

## LEVEL 6 ASSESSMENT SPECIFICATION

|                         |                                                                                                                                                        |                                                      |                                                             |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|
| Programme:              | BA (Hons) Business Management                                                                                                                          |                                                      |                                                             |
| Module:                 | Leadership and Management Theory and Practice                                                                                                          |                                                      |                                                             |
| Module code:            | LCBB6003                                                                                                                                               | Contribution to Overall Module Assessment (%):       | 50%                                                         |
| Module Leader/Lecturer: | Dr Faizu Edu<br>Dr Piyumika K. Gamage                                                                                                                  | Internal Verifier:                                   | Dr Anupam Mazumdar                                          |
| Assignment Title:       | Component 2: Practical: Group Report and Presentation                                                                                                  | Word count (or equivalent):                          | Individual 500 words (per person) & 15 minutes (per person) |
| Submission deadline:    | <p><b>Slide submission: Monday 15<sup>th</sup> December by 2pm</b></p> <p><b>Report submission: Wednesday 17<sup>th</sup> December 2025 by 2pm</b></p> | Return date of provisional marks & written feedback: | <b>20 working days from submission date</b>                 |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Submission method:</b>              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) <b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week later, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.</p> |
| <b>Academic honesty / referencing:</b> | <p>Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                       |

| <b>Module Learning Outcomes (from module syllabus)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Upon the successful completion of this module the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise and evaluate the complexities involved in leading and managing people in organisations and the practical application of Leadership and Management theory and principles.</li> <li>2. Critically evaluate the design and implementation of strategies which are focused on enhancing the effectiveness of Leaders and Managers in order to meet current and future organisational needs.</li> </ol> |

## TASK DESCRIPTION

### Component 2: Coursework (50%): Group Presentation and Report

#### **Task 1: Presentation – (To be submitted by the group leader only):**

In groups of 3 - 4, and based on the below statement by Edith Heard, Director-General of the European Molecular Biology Laboratory, you are required to prepare and deliver a presentation that explains and analyses the importance of **emotional and cultural intelligence in leadership**. The presentation should **critically evaluate the two concepts** using at least **2 models or theories**. Additionally, you need to explore **how these skills contribute to effective leadership**, particularly in multicultural and collaborative environments. You must use at least **4 business examples to support your explanation**.

**I apply the same leadership principles to every part of my life. I tend to be very horizontal in my approach. I don't think of my lab members as working for me; I'm working with them . . . [I believe in] the importance of empathy, of trying to listen and tune into people to bring them on board. I think I learned this from an early age, when I was rather lost in translation, as an only child in a multilingual and multicultural environment.**

*Edith Heard, Director-General, European Molecular Biology Laboratory, Financial Times, 27 February 2022.*

**Task 2: Report – (To be submitted individually by each student):**

Each of you should write an individual 500-word reflection on your understanding of emotional and cultural intelligence, explaining how you plan to adopt these two concepts more effectively in the future.

**Please note that although it's a group presentation, grades will be awarded individually based on your performance and contribution.**

**Use of Generative AI in Assessment**  
(Lecturer to indicate Yes or Not against each element)

|              |                                                                                                                                                                                                 |                                                                                   |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/>            |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.               | Yes <input checked="" type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.       | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/>            |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/>            |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/>            |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/>            |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/>            |

# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

## 1. Research-informed Literature

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 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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

**Specific to Assignment 2: Any sources of secondary data used in your assignment should be correctly referenced (Harvard Style). In-text citation and Final Harvard Reference List required.**

## 2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and 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 you must 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.

**Specific to Assignment 2: Based on your knowledge of the subject you should select appropriate techniques, models, types and/or theories in the areas Leadership and management theories and models.**

## 3. Analysis

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 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. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

**Specific to Assignment 2: Based on the theoretical knowledge that you have gained in this module, you are required to discuss your findings based on academic knowledge. You need to identify some areas for your personal leadership development.**

## 4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of realworld examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

**Specific to Assignment 2: You will have to apply relevant concepts, methods, types an theories to demonstrate your understanding of the role of leadership in managing people and shaping organisational needs. In the process of doing this, you must also reflect on your own experience of leadership.**

## **5. Skills for Professional Practice**

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your Individual initiative. You must communicate effectively in a suitable format, which will be written in reflective essay. Work should be coherent and well-structured in presentation and organisation.

