

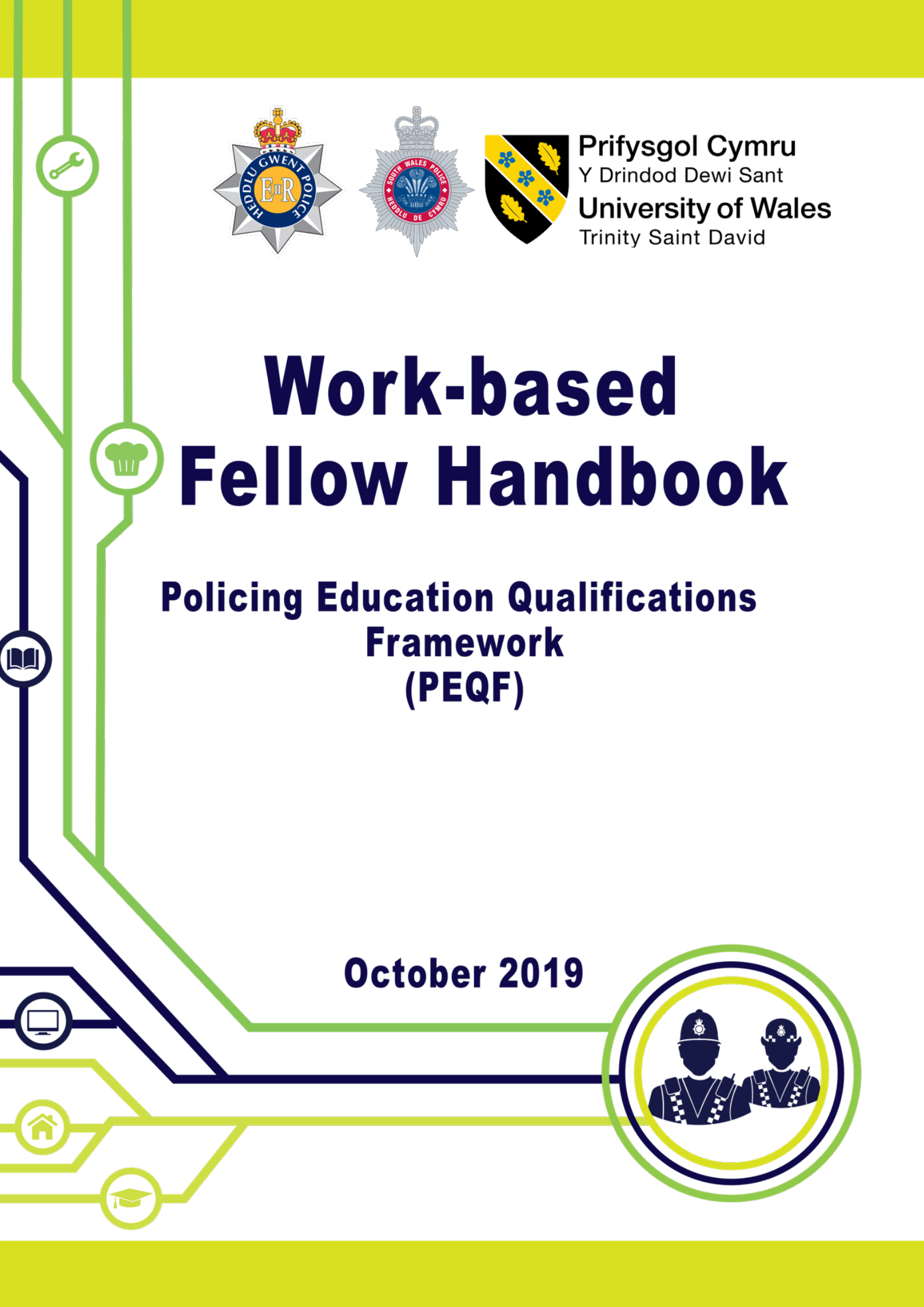


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Work-based Fellow Handbook

**Policing Education Qualifications
Framework
(PEQF)**

October 2019



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1. Purpose of this document

This document provides guidance for assessors on the Policing Apprenticeships offered by the University of Wales Trinity Saint David (UWTSD). The Apprenticeships are led by a team in the Institute of Management and Health on both the Swansea and Carmarthen campuses. We aim to provide you with information on University services as well as assessing the apprenticeships.

2. Information

2.1. Contact Details

Name	Role	Email	Phone Number
Roger Maidment	Dean of Institute of Management and Health Chair of Project Board	r.maidment@uwtsd.ac.uk	01792 481054
Bronwen Williams	Project and Academic Lead	bronwen.williams@uwtsd.ac.uk	01792 481135
Wynne Jones	Senior Lecturer	wynne.jones@uwtsd.ac.uk	01792 481000 ext 3044
To be confirmed	Administrator Swansea Business School	To be confirmed	To be confirmed
Annette Fillery-Travis	Head of Wales Academy for Professional Practice and Applied Research	a.Fillery-Travis@uwtsd.ac.uk	01267 225177
Andrew Edwards	Lecturer	a.r.edwards@uwtsd.ac.uk	07411 210811
Lowri Harris	Lecturer	l.m.harris@uwtsd.ac.uk	01267 676775
Steve Darnell	Lecturer	stephen.darnell@uwtsd.ac.uk	01267 225184

2.2. Project background

UWTSD was identified as a suitable provider of the Police Constable Degree Apprenticeship (PCDA) and Degree Holder Entry Programme (DHEP) in support of the Police Education Qualifications Framework (PEQF) for Lot 1 – South East Wales, which includes both South Wales and Gwent police forces. The Contract is a Framework Agreement which is open to the Police and Crime Commissioner for Dyfed Powys, the Police and Crime Commissioner for Gwent and the Police and Crime Commissioner for North Wales.

