How to undertake research in the area of people management.

Identifying a suitable area. Developing aims and objectives. Research philosophy, methodology. Conducting literature reviews. Ethical research. Quantitative and qualitative methods. Analysing and presenting data for different audiences.

3. How to plan for change.

The importance of planning for change. Change plans, communication plans, stakeholder mapping. Importance of effective communication and support (ongoing training and development, coaching, counselling, EAPs). Planning methodologies – gantt charts, milestones, project management principles. Importance of senior management buy-in and championing. Clear rationale for change, effective consultation.

4. How to build an agile and change ready workforce.

Concept of agility. Role of people management professionals. Changes in the way work is organised - build, borrow or buy. Different forms of flexible working. Hybrid working following COVID-19. Promoting organisational resilience.

5. Different change management approaches and how they can impact culture in different ways.

Principles of design thinking. Models such as Kotter, Lewin and their relevance to the various stages of the change process. Stages of change management - planning for, implementing and reviewing change. Ensuring change is sustainable. Levers of change – factors that enable and hinder change.

6. How change affects people in different ways and how they can be motivated to adapt and embrace change

Models such as Kubler-Ross change curve, DREC, 4 E's – ways and benefits of engaging employees throughout the whole process and beyond. Resistance to change. Employee Voice and feedback mechanisms. Change champions. Role of line managers, people professionals.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	20%
Independent learning	120	80%
Placement learning	0	0
TOTAL	150	100%

MODE OF ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Poster and presentation	Academic poster with supplemental notes showcasing research (3500 words in total) 10 minute presentation – video or in person with presenter notes. (1000)	100%

Assessment Summary

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

READING LIST

Please refer to the Leganto Reading List on the Module Moodle page.

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MA/PGDip in Strategic People Management		
Module:	Driving Change and Building Business Cases		
Module code:	BMHR7014	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Natasha Davies	Internal Verifier:	Julie Thomas
Assignment Title:	Students Own	Word count (or equivalent):	4500 (equivalent)
Submission deadline:	2 nd October 2023	Return date of provisional marks & written feedback:	30 th October 2023
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. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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)**

1. How to critically evaluate a broad range of evidence to develop a costed business case.
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TASK DESCRIPTION

Task 1

Conduct primary and secondary research on a HR topic that is relevant to your organisation. The learner will then provide a formal report on their research (supplemental notes) accompanied with an AO sized poster which provides an overview of the research as noted below:

Create an academic poster accompanied with a report based on the following:

- Identify a suitable HR topic for investigation that has relevance to your organisation.
- Design a research strategy, using contextualisation, clear aims and objectives, and an appropriate methodology.
- Conduct secondary research (literature review) including relevant existing knowledge drawn from theory, research and contemporary practice.
- Conduct primary research based on your own organisation within the ethical guidelines and regulations of the university.

- Engage in systematic data analysis and locating findings and discussion within a framework drawn from the literature.
- Formulate conclusions.

The above will then be presented in an A0 sized research poster that summarises the outputs of your research and contains the following sections:

1. Introduction – which must include the rationale for your investigation.
2. Literature - A summary of the key findings from your review of the literature.
3. Methodology – An overview of how you conducted your primary research.
4. Findings – An analysis of your findings
5. Conclusions – What you have concluded are the key points of interest to your organisation.

Task 2

- Participate in a conference style event in which you will make a 10 minute Takahashi presentation that proposes recommendations for improvement/development related to your research, supported by an implementation plan based on a cost-benefit analysis.(1000 words)

To address tasks 1 and 2 you should submit the following to Turnitin:

1. Academic Poster that summarises your research (approximately 500-800 words).
2. Supplementary notes in the form of a report, providing more detail on your research (approximately 3000 words). Word Count for Poster and Notes is 3500 words.
3. Presentation Slides with brief presenter notes in bullet point form.
4. One page implementation plan, with costings. (word count for presentation and implementation plan is 1000 words)

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: You should refer to at **least 10** such sources for every 1000 words within the poster and report – at least 45 in total. These should include textbook and articles from the module reading list and Moodle resources, current news items and benchmark organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

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: Your work should evidence knowledge and understanding of the contemporary and critical challenges currently affecting your organisation. You should also demonstrate knowledge and understanding of the process and implementation of research.

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: All claims should be adequately justified with reference to evidence from relevant and credible sources.

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: There should be evidence of application of theoretical principles and models to real-world examples. Recommendations should demonstrate creativity but be viable and costed.

5. 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: This assignment should be:

- Written/presented in **UK** English in an appropriate business/academic style
- Focus only on the tasks set in the assignment.
- Length: For the poster – 500 to 800 words supported by relevant images and diagrams. Supplemental notes approximately 3000 words. Total – 3500 words +/- 10%. (Marks will be taken off for skills for professional practice where the word count is outside of this). For the presentation – 10 minutes Takahashi style presentation. One A4 page implementation plan.(1000 words)
- Formatting: Poster - A0 size using an appropriate font, minimum size 12 with at least 2.5, double spaced.
- Report format for notes.

Additional Information

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The module handbook & reading list
- UWTSD References Guide <https://www.uwtsd.ac.uk/library/infoskills/referencing-guides/>
- The below assessment criteria:

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		25
4. Practical Application Skills		25
5. Transferable Skills for Life and Professional Practice		15

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (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 (A systematic,	Major gaps in knowledge and understanding of the subject	Gaps in knowledge, with only superficial systematic	Limited knowledge and systematic understanding of	Knowledge is accurate and reasonably detailed. A	Knowledge has a well-defined focus, which is reasonably	Excellent mastery of a complex and specialised area	Exceptional mastery of a complex and specialised area

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%
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)	matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	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.	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.	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.	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	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative

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Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
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.	judgements based on data (that may be incomplete)	investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	synthesis of complex issues. Ability to investigate contradictory or 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 unpredictable contexts.	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 appropriate links	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 logical links between the two.	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 propose mostly	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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		between the two. Weak problem-solving skills in complex and unpredictable contexts.	Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	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 and effectiveness)	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 required in professional,	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 collaboration, if relevant).	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 of the basic skills required in	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 professional, postgraduate	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.	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

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Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
in presentation and organisation.)	postgraduate employment.	Limited evidence of the skills required in professional, postgraduate employment.	professional, postgraduate employment, with some areas of minor weakness.	employment, with some areas of strength and some of minor weakness.		Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	skills and a strong appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH