

Certificate of Higher Education in Employability Skills LEVEL 4

Problem Solving and Innovation (BMSW4014) Autumn 2026

Module Lead : Chris Wilkin
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2025-2026

AIM(S)

- To develop the concept of creativity and innovation to establish a holistic understanding of the working environment toward combating problems, and the development of resilient solutions.

LEARNING OUTCOMES

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

- Identify and evaluate contemporary issues and their impact on today's environment;
- Gather and interpret information to understand a problem.
- Demonstrate understanding of approaches to innovation to generate solutions;
- Evaluate options to make a decision.

INDICATIVE CONTENT

- The role and impact of socio-economic factors on performance, through the theoretical and practical application of Micro, through Macro and Mega Environmental analysis.
- How creativity and out-of-the-box thinking can be used to generate innovative approaches to problem-solving through theoretical and practical application.
- Using theory and analysis to develop a deeper understanding of information to build strategic approaches in theory and practice.
- The process of innovation and environmental analysis to overcome risk and add value within an organisational context.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	24%
Independent learning	160	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ **Written exam**

 ☐ **Coursework**

 ☒ **Practical**

Mode of assessment	Volume	Weighting
Written assessment (Report)	1500 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ **Written exam**

 ☒ **Coursework**

 ☐ **Practical**

Mode of assessment	Volume	Weighting
Group Presentation with supporting notes	20 minutes with 500 words supplementary notes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSW4014	
Module Title	Problem Solving and Innovation	
Classification	Reading List entry	Electronic*
Essential	Adair, J.E. (2019) <i>Decision making and problem solving : break through barriers and banish uncertainty at work</i> . Fourth edition. London :, KoganPage.	☒
Essential	CIPD (2024) PESTLE analysis. Available at: PESTLE analysis CIPD	☒
Essential	Proctor, T. (2019) <i>Creative problem solving for managers : developing skills for decision making and innovation</i> . Fifth edition. New York : Routledge.	☒
Further	Marmol, T. del (2015) <i>PESTLE analysis</i> . Namur: Lemaitre Publishing.	☒
Further	Madecraft (2021) Conducting a SWOT Analysis. J. Belfiore (ed.). Conducting a SWOT Analysis.	☒
Further	Hallo, L. (2022) Holistic view of intuition and analysis in leadership decision-making and problem-solving. <i>Administrative sciences</i> . 12 (1), 1–25. doi:10.3390/admsci12010004	☒
Further	Helms, M.M. & Nixon, J. (2010) Exploring SWOT analysis - where are we now?: A review of academic research from the last decade. <i>Journal of strategy and management</i> . 3 (3), 215-. doi:10.1108/17554251011064837.	☒
Further	Keough, P.D. (2019) Ethical problem-solving and decision-making for positive and conclusive outcomes . Hershey, Pennsylvania :, IGI Global. doi:10.4018/978-1-5225-7582-5.	☒
Further	Marchau, V.A.W.J. (2019) Decision Making under Deep Uncertainty [electronic resource] : From Theory to Practice . 1st ed. 2019. Cham; Cham :, Springer Nature; Springer International Publishing ; Imprint Springer. doi:10.1007/978-3-030-05252-2.	☒

Week Commencing	Week	Lecture content – main themes to be covered	Supporting material	Assignment Deadline(s)
28/09/26	1	An introduction to module - Learning Outcomes and Module Handbook. Expectations session. What is analysis and problem solving?	Module Handbook PowerPoint slides Mind map activity	Assessment 1&2 introduction
05/10/26	2	Identifying problems and analysing an organisation through the use of SWOT (Strengths, Weaknesses, Opportunities, Threats).	Video link 'How to Complete a SWOT Analysis'. SWOT in class activity. SWOT templates.	
12/10/26	3	STEEPLE analysis and macro environments, stakeholder analysis SWOT/PESTLE synthesis, Database use and AI.	STEEPLE analysis Stakeholder analysis activity. Stakeholder mapping. CIPD video link focussing on SWOT.	

19/10/26	4	DPSIR (Drivers, Pressures, State, Impact, Response),. Harvard referencing guidance. Report writing fundamentals/recap Appendix/appendices introduction and use	CIPD - How to write a business report	
26/10/26	5	Assessment workshop Draft readings and assessment guidance		
02/11/26	6	Reading Week		Assessment 1 submission 02/11/26
09/11/26	7	Cause and effect / Causation and correlation. Problem solving models.	Video links for the 5 whys and creating cause and effect diagrams. Templates for the tools taught.	
16/11/26	8	Decision making and business recommendations. IDEAL model	Rational decision making model. Unconscious emotional influences on decision making. Decision making matrix.	

