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

**APPENDIX GA36d**

# LEVEL 7 ASSESSMENT SPECIFICATION

| | | | |
|---|---|---|---|
| **Programme:** | **MSc Public Health and Social Care in Practice** | | |
| **Module:** | **Service Integration and Partnership Working** | | |
| **Module code:** | **LCHS7005** | **Contribution to Overall Module Assessment (%):** | **50%** |
| **Lecturer:** | **Diola Bijlhout** | **Internal Verifier:** | |
| **Assignment Title:** | **Component 2**<br>**Reflective Report** | **Word count (or equivalent):** | **2,500 words (+/- 10%)** |
| **Submission deadline:** | **27th April 2026**<br>**14:00 (2PM)** | **