2.2. Project expectations

The apprenticeship programme anticipates that two cohorts will be recruited annually, with an intake in March and September for three years. The cohorts in 2019 saw 180 enrolled as learners. The first cohort of 90 have successfully completed their initial learning phase of 6 months and are now in their tutorship phase and studying their work-based learning modules.

There are two pathways involved in the apprenticeship, which are as mentioned above, the PCDA (BSc – 360 credits) and the DHEP (Graduate Diploma – 120 credits) programmes.

The following table illustrates the expected modules the PCDA learners will undertake:

Module Code	Module Title	Units	Level	Assessment Summary
Level 4				
BMPP4002D	Operational Policing Practice 1	40	4	Component 1 – 25% Written Exam: (2 hour) Component 2 – 25% Written Exam: (2 hour) Component 3 – 25% Written Exam: (2 hour) Component 4 – 25% Written Exam: (2 hour)
BMPP4000D	Professional Police Practice 1	40	4	Component 1 - 100% Coursework: Competency based portfolio (based upon reflective practice and linked to OCP completion and IPS assessment criteria, may include a detailed personal development plan and a reflective commentary). 8 elements (equivalent to 6000 words)
BMPP4001D	Policing in the Workplace 1	40	4	Component 1 - 60% Coursework: Portfolio: 5 elements (equivalent to 3600 words) Component 2 - 40% Coursework: Written Assignment: 2400 words
Level 5				
BMPP5000D	Professional Police Practice 2	40	5	Component 1 - 100% Coursework: Competency based portfolio (based upon reflective practice and linked to OCP completion and IPS assessment criteria, which may include a detailed personal development plan and a reflective commentary). 10 elements (equivalent to 8000 words)
BMPP5001D	Policing in the Workplace 2	40	5	Component 1 - 60% Coursework: Portfolio: 6 elements (equivalent to 4800 words) Component 2 - 40% Coursework: Written Assignment (3200 words)
BMPP5002D	Operational Policing Practice 2	40	5	Component 1 - 50% Coursework: Written Assignment (4000 words)

				Component 2: 50% Coursework: Written Assignment (4000 words)
Level 6				
BMPP6000D	Professional Police Practice 3	40	6	Component 1 - 100% Coursework: Competency based portfolio (based upon reflective practice and linked to OCP completion and IPS assessment criteria, which may include a detailed personal development plan, a reflective commentary, etc). 12 elements (equivalent to 10,000 words)
BMPP6001D	Policing in the Workplace 3	40	6	Component 1 - 50% Coursework: Portfolio: 6 elements (equivalent to 5000 words) Component 2 - 50% Coursework: Written Assignment: (5000 words)
BMPP6003D	Policing Practice Project	40	6	Component 1 - 100% Coursework: Written Assignment (10000 words) or 15 minute Presentation with 5000 word supporting paper

The following table illustrates the modules the DHEP students will be studying:

Module Code	Module Title	Units	Level	Assessment Summary
Year 1				
BMPP6002D	Operational Policing Practice 1	40	6	Component 1 – 25 % Written Exam: (2 hour) Component 2 – 25 % Written Exam: (2 hour) Component 3 – 25% Written Exam: (2 hour) Component 4 – 25% Written Exam: (2 hour)
BMPP6000D	Professional Police Practice 1	40	6	Component 1 - 100% Coursework: Competency based portfolio (based upon reflective practice and linked to OCP completion and FOC assessment criteria, may include a detailed personal development plan and a reflective commentary). 12 elements (equivalent to 10000 words)
Year 2				
BMPP6001D	Policing in the Work Place 2	40	6	Component 1 - 50% Coursework : Written Assignment (6 elements equivalent to 5000 words) Component 2: 50% Coursework: Written Assignment (5000 words)
BMPP6003D	Policing Practice Project	40	6	Component 1 – 100% Coursework: Written assessment OR Presentation with Supporting Paper. (10,000 words OR 15 minute presentation with 5000 word supporting paper)

2.2.Public Services –Swansea campus

The Public Service department, which is based in Swansea, are leading on this programme with Bronwen Williams as the Project Manager and Academic Director, and Wynne Jones as the Lead Lecturer on the programme.

Their contact details should you ever need them are:

Name	Role
Bronwen Williams	Project Manager / Academic Director
Wynne Jones	Programme Lead Lecturer
Mark Jordan	Lecturer

2.2.Work-based Learning – Carmarthen campus

The Wales Academy for Professional Practice and Applied Research are working with the Public service team to combine the wealth of knowledge in Policing and work-based learning to provide a programme that allows the learners to link theory to practice whilst allowing both police forces to benefit from effective reflective practitioners.

