



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Certificate of Higher Education in Employability Skills LEVEL 4

Managing Enterprise (BMSW4011)

Module Lead: Mel Squire

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Term 1

September – December 2026

2026 - 2027

Module Code	BMSW4011
Title	Managing Enterprise
Date	01/10/2025
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an awareness of enterprise, including self-employment and the skills required to set up a successful business.

LEARNING OUTCOMES

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

- Develop a business idea and prepare and present an appropriate business plan
- Demonstrate a range of business skills and knowledge
- Evaluate own strengths and challenges when implementing the business plan

INDICATIVE CONTENT

- Entrepreneurship and self-employment.
- Working practices and individual skill set to set up a viable business.
- Key elements of a business plan e.g. ownership and control, marketing, finance, human and physical resources
- Use of online marketing
- External speakers with expertise in setting up companies or establishing themselves as selfemployed practitioners will be invited to contribute to the delivery of this module.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

Assessment Component

(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Individual presentation of a written business plan with individual reflection	Individual presentation (10 minutes per individual) and 1000 word plan per individual and 500 words individual reflection	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSW4011	
Module Title	Managing Enterprise	
Classification	Reading List entry	Electronic*
Essential	Business Plan Young, Paul, Paul Young Author, [Place of publication not identified], Global Media Publications, Total pages 1 online resource (335 pages)	x
Essential	The Financial Times guide to business start up 2021/2023 : the most comprehensive guide for entrepreneurs Williams, Sara,, Sara Williams 1947- author, 32nd edition., Harlow, England ; London ; New York ;; Harlow, England ; London ; New York ;; Harlow, England ; London ; New York :, Pearson, 2022., Total pages xii, 439 pages	x
Essential	Exploring strategy : text and cases Whittington, Richard,, Regnér, Patrick,; Angwin, Duncan,; Johnson, Gerry,; Scholes, Kevan,,	x

	Twelfth Edition., Harlow :, Pearson, 2020., Total pages xxvii, 809 pages ;	
Essential	Exploring strategy : text and cases Whittington, Richard., Regnér, Patrick.,; Angwin, Duncan.,; Johnson, Gerry.,; Scholes, Kevan., Thirteenth edition, Harlow, England :, Pearson, 2023., Total pages xxix, 809 pages :	x
Essential	Entrepreneurship : successfully launching new ventures Barringer, Bruce R., Ireland, R. Duane., Updated sixth edition.; Global edition., Harlow, England :, Pearson, [2022], Total pages 1 online resource (617 pages) :	x
Essential	What entrepreneurs need to know before they start Alvarez, Sharon A., Sharon A Alvarez author, London :, Henry Stewart Talks Ltd, 2018., Duration 1 videorecording (30 min., 05 sec.) :	x
Further	Business Plan Young, Paul, Paul Young Author, [Place of publication not identified], Global Media Publications, Total pages 1 online resource (335 pages)	
Further	Skybus Airlines : the spectacular failure of an excellent idea Alvarez, Sharon A., Sharon A Alvarez, London :, Henry Stewart Talks, 2017., Duration 1 videorecording (11 min., 06 sec.) :	x
Further	Translate ideation to business plan. Knowledgemotion Ltd., film distributor.; Business Professor, publisher., [Place of publication not identified] :, Business Professor, 2021., Duration 1 online resource (4 minutes)	X
Further	The 45-Minute Business Plan. WealthFit, linkedin.com (Firm); WealthFit speaker, Carpenteria, CA, linkedincom, 2020.	
Further	The Oxford handbook of entrepreneurship and collaboration Reuer, J. J.; Matusik, Sharon F.; Jones, Jessica., 1st ed., New York :, Oxford University Press, 2019., Total pages 1 online resource.	
Further	Marketing strategy and competitive positioning Hooley, Graham J., Nicoulaud, Brigitte.,; Rudd, John M.; Lee, Nick., Seventh edition., Harlow, England ; New York :, Harlow, England ; New York :, Pearson, 2020., Total pages 1 online resource (xxiii, 594 pages)	
Further	How to write a business plan : win backing and support for your ideas and ventures	

	Finch, Brian,, Brian Finch author, Seventh edition., London ; New York, NY ;; London ; New York, NY ;, Kogan Page, 2022., Total pages viii, 190 pages ;	
Further	Marketing : an introduction Armstrong, Gary, Kotler, Philip,; Opresnik, Marc O., Fifteenth edition.; Global edition., Harlow, England ;, Pearson, [2023], Total pages 701 pages ;	
Further	The business plan workbook : a step-by-step guide to creating and developing a successful business Barrow, Colin,, Barrow, Paul,; Brown, Robert,, Tenth edition., London ; New York ;; London ; New York :, Kogan Page, 2021., Total pages xvii, 300 pages ;	
Further	Henry Stewart Talks London :, Henry Stewart Talks, Total pages 1 online resource; Database	X
Further	MarketLine Advantage MarketLine (Firm), Total pages Collection; Database	X
Further	Essentials of entrepreneurship : changing the world, one idea at a time Baron, Robert A., Hmieleski, Keith M., 2nd edition, Cheltenham, UK :, Edward Elgar Publishing, [2018]., Total pages xvi, 362 pages :	
Further	Entrepreneurship Hisrich, Robert D., Peters, Michael P.,; Shepherd, Dean A., Eleventh edition., New York, NY :, McGraw-Hill Education, [2019], Total pages xxiii, 581 pages :	
Further	Principles of Marketing Kotler, Philip,, Armstrong, Gary; Opresnik, Mark Oliver,, Eighteenth edition, Global edition., Harlow, Essex ; New York, NY ;; Harlow, Essex ; New York, NY :, Pearson Education Limited, [2021], Total pages 728 pages :	