23/11/26	9	Recap of topics so far and presentation practice. Presentation time slots allocated.	Innovation matrix. Group Activities	
30/11/26	10	Assessment workshop/mock presentations		
07/12/26	11	Presentations (Times will be allocated to each group at the end of week 9, your presentations will take place on your usual teaching days but may not be in the usual teaching hours, it is reasonable and expected that you will make yourselves available outside of the usual teaching hours as you will have received more than 2 weeks notice to ensure your availability)	Group practice in own time depending on student availability.	PowerPoint presentation and supporting notes final submission 07/12/26

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate of Higher Education in Employability Skills		
Module:	Problem Solving and Innovation		
Module code:	BMSW4014	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Chris Wilkin	Internal Verifier:	Melanie Squire
Assignment Title:	A Critical Analysis of External Factors Influencing the Creator Economy / Influencer industry	Word count (or equivalent):	1,500 words
Submission deadline:	2nd November 2026 at 23:59 (Draft workshops: wc 26/10/26 one to one in class drop ins)	Return date of provisional marks & written feedback:	30th November 2026 at 23:59
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Identify and evaluate contemporary issues and their impact on today's environment.
- Gather and interpret information to understand a problem.
- Demonstrate understanding of approaches to innovation to generate solutions.
- Evaluate options to make a decision.

TASK DESCRIPTION

Use of Generative AI in Assessment

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 x 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 x
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 x
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes No x
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes x No
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes No x
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes No x

A Critical Analysis of External Factors Influencing the Creator Economy / Influencer industry

You are required to produce a **1,500-word report** critically analysing the current external factors influencing the creator economy (influencer industry). This sector includes digital content creators operating across platforms such as TikTok, YouTube, and Instagram and other social media's.

Your report should explore how external pressures including technological change, platform governance, regulation, and shifting consumer behaviour shape opportunities and challenges within the industry.

You are required to include and apply the **STEEPLE framework** to critically analyse the external factors influencing the creator economy which must be included as a table in an appropriately referenced appendix . Your analysis should go beyond description and demonstrate evaluation and interconnection between factors.

For each factor, consider: What is changing? Why is it changing? How does it affect the creator economy? What opportunities or threats does it create? How does it connect with other factors?

You will also apply a **SWOT analysis** to evaluate the strategic position of the creator economy or influencer-based businesses which again should be presented as a table in an appropriately referenced appendix.

The strongest submissions will link the SWOT to your STEEPLE analysis, For example, if your STEEPLE analysis identifies the growth of AI as a technological factor, you could consider whether this creates an opportunity for creators through improved content production, while also creating a threat through increased competition from AI-generated content draw on industry exemplars to demonstrate your understanding.

Be mindful that materials contained within the appendix do not contribute to the word count for the assessment

The main body of your 1500 word report should focus on the implementation of the **DPSIR framework** to bring together and critically analyse the findings from your STEEPLE and SWOT and link to a **DPSIR** analysis explaining how the identified factors from the STEEPLE/SWOT tables inform and link to drivers, pressures, state, impacts and responses.

Think of the relationship like this:

External factors (Technological change)

↓

Drivers – (Growth of AI content creation tools)

↓

Pressures – (Increased ability to produce content quickly and cheaply)

↓

Industry change/State – (Greater competition and potential market saturation with industry examples with links to SWOT)

↓

Impacts – (Changes to creator income, authenticity and consumer trust)

↓

Responses – (Creators and platforms develop new strategies, policies or approaches)

You should use your STEEPLE and SWOT findings as evidence when developing your DPSIR analysis.

This analysis will help you address the central question:

How are external changes affecting the creator economy, what are the consequences, and how are creators and organisations responding?

Future Lens: what predictions can you make from your analysis?

As part of your analysis, you must include a dedicated future lens section.

This section should explore future-oriented challenges and trends, such as: the rise of AI influencers, Increasing regulation, Market saturation etc..

You should demonstrate forward-thinking analysis supported by emerging research, industry reports, and theoretical perspectives.

You are required to provide at least two realistic and specific recommendations for individuals or organisations operating within the creator economy and be clearly linked to your analysis

The report should demonstrate:

Critical analysis

Application of theory

Use of real-world examples

Clear academic structure

Referencing Requirements

A minimum of **15 academic and industry sources** must be used

Submissions made to an incorrect Turnitin link will not be marked and will result in a failing grade.