Contact details for the team are:

Name	Role	Email	Phone Number
Lowri Harris	Lecturer	l.m.harris@uwtsd.ac.uk	01267 676775
Steve Darnell	Lecturer	Stephen.darnell@uwtsd.ac.uk	01267 225184
Andrew Edwards	Lecturer	a.r.edwards@uwtsd.ac.uk	

2.3. Work-based learning

Work-based learning is based on the principle that relevant learning at work has the potential to be recognised and accredited as part of an award or qualification. In order to do this the learning has to be brought together into a coherent programme that can be quality assured. Work-based activities, supplemented by wider reading and underpinning knowledge, can effectively become a higher education programme, tailored to the needs of individuals or groups of staff. The programme might lead to a higher education qualification such as a Certificate in Higher Education, a Foundation Degree or a Postgraduate Degree, or it may be a shorter programme that leads to credit rather than an entire qualification. All Work-based Learning Modules can be studied at levels 4, 5, 6 and 7.

Level 4 – First Year Degree

Level 5 – Second Year Degree

Level 6 – Third Year Degree

Level 7 – Masters Level

2.4. Professional Practice

University of Wales Trinity Saint David set up a Professional Practice Framework in 2009, where the aim was to meet the professional development needs of employers and employees across Wales. The vision of the Professional Practice Framework is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality.

What is Professional practice?

- Professional practice is a framework for accrediting and accumulating higher level learning. It is important that the framework makes it easy and worthwhile for employers to work with the University of Wales Trinity Saint David.

Key features include:

- Learning is focused on the professional and personal development needs in the workplace
- The ability to accredit in-house development programmes
- To help in developing the knowledge, skills and expertise of their staff
- The framework can accredit competences, so is consistent with appraisal, job evaluation and succession planning
- Allows for the Accreditation of Prior Learning
- Personal support for learners and opportunities to develop their study skills
- The framework offers a range of modules available to facilitate vertical and horizontal career progression
- Employers can help teach and assess on the programme, bringing their specialist experience
- Delivery patterns can be flexible in order to suit the needs of employers and participants

Who is eligible?

Anyone who is capable of studying at level 4 and above, they must be employed, although this could be in a voluntary capacity.

How long does it last?

It is flexible in terms of time, and people can enrol at any time, but from starting we would expect people to complete a qualification within between 1-4 years, be that Postgraduate Cert, MA, Cert HE.

3. Intention

3.1. Role of the work-based learning fellows

As a work-based learning department, we recognise that working closely with experts in various fields allows us to offer a breadth of programmes.

The Academy uses the knowledge and experience of practitioners within the field to support the development of the provision, prepare course materials and to deliver areas that require specialist knowledge. Such individuals are employed by the University as Work-based Development Fellows and are paid on an hourly rate for their 'consultancy' services.

3.1.Expectations etc.

Alongside the quality assured assessment process, we believe that feedback is equally important and pride ourselves on providing timely, accurate and evidenced feedback to students on their academic and professional performance.

Assessment in the form of student portfolio examination provides a unique opportunity for both academic and policing staff to contribute to providing student feedback which, in itself, provides students with information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills. Importantly, all form of assessment - at all stages of learning - will be offered in either the Welsh or English language.

3.1.Resources Available to You

This handbook is a key resource for your tutoring on the Professional Practice Programme. However, it is only one of many resources, including:

- a. The **course materials** – supporting documents are provided on Moodle, which is a Virtual Learning Environment and you have access to this resource, as well as accessing the area for marking through Moodle.
- b. **Head of Wales Academy for Professional Practice and Applied Research** – Annette Fillery-Travis
- c. The **Programme Director**, who will provide overall leadership and advice relevant to the programme.
- d. A **Mentor** – Andrew Edwards and Steve Darnell will both be available to you to support you.
- e. Occasional **Staff Development Events**: you will be notified directly.
- f. Access to the University's **Library / Learning Resource Centre** and its wide range of information resources.

3.2. Module descriptor

The University operates with learners studying modules, and each module is structured with a descriptor. The module descriptor details the title, code, aims, objectives, indicative content, assessment and reading list. We have included the first work-based learning specific module descriptor here, which will also be the first assignment expected from the PCDA students in November, and then subsequently the first assignment from the DHEP students in January.

Here is the [level 4 PCDA module descriptor that accompanies PCDA Year 1, Workbook 1:](#)

MODULE CODE:	BMPP4000D
TITLE:	Professional Police Practice 1
DATED:	01/03/2019
LEVEL:	4
CREDITS:	40
JACS CODE:	L430

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on Policing Professional Profiles (PPP) and other competencies related to their professional role as set out but the College of Policing.

LEARNING OUTCOMES

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

- Understand and reflect on Policing Professional Profiles (PPP).and other competencies relevant to their professional role as police officers;
- Create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- Demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- Judge the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

Student's vocational expertise will be mapped against Policing Professional Profiles (PPP) or their role as police officers.