**Specific to Assignment 2: Your group presentation should be presented in an academic and coherent format, following a clear structure and professionalism.**

# STUDENT FEEDBACK FORM

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

| Generic Assessment Criteria Applied       | Marks available | Marks awarded |
|-------------------------------------------|-----------------|---------------|
| 1. Research-informed Literature           | 20              |               |
|                                           |                 |               |
| 2. Knowledge and Understanding of Subject | 20%             |               |
|                                           |                 |               |
| 3. Analysis                               | 20%             |               |
|                                           |                 |               |
| 4. Practical Application and Deployment   | 20%             |               |
|                                           |                 |               |
| 5. Skills for Professional Practice       | 20 %            |               |
|                                           |                 |               |

**Assessment Mark** (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. )

**Late Submission Penalties (tick if appropriate)**

Up to 1 week late (40% Max)

Over 1 week late (0%)

**100 %**

## 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<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                        | GOOD<br>(2.2 / Pass)                                                                                                                                                                                      | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                                                                                | 30-39%                                                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                          | 50-59%                                                                                                                                                                                                    | 60-69%                                                                                                                                                                                                                               | 70-84%                                                                                                                                                     | 85-100%                                                                                                                                                                                     |
| <b>Engagement with literature</b><br>(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. |

|                                                                            |                                                                             |                                                                                     |                                                                             |                                                                                    |                                                                        |                                                                           |                                                                               |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Knowledge and understanding</b><br>(Coherent and detailed knowledge and | Major gaps in knowledge and systematic understanding of the subject matter. | Gaps in knowledge, with only superficial systematic understanding. Some significant | Limited knowledge and systematic understanding of the relevant concepts and | Knowledge is reasonably detailed, accurate with a good systematic understanding of | Knowledge is reasonably extensive coherent and detailed. Exhibits very | Excellent coherent and detailed knowledge and systematic understanding of | Exceptionally coherent and detailed knowledge and systematic understanding of |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|

| Level 6                                                                                                                                                     | FAIL                                                                                                                          | MARGINAL FAIL                                                                                                                                | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                          | GOOD<br>(2.2 / Pass)                                                     | VERY GOOD<br>(2.1 / Merit)                                                                                                                              | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                   | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                    | 0-29%                                                                                                                         | 30-39%                                                                                                                                       | 40-49%                                                                                                            | 50-59%                                                                   | 60-69%                                                                                                                                                  | 70-84%                                                                                                                                                         | 85-100%                                                                                                                                                                                         |
| systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.) | Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | principles within the subject area which to some limited extent, is informed by current research and scholarship. | the field of study and to some extent, current research and scholarship. | 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. | the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base. | 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. |

|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Cognitive and intellectual skills</b><br>(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 unsubstantiated opinions. Ideas sometimes illogical and contradictory. | 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 / mis-interpretation. Asserts rather than argues a case. | 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 support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of | 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 incomplete) to make mostly appropriate and valid judgements. | 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 thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts. | 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 sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the |
|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                          |

| Level 6  | FAIL  | MARGINAL FAIL | SATISFACTORY<br>(3 <sup>rd</sup> / Pass) | GOOD<br>(2.2 / Pass) | VERY GOOD<br>(2.1 / Merit) | EXCELLENT<br>(1 <sup>st</sup> / Distinction) | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction) |
|----------|-------|---------------|------------------------------------------|----------------------|----------------------------|----------------------------------------------|------------------------------------------------|
| Category | 0-29% | 30-39%        | 40-49%                                   | 50-59%               | 60-69%                     | 70-84%                                       | 85-100%                                        |

|  |  |  |  |                      |  |  |                                   |
|--|--|--|--|----------------------|--|--|-----------------------------------|
|  |  |  |  | reason and evidence. |  |  | broader field and wider concepts. |
|--|--|--|--|----------------------|--|--|-----------------------------------|

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| <b>Practical skills</b><br>(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 and unpredictable contexts. | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | 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 logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity. | 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 propose mostly appropriate solutions in complex and unpredictable contexts. | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity. | 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. Innovation and creativity evident. | 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. |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transferable skills for life and professional practice</b><br>(Exercise of initiative and personal responsibility;                                                                                                                            | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly                                                                                                                             | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is                                                                                                                                             | Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in                                                                                                                                                        | Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable                                                                                                                                                      | Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured                                                                                                | Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is                                                                                                                                                                                 | Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very                                                                                                                              |
| <b>Level 6</b>                                                                                                                                                                                                                                   | <b>FAIL</b>                                                                                                                                                                                                                                 | <b>MARGINAL FAIL</b>                                                                                                                                                                                                                                                             | <b>SATISFACTORY</b><br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                              | <b>GOOD</b><br>(2.2 / Pass)                                                                                                                                                                                                                                                      | <b>VERY GOOD</b><br>(2.1 / Merit)                                                                                                                                                                                 | <b>EXCELLENT</b><br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                    | <b>EXCEPTIONAL</b><br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                  |
| <b>Category</b>                                                                                                                                                                                                                                  | <b>0-29%</b>                                                                                                                                                                                                                                | <b>30-39%</b>                                                                                                                                                                                                                                                                    | <b>40-49%</b>                                                                                                                                                                                                                                                                | <b>50-59%</b>                                                                                                                                                                                                                                                                    | <b>60-69%</b>                                                                                                                                                                                                     | <b>70-84%</b>                                                                                                                                                                                                                                                                                          | <b>85-100%</b>                                                                                                                                                                                                                         |
| professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.) | 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 graduate employment. | loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment. | 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 employment, with some areas of minor weakness. | 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 strength and some of minor weakness. | 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. | 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 excellent graduate employment skills and an appetite for further development. | 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 for further development. |

**THIS DOCUMENT IS ALSO AVAILABLE IN WELSH**