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: *Your report should include reference to at least 15 relevant and credible sources.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should refer to the learning from the relevant units in the module. Your report should demonstrate knowledge of relevant concepts, theories, including DPSIR, STEEPLE and other relevant models. You should utilise the analytical skills and problem-solving methods taught throughout the module.*

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: *You need to demonstrate the capacity to critically analyse key concepts, to balance different perspectives and weigh-up the evidence. You should support your findings with relevant literature.*

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: You need to show you can apply DPSIR analysis. You should demonstrate your ability to make suitable innovative recommendations and links to other analysis models, taking into consideration the possible impact and cost implications.

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. You are expected to use UK English and the full range of transferable skills which are introduced and expanded upon across the module.

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		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
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5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate of Higher Education in Employability Skills		
Module:	Problem Solving and Innovation		
Module code:	BMSW4014	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Chris Wilkin	Internal Verifier:	Melanie Squire
Assignment Title:	AI Washing in “Big tech”	Word count (or equivalent):	20-minute group presentation with 500 word individual supporting document.
Submission deadline:	07th December 2026 at 23:59 (Draft in class workshop: WC 30 th November 2026)	Return date of provisional marks & written feedback:	04th January 2026 at 23:59
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

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WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes No x
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes x No
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes No x
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Title: Whitewashing in 'Big Tech' – A Root Cause Analysis (RCA)

The following articles hyperlinks (move mouse cursor onto article & hold Ctrl + click to read) highlight the growing concerns about (AI washing) practices in the 'Big Tec' industry:

- [What is 'AI washing' and why is it a problem? - BBC News](#)
- [Unveiling AI washing: Bridging corporate technological gaps through a cognitive dissonance lens - ScienceDirect](#)
- [US companies accused of 'AI washing' in citing artificial intelligence for job losses | US news | The Guardian](#)
- [What is "AI washing"? New theory as tech industry hits scary layoff milestone](#)

Industry examples:

Amazon (AI in retail/logistics claims)

IBM (historical AI branding shifts)

Microsoft (AI integration across products)

OpenAI (contrast with actual AI development)

Within your designated group (4 students), you are required to complete a root cause analysis (RCA). Following this, you should design and deliver a group PowerPoint presentation outlining the findings of your RCA. The presentation should last 20 minutes, and each member of the group is required to present for a minimum of 5 minutes. Each group member is also required to submit (500 words*) of individual speaker notes to support their section of the presentation.

The presentation should include the following:

- **An introduction to the topic.**
- **A summary of the impact of the current situation** – You could choose to focus on a specific company/industry area, e.g social media, online retail etc. as an example.
- **A root cause analysis (RCA) to examine the causes of AI washing** – What key factors have influenced the rise of AI washing?
- **Conclusion** – What can you conclude from your analysis?

*The speaker notes (500 words) should include information to support the content of your slides. For example, you may have bullet points on your slides and provide the detail within your speaker notes.

Your work should be referenced accordingly, by both providing in-text citations and a reference list containing a minimum of 15 references per individuals presentation to be included in plain text as part of your submission. This should follow UWTSD Harvard Referencing Guide which can be located on Moodle.

All members of the group are required to take part in the presentation and to engage and prepare with their groups appropriately, once teams have been set there will be no team changes.

Submissions made to an incorrect Turnitin links will not be marked and will result in a failing grade.

All group members will submit their 500 words (Word document) of individual speaker notes and reference list with visible and readable screen shots of their individual complete presentation slides to Turnitin.

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: *You should include at least 5 references within your individual speaker notes. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided at the end of your slides using Harvard referencing conventions.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should demonstrate your understanding of the current underlying issues and what has led to the rise of AI washing practices. You should apply relevant theories taught in the module and show your understanding of conducting a root cause analysis. You need to use the correct terminology throughout both your presentation and written form.*

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: *You should demonstrate your ability to complete a root cause analysis by utilising relevant tools from the module. You are required to support with relevant literature.*

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: *You should demonstrate your ability to analyse the cause of a problem and make a relevant conclusion from the findings.*

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 should demonstrate good communication skills both verbally and written. You are required to play an active role within your group (this included regular contact and participation). You must abide by the following Microsoft Settings for your speaker notes; Arial font, size 12, 1.5 line spacing and the text should be justified.*

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

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

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

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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

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	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.

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		exercise of some personal responsibility.	of minor weakness.				

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