Occupational competency, as appropriate to level 4, in the following areas:

- The police constable role and professional standards
- Valuing difference, inclusion, vulnerability and risk
- Evidence-based policing and managing conflict
- Leadership and team-working within the police

- Criminology, crime prevention and criminal justice
- Public protection, digital policing and counter terrorism

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	7.5%
Independent learning	100	25%
Placement learning	270	67.5%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio (which includes a detailed personal development plan and a reflective commentary).	8 elements (equivalent to 6000 words)	100%

Assessment Summary

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

READING LIST

Module Code	BMPP4000D	
Module Title	Competency-based Portfolio 1	
Classification	Reading List entry	Electronic*
Essential	Policing Professional Profiles (PPP)	☒
Essential	Wilson, E and Bedford, P. 2009 <i>Study Skills for Part time Students</i> : Pearson Education	☒
Essential	<i>Blackstone's Police Operational Handbook</i> 2018	☒
Essential	<i>Blackstone's Police Operational Handbook - Practice and Procedure</i> 2nd 2018	☒
Essential	<i>The Academic Skills Handbook</i> 2018 T. Reid SAGE	☒
Essential	<i>Mastering Academic Writing</i> B.Samuels and J. Garbati 2018 SAGE	☒

Here is the [level 4 PCDA module descriptor](#) that accompanies PCDA Year 1, [Workbook 2](#):

MODULE CODE: BMPP4001D
TITLE: Policing in the Work Place 1
DATED: 01/03/2019

LEVEL: 4
CREDITS: 40

JACS CODE: L430

AIM(S)

- To enable learners to independently study the established knowledge in a topic that has particular relevance to their workplace practice and their personal development

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to demonstrate the ability to:

- prepare and implement a personal study programme to develop their professional policing practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice and assess the actual and/or potential impact of applying what they have learned.

INDICATIVE CONTENT

- establishing a rationale for study of a particular area of police practice based on its relevance to the workplace, the learner's developmental needs and the level of study.
- identifying expected learning outcomes, assessment criteria and measures of success
- planning and implementing a study programme
- learning support
- research methods, analytical skills and critical evaluation
- ethical considerations
- the application of learning
- critical reflection

LEARNING AND TEACHING STRATEGY

Online Teaching sessions will introduce the learners to the relevant concepts, principles and practices of supported self-study. Online tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	10
Independent learning	280	70
Placement learning (work-based)	80	20
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	5 elements (equivalent to 3600 words)	60%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	2400 words	40%

Assessment Summary

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

READING LIST

Module Code	BMPP4001D	
Module Title	Policing in the Work Place 1	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university 4th ed.</i> London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students –learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Here is the [level 6 DHEP module that accompanies DHEP Year 1, Workbook1:](#)

MODULE CODE:	BMPP6000D
TITLE:	Professional Police Practice 3
DATED:	01/03/2019
LEVEL:	6
CREDITS:	40
JACS CODE:	L430

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on Policing Professional Profiles (PPP).and other competencies related to their professional role as a police officer.

LEARNING OUTCOMES

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

- Critically evaluate and reflect on Policing Professional Profiles (PPP) .and other competencies relevant to their professional role;
- Create an individual learning plan to meet their identified needs through reflection upon their continuing professional practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- Demonstrate a systematic understanding of the relationship between various types of professional and academic knowledge including acquisition of coherent and detailed knowledge of professional police practice;
- Critically evaluate the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

Student's vocational expertise will be mapped against Policing Professional Profiles (PPP) for their role as police officers.

Occupational competency, as appropriate for level 6, in the following areas:

- The police constable role and professional standards
- Valuing difference, inclusion, vulnerability and risk
- Evidence-based policing and managing conflict
- Leadership and team-working within the police
- Criminology, crime prevention and criminal justice
- Public protection, digital policing and counter terrorism

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	10
Independent learning	280	70
Placement learning (work-based)	80	20
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio (which may include a detailed personal development plan and a reflective commentary etc).	12 elements (equivalent 10,000 words)	100%

Assessment Summary

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

READING LIST

Module Code	BMPP6000D	
Module Title	Professional Police Practice 3	
Classification	Reading List entry	Electronic*
Essential	<i>Policing Professional Profiles</i> (PPP)	☒
Essential	Wilson, E and Bedford, P. 2009 <i>Study Skills for Part time Students</i> : Pearson Education	☒
Essential	<i>Blackstone's Police Operational Handbook</i> 2018	☒
Essential	<i>Blackstone's Police Operational Handbook - Practice and Procedure</i> 2 nd 2018	☒
Essential	The Academic Skills Handbook 2018 T. Reid SAGE	☒
Essential	<i>Mastering Academic Writing</i> B.Samuels and J. Garbati 2018 SAGE	☒

3.3. Marking criteria

The marking criteria used by the University is generic and level-specific as per below:

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	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
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	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.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
			accurately or consistently.				
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 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	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	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.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		unsubstantiated opinions. Ideas sometimes illogical and contradictory.	inconsistency / mis-interpretation.				
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)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently,	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently	Work is coherent, very fluent and is presented professionally. Can work effectively independently	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.)	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.	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.	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.	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.	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.	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.	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.