Websites

http://businesswales.gov.wales	www.cipd.co.uk	www.acas.org.uk
http://careerswales.com	www.mindtools.com	www.personneltoday.com
https://www.i-l-m.com/	www.ted.com/talks	

Managing Enterprise Teaching Plan

Week	Content Detail
Week 1 W/C 28/09	Introduction to the Module Welcome to Managing Enterprise! This week introduces the module, the assessment and the key elements of developing a business idea and creating a successful business plan.
Week 2 W/C 05/10	Marketing This week explores the role of marketing in helping a business reach and engage its customers. You'll consider different marketing and promotional activities and how these can be applied to your own business idea.
Week 3 W/C 12/10	Human and Physical Resources What people, equipment and resources will your business need to operate successfully? This week explores human and physical resources, including staffing requirements, job roles and the resources needed to bring your business idea to life.
Week 4 W/C 19/10	Sources of Finance and Market Research This week explores how businesses can access the finance they need and how market research can support better decision-making. You'll consider suitable sources of finance alongside primary and secondary research that can help you understand your potential market.
Week 5 W/C 26/10	<i>Reading Week (No Lecture)</i> There is no scheduled lecture this week. Use the time to catch up on your learning, continue your independent research and make progress with your business plan.
Week 6 W/C 02/11	Cash Flow This week focuses on understanding and managing the money moving in and out of a business. You'll explore how to develop a 12-month cash flow forecast and use financial information to consider whether your business idea is realistic and financially viable.
Week 7 W/C 09/11	SWOT Analysis This week introduces SWOT analysis as a way of evaluating your business idea. You'll identify its strengths, weaknesses, opportunities and threats before considering practical actions you could take to address your biggest weakness.

Week 8 W/C 16/11	Phil Rees CEO / SHIPMAX This week, Phil Rees, CEO of SHIPMAX, will share his real-world experience of running and developing a business. You'll gain insight into his entrepreneurial journey, the challenges he has faced, and the skills and decisions involved in building and managing a successful business.
Week 9 W/C 23/11	The Art of Presenting This week turns the focus to communicating your business idea effectively. You'll explore how to structure and deliver an engaging business presentation and prepare to pitch your idea confidently to an audience.
Week 10 W/C 30/11	Mock Presentations It's time to put your presentation into practice. You'll have the opportunity to rehearse your business pitch, test your delivery and use feedback to make improvements ahead of the final presentation.
Week 11 W/C 07/12	Business Plan Presentations This week is your opportunity to bring everything together and present your business idea. You'll deliver your final business plan presentation, showcasing your proposition and making the case for investment in your business.

TASK DESCRIPTION

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 ☒
PROGRAMING	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.	Yes ☒

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education – Skills for the Workplace		
Module:	Managing Enterprise		
Module code:	BMSW4011	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Mel Squire	Internal Verifier:	Philippa Fitzgerald
Assignment Title:	Task 1: Business Plan and Reflection Task 2: Presentation	Word count (or equivalent):	Task 1: 1000 word business plan plus 500 word reflection Task 2: 10 minute individual presentation
Submission deadline:	Task 1: Monday 30th November 23.59PM 2026 Task 2: Monday 7th December 23.59PM 2026	Return date of provisional marks & written feedback:	Monday 4 th January 23.59PM 2027
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.) PLEASE UPLOAD YOUR BUSINESS PLAN, REFLECTION AND POWERPOINT ONTO THE CORRECT ME MAY 2025 TURNITIN LINKS. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. 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

AIM(S)

- To develop an awareness of enterprise, including self-employment and the skills required to set up a successful business.

LEARNING OUTCOMES

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

- Develop a business idea and prepare and present an appropriate business plan
- Demonstrate a range of business skills and knowledge
- Evaluate own strengths and challenges when implementing the business plan

TASK DESCRIPTION

This is an individual business activity and assessment comprises of 2 separate TASKS:

Task 1: 2 Parts

Part 1: Prepare a 1000 Word Business Plan

The Business Plan should be approximately 1000 words and must include the following:

1. **Product/Service Proposition and Company Name:** Provide a detailed description of your business's product or service, along with the name of your company.
2. **The Story Behind Your Idea:** Explain the inspiration or journey that led to the creation of this business idea.
3. **Business Ownership Structure:** State the type of business ownership (e.g., sole trader, partnership) and justify your choice. Include the pros and cons of your selected structure.
4. **Mission Statement, Aim, and SMART Objectives:** Present the mission statement of your business, its core aim, and SMART objectives. Additionally, explain your Unique Selling Proposition (USP).
5. **Location and Rationale:** Describe the physical location of your business and explain why it was chosen. If relevant, include a Google Maps visual.
6. **Human Resources:** Outline how many employees your business will have, where you will source them, and their job roles. Include an organisational chart if appropriate.
7. **Marketing Activities:** Detail the marketing and promotional strategies you will employ to sell your product/service. Provide examples of marketing and PR initiatives (e.g., business cards, flyers, social media posts).
8. **Market Research:** Present the market research you've conducted and how the findings have shaped your business. Include both primary and secondary data, such as graphs and research methods, to support your analysis.
9. **Financial Resources:** Outline the costs associated with running your business and the sources of finance you plan to use. Assess the feasibility and realism of these financial plans. Include a 12-month cash flow forecast, summary, and narrative.
10. **SWOT Analysis:** Complete a SWOT analysis and focus on your biggest weakness. Provide at least four actions you plan to take to address this weakness.

You are required to conduct relevant research to support your business plan and appropriately reference this within your report using Harvard referencing guidelines. Please note that the referencing does not contribute to your overall word count. A minimum of **15 references** is expected.

Part 2: Individual Reflection (500 words)

Share your reflections on the following:

1. What new business skills and knowledge have you acquired during the process of formulating and developing your business plan?
2. Share an entrepreneurial trait that you have identified which you need to develop and how you propose to develop this.
3. If you were an angel investor, would you invest in your business? Give reasons why and why not.

No references are required for your individual reflection.

Please combine your business plan and reflection into 1 word document, which is uploaded onto Turnitin.

Task 2: 10-Minute Individual Presentation

Imagine you have been approached by an Angel Investor who would like to invest £50k in the development and expansion of your business. They have approached a number of entrepreneurs and will award the money to the person who executes the best “pitch”.

Your presentation is required to “pitch” the following areas:

1. Business Proposition Overview (4-5 minutes)

Begin by bringing your business proposition to life, covering key aspects such as the product or service description, your mission statement, and the business's aims and objectives. You should also highlight your unique selling proposition (USP), the legal structure of your business, and the proposed location. Touch on your human resource management strategy, provide a brief financial overview, and conclude with a SWOT analysis.

2. 12-Month Marketing Strategy & Branding (2-3 minutes)

Next, explain your 12-month marketing strategy and branding plan. Demonstrate actual marketing examples that you've created, including materials such as business cards, flyers, and social media posts. If applicable, include promotional content like TikTok ads or Facebook posts.

3. Angel Investor Pitch (2-3 minutes)

Explain why an Angel Investor should consider investing in you and your business idea. Discuss how you would allocate the investment to develop and grow your business.

Your presentation slides should include a minimum of 10 Harvard references - **the last slide should be your numbered reference list**. Please ensure that you verbally cite your references throughout each of your slides when presenting.

NB: All grading criteria will be marked across the task as a whole.

PLEASE NOTE – THE DEADLINE FOR FEEDBACK ON DRAFTS IS 7 WORKING DAYS BEFORE THE SUBMISSION DATE.

IMPORTANT – PLEASE ENSURE THAT YOU:

1. Complete an AI statement available on moodle and insert at the beginning of your assessment (not included in your word count). You will be deducted 2 marks if you fail to use this statement.
2. Upload onto the correct Turnitin links – ME **MAY** 2025 and double check your Turnitin receipt that you have uploaded onto the correct Turnitin link. Your written work must be presented as a WORD document and not a PDF.

WORD LIMIT PENALTIES - If the specified word limit for an assessment has been exceeded, the following penalties would normally apply.

- 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 – maximum mark of capped mark. Failure to meet the word limit may result in lower marks based on the quality of the work because the work may not include the necessary info. required for the assessment o meet the stated learning outcomes.

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 15 academic references to support your business plan. There should be supporting references on business plan, marketing, finance, human and physical resources. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided using Harvard referencing conventions. Your presentation should also include a minimum of 10 references. No references are required for your reflection.

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 knowledge and understanding of the contents and structure of a business plan proposal as listed on the guidance notes. In your reflection you should show a knowledge and understanding of the required entrepreneurial traits to be successful in business along with the challenges you are likely to face when implementing your business proposition.

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 be able to demonstrate that your proposal is viable, backed up by relevant research. You should also be able to demonstrate a critical awareness of your proposition and the capacity to develop strategies to overcome the anticipated challenges.

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: Demonstrate practical application and deployment of your business proposal through the use of innovative and creative business and marketing ideas and market research.

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:

Your verbal and written work should be coherent, have a clear structure and be well organised. It should also demonstrate your skills in using Harvard referencing.

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.

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	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	15	
5. Transferable Skills for Life and Professional Practice	25	

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 principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying 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)	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	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	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	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.	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	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

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%
and make sound judgements.)	evidence to back up views.	statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Mostly valid arguments and logical judgements.		and valid judgements.	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. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. 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.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of 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 exercise of some personal responsibility.	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 of minor weakness.	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.