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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. 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. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	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%
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see

Level 5	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%
		unsubstantiated opinions. Ideas sometimes illogical and contradictory.	or failure to fully recognise limits of knowledge.	assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	appropriate and valid judgements.	A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the	Rudimentary application of established 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	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated,

Level 5	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%
	context in which they were first studied.	making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	propose mostly appropriate solutions outside the context in which they were first studied.	between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	problems and propose excellent, creative solutions outside the context in which they were first studied.	creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	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. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal	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. Flawed approach to group work, meeting only partial	Can communicate in a suitable medium for the audience 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 group, meeting most obligations to others but perhaps with limited	Can communicate effectively in a suitable medium for the audience, 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 for employment requiring the	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making,	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of

Level 5	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%
	responsibility and decision-making.	obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	with just occasional minor weakness.	excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	personal responsibility and decision-making and an appetite for further development.

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
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. 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.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		unsubstantiated opinions. Ideas sometimes illogical and contradictory.	mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	incomplete) to make mostly appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	and unpredictable contexts.	appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	propose mostly appropriate solutions in complex and unpredictable contexts.	Evidence of some innovation and creativity.	Innovation and creativity evident.	
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and	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	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	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 the basic skills required in graduate	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 graduate employment, with some areas of	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 very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
effectiveness in presentation and organisation.)	graduate employment.	relevant). Limited evidence of the skills required in graduate employment.	employment, with some areas of minor weakness.	strength and some of minor weakness.		excellent graduate employment skills and an appetite for further development.	for further development.

3.4. Level 4 guidance for learners

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.

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.

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.

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.

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.

3.5. Level 5 guidance for learners

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.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment

context. 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, some of which may be creative. 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. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

3.6. Level 6 guidance for learners

6. 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, where 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 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.

7. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles 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 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.

8. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

9. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. 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. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

10. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for 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 and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

3.7. Marking schedule

The marking schedule which has been produced in discussion with the Police is set out below:

PCDA

PCDA (approx. 30 learners)	Workbook 1	Workbook 2
Submission date	Monday, 25 November 2019	Monday, 20 January 2020
Marked by:	Monday, 9 December 2019	Monday, 3 February 2020
First Re-sub	Monday, 16 December 2019	Monday, 10 February 2020
Marked by:	Monday, 23 December 2019	Monday, 24 February 2020
Second Re-sub	Monday, 6 January 2020	Monday, 2 March 2020
Marked by:	Monday, 20 January 2020	Monday, 9 March 2020

DHEP

DHEP (approx. 60 learners)	Workbook 1
Submission date	Monday, 6 January 2020
Marked by:	Monday, 20 January 2020
First Re-sub	Monday, 27 January 2020
Marked by:	Monday, 10 February 2020
Second Re-sub	Monday, 17 February 2020
Marked by:	Friday, 28 February 2020

3.8. Moodle – Online learning environment

Following link is to the library resource (TEL) - here is where the up to date information is stored.

<https://uowtsd.sharepoint.com/sites/TELResourceCentre2/SitePages/Moodle,-Turnitin-and-Feedback-Studio.aspx?web=1>

3.9. Turnitin – Online submission portal

<https://help.turnitin.com/new-links.htm>

3.9.Accessing submissions

<https://help.turnitin.com/new-links.htm>

3.9. Marking

Generic marking criteria is shown in above

Turnitin holds the marking 'rubric' - a grid that records the marking criteria and allocated marks are inputted into here as well.

<https://help.turnitin.com/new-links.htm>

3.10. Marking process

3.10. Flow and description

Marking process

1. Student submits work to Turnitin (online marking software, via Moodle).
2. Administrator allocates which learners each of the assessors' marks.
3. Administrator sends email with link to each fellow with access to their particular learners.
4. Assessor marks within Turnitin using a rubric (a grid that mirrors the generic assessment criteria shown in section 1.4 above)
5. Moderator reviews comments and marks, then agrees final mark with the first assessor.
6. Marks are allocated on Moodle and available for the learner to see after the specified date for the assignment.
7. Administrator accesses the marks on Moodle and uploads them to Student Record System for Exam Board purposes.

3.11. Moderation

The purpose of moderation is to ensure consistency across the marking and providing equity across all learners.

The moderator will select a sample which will ensure that:

- each marker has a piece of assessment represented within the sample
- a sample of fails will be reviewed
- any borderlines (marks between - 38-42, 48-52, 58-62, 68-72)
- and a sample of distinctions

3.12. Drafts

All learners will be given an opportunity to submit a draft of a task within each workbook for review and feedback, the feedback will be made available to you as assessors, via SharePoint (a link will be supplied), in order to ensure there is no conflict in advice and to review whether the learners have taken the advice on board or not.

3.13. Thresholds – marking

Advice when marking which is aligned with the Academic Quality Handbook (access to this book can be found online here: <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>).

In order to avoid confusion and aggrievances, it is useful to consider which bracket the assignment sits in (refer to the marking criteria), and whether if it is close to the borderline, the feedback should be absolutely explicit and certain that this is where the mark should be.

Where appropriate, this will be discussed further with the moderator to ensure that all learners are treated equitably and that if an appeal was to occur, that the assessor was clear as to the reasons why they were not in the higher bracket.

In most cases, it is best to avoid borderlines.

3.14. Plagiarism and referencing

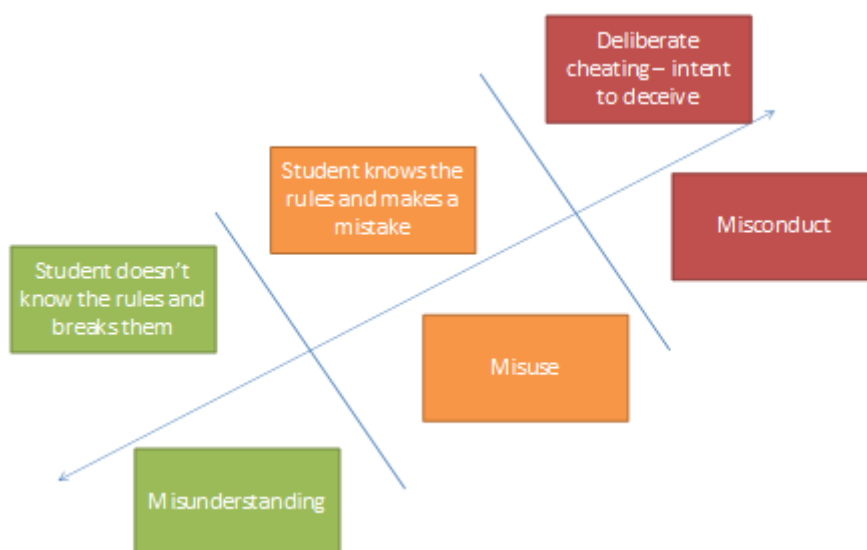
Plagiarism is treated very seriously.

Definition: -

"uses words, ideas or work products, attributable to an identifiable person or source, without attributing the work to the source from which it was obtained, in a situation in which there was a legitimate expectation of original authorship, in order to obtain benefit, credit or gain". Fishman, 2010

Fishman, T. (2010) cited in Fearn, H. 'Is it plagiarism? Well it is rather difficult to say.'
[Online], Available: <http://www.timeshighereducation.co.uk/412292.article> [30 Sept 2019]

A spectrum of plagiarism



Here are some examples of plagiarism:

- Copying without showing it is a copy
- Paying someone to do it for you
- Not showing your sources [words and work] transparently enough
- Working closely with others and not acknowledging the shared work

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously, you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Guidance on Harvard referencing can be found on UWTSD's website, <https://www.uwtss.ac.uk/media/uwtss-website/content-assets/documents/library-and-learning-resources/infoskills/harvard-eng.PDF>

As a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. These are fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources then make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

3.15. Wordcount – guidance

Learners should include their word count at the end of each task. It is expected that it is +/- 10% of the specified wordcount.

Police conduct and codes of practice

The learners are expected to follow the same UWTSD codes of practice that all students of the university are subject to. In the case of the student police (attested) officers they are also subject to the police service own codes of practice.

3.17. Identifying highflyers

We have been asked by the Police forces to identify elements of good practice and learners who may be surpassing expectations, or, achieving high grades in their work. These should be communicated via email to the work-based learning team who will collate and communicate the information as a whole to the forces.

3.18. Feedback – here are examples from a portfolio that we ran with social workers.

The tasks below **are not the actual tasks** that we have allocated the police students in their workbook. They are from another cohort of students and it is intended to show an example of how feedback is typically given.

Task 1: In section 2 the learner presents a coherent and well evidenced argument to identify and justify his development needs. The section could have been improved by more explicit adherence to the identified learning outcomes, which are implied rather than specific. More attention could have been paid in this section to integrating the reflective model referred to. Section 6 retains logic and coherence, utilising a reflective model which is evident, but not fully integrated into the discussion. The learner incorporates feedback from individuals and other professionals and refers to a range of learning strategies supported by examples, which balances the reference to preferred learning style in section 2. A more in-depth exploration of the use of professional supervision would have enhanced the mark. As written, it appears somewhat tokenistic, and does not acknowledge professional accountability. However, the impact of learning on practice is kept at the heart of the discussion, and the specific case example was particularly helpful in conveying a sensitive understanding of collaborative working.

Task 2: The Social Work task is clear, although the legislative framework could have been more explicit. The English Code of Practice for the Mental Capacity Act is referenced. Welsh language legislation is not up to date. There is reference to and incorporation of the video clips to support practice, and the geographical context has been explored in the context of linguistic sensitivity. The learner reflects on his own experience of accessing services. Although his value base and adherence to the Codes of Professional Practice is generally clear, there is a significant omission in that permissions and consent are not discussed, which would have been helpful and enhanced this section. The individual's feedback is the only confirmation that permissions have been gained. It is not necessary to reference individual elements of the Codes of Professional Practice and National Occupational Standards. As in the previous task, use of a reflective model underpins, but is not fully integrated into the discussion. The learner critically reflects on the efficacy of the intervention. Discussion incorporates an appropriate theoretical knowledge base.

Task 3: The learner clearly identifies the legislative context of the case study, addressing the interface with Data protection and consent and Human Rights. There is clarity around the Social Work role within the multidisciplinary, multi-agency arena. Ethical dilemmas are acknowledged, and the issue of capacity in relation to both 1 and 2 is explored in the context of the Equality Act, together with a person centred, collaborative approach. Barriers to engagement and accessibility are considered and related to the

broader context of the Well Being of Future Generations (Wales) Act 2015. A more detailed discussion around process would have enhanced the mark, as would reference to “In Safe hands” and its relationship to the current legislative framework. There is honest, critical reflection and evaluation of the intervention supported by an examination of an appropriate theoretical knowledge base. This is not, however supported by appropriate references. The importance of recording information to support analysis and decision making is considered in the context of the development of the protection plan; this learning outcome would have benefited by more discussion. The reflection around personal values and ethical perspectives was particularly well expressed.

Task 4: The learner has summarised the legislative context accurately. The account is very general, and better use could have been made of the word count. There is detailed attention to the notion of capacity in relation to 16 and 17 year olds. Financial abuse is not discussed as a category, and although the principles of national procedures are accurately conveyed, further exploration of these, as well as more reference to local processes would have been helpful and enhanced the mark given.

Academic skills and general comments: The term “service user” is not compliant with the language in general use in the context of the SSWB(W)Act 2014. I felt at times that your somewhat formal academic style of writing impacted on the word count, as there was some repetition. The reference to practice examples was sufficient to ensure the individual remained the focus of the practice-based tasks. The use of Borton as a reflective model throughout could have been more explicit in the text, and I would have liked to have seen a rationale for your choice of this particular model. Welsh language legislation needed to include post devolution changes. Your mentor picks up on the theme of supervision as an area for development, which corresponds to my comments for task 1.

The general academic standard of the portfolio is not in question – it is well written, with a competent level of honest, critical reflection and analysis. This promotes confidence in your current and future practice. The academic “assignment” approach to the task has at times been to the expense of ensuring the essential elements of the practice are also addressed - please consider this in any future work. It was disappointing that your knowledge of a broad range of theoretical perspectives were not consistently supported by adequate referencing. It is not necessary to reference individual elements of the Codes of Professional Practice. In future work that has critical reflection as central to its construction, please ensure you utilise the word count wisely, pay careful attention to all the learning outcomes, and ensure consistency in your academic referencing.

3.19. Levels – expectations – SEEC descriptor

(<http://seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>)

Level 4

Summary credit level descriptors	Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.
Setting	
<i>Operational context</i>	Operates in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources.
<i>Autonomy and responsibility for actions</i>	Acts with limited autonomy, under direction or supervision, within defined guidelines. Takes responsibility for the nature and quality of outputs.
Knowledge and understanding	
<i>Knowledge and understanding</i>	Has a broad understanding of the knowledge base and its terminology or discourse. Appreciates that areas of this knowledge base are open to ongoing debate and reformulation.
Cognitive skills	
<i>Conceptualisation and critical thinking</i>	Identifies principles and concepts underlying theoretical frameworks and approaches, identifying their strengths and weaknesses.
<i>Problem solving, research and enquiry</i>	Identifies a well-defined focus for enquiry, plans and undertakes investigative strategies using a limited and defined range of methods, collects data from a variety of sources, and communicates results effectively in an appropriate format.
<i>Synthesis and creativity</i>	Collects information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts.
<i>Analysis and evaluation</i>	Judges the reliability of data and information using pre-defined techniques and/or criteria.
Performance and practice	
<i>Adaptation to context</i>	Locates own role in relation to specified and externally defined parameters.
<i>Performance</i>	Undertakes performance tasks that may be complex and non-routine, engaging in self-reflection.
<i>Team and organisational working</i>	Works effectively with others and recognises the factors that affect team performance.
<i>Ethical awareness and application</i>	Demonstrates awareness of ethical issues and is able to discuss these in relation to personal beliefs and values.
Personal and enabling skills	
<i>Personal evaluation and development</i>	Is aware of own capabilities in key areas and engages in development activity through guided self-direction.
<i>Interpersonal and communication skills</i>	Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts.

Level 5

Summary credit level descriptors	Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal or group outcomes.
Setting	
<i>Operational context</i>	Operates in situations of varying complexity and predictability requiring the application of a wide range of techniques and information sources.
<i>Autonomy and responsibility for actions</i>	Acts with limited supervision and direction within defined guidelines, accepting responsibility for achieving personal and/or group outcomes and/or outputs.
Knowledge and understanding	
<i>Knowledge and understanding</i>	Has detailed knowledge of well-established theories and concepts. Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.
Cognitive skills	
<i>Conceptualisation and critical thinking</i>	Identifies, analyses and communicates principles and concepts, recognising competing perspectives.
<i>Problem solving, research and enquiry</i>	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships. Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.
<i>Synthesis and creativity</i>	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.
<i>Analysis and evaluation</i>	Analyses a range of information, comparing alternative methods and techniques. Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.
Performance and practice	
<i>Adaptation to context</i>	Identifies external expectations and adapts own performance accordingly.
<i>Performance</i>	Undertakes complex and non-routine performance tasks. Analyses performance of self and others and suggests improvements.
<i>Team and organisational working</i>	Interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. Recognises and ameliorates situations likely to lead to conflict.
<i>Ethical awareness and application</i>	Is aware of personal responsibility and professional codes of conduct.
Personal and enabling skills	
<i>Personal evaluation and development</i>	Assesses own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. Uses feedback to adapt own actions to reach a desired aim and reviews impact.
<i>Interpersonal and communication skills</i>	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity.

Level 6

Summary credit level descriptors	Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.
Setting	
<i>Operational context</i>	Operates in complex, unpredictable contexts, requiring selection and application from a range of often standard techniques and information sources.
<i>Autonomy and responsibility for actions</i>	Acts with minimal supervision or direction within agreed guidelines, taking responsibility for accessing support and accepting accountability for determining and achieving personal and/or group outcomes.
Knowledge and understanding	
<i>Knowledge and understanding</i>	Has a systematic understanding of the knowledge base and its inter-relationship with other fields of study. Demonstrates current understanding of some specialist areas in depth.
Cognitive skills	
<i>Conceptualisation and critical thinking</i>	Works with ideas at a level of abstraction, arguing from competing perspectives. Identifies the possibility of new concepts within existing knowledge frameworks and approaches.
<i>Problem solving, research and enquiry</i>	Demonstrates confidence and flexibility in identifying and defining complex problems. Identifies, selects and uses investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes.
<i>Synthesis and creativity</i>	Applies knowledge in unfamiliar contexts, synthesising ideas or information to generate novel solutions. Achieves a body of work or practice that is coherent and resolved.
<i>Analysis and evaluation</i>	Analyses new, novel and/or abstract data using an appropriate range of established subject-specific techniques. Judges the reliability, validity and significance of evidence to support conclusions and/or recommendations. Suggests reasons for contradictory data/results.
Performance and practice	
<i>Adaptation to context</i>	Locates own role within poorly defined and/or flexible contexts requiring a level of autonomy.
<i>Performance</i>	Seeks and applies new techniques and processes to own performance and identifies how these might be evaluated.
<i>Team and organisational working</i>	Works effectively within a team, supports or is proactive in leadership, negotiates in a professional context and manages conflict. Proactively seeks to resolve conflict.
<i>Ethical awareness and application</i>	Is aware of personal responsibility and professional codes of conduct and incorporates this into their practice.
Personal and enabling skills	
<i>Personal evaluation and development</i>	Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements actions.
<i>Interpersonal and communication skills</i>	Sets criteria for, and is effective in, professional and interpersonal communication in a wide range of situations.

4. Administration

4.1. HR

4.1. Staff number

HR will start on their recruitment checks process on receipt of your application forms.

Once this is complete, each work-based fellow will be allocated a staff number and university login details to access the on-line systems.

The university login details will give you access to:

- Moodle
- Library
- University email

All of these services can be accessed from the quick links page on the website:

<https://www.uwtsd.ac.uk/quick-links/>

4.1. Library access

Direct access to the library can be found here:

<https://www.uwtsd.ac.uk/library/>

4.1. Moodle access

Direct access to Moodle can be found here:

<https://moodle.uwtsd.ac.uk/login/index.php>

4.1. Timesheets / Expense sheets

It is intended that an administrator will deal with timesheets and payments. However, in the interim, please could you complete a timesheet and expense claim, which are included in your folder and send it on to Bronwen Williams (please can you copy Lowri Harris in as well and if you have any problems with processing the payment, Lowri can then help to support you.)

Cost codes for the programme are:

Cost Centre: A5007

Cost Code: 22190

These will need to be added to your timesheets and expenses claims.

Name	Role	Email	Phone Number
Bronwen Williams	Project and Academic Lead	bronwen.williams@uwtsd.ac.uk	01792 481135

4.2. Communication

Main contacts were given in section 2.1 above.

The main points of contact for are repeated below:

To be confirmed	Administrator Swansea Business School	To be confirmed	To be confirmed
Annette Fillery-Travis	Head of Wales Academy for Professional Practice and Applied Research	a.Fillery-Travis@uwtsd.ac.uk	01267 225177
Andrew Edwards	Lecturer	a.r.edwards@uwtsd.ac.uk	07411 210811
Lowri Harris	Lecturer	l.m.harris@uwtsd.ac.uk	01267 676775
Steve Darnell	Lecturer	stephen.darnell@uwtsd.ac.uk	01267 225184

4.3. Mentoring Support

There is an existing mentoring policy in the University of Wales Trinity Saint David which can be arranged if you contact the PPF programme coordinator.

However, on an informal basis and in order to support you in your Work-based Development Fellow role you can request mentoring support from an existing Workplace Development Fellow. If you would like a mentor or are prepared to act as a mentor, please contact Annette Fillery-Travis a.fillery-travis@uwtsd.ac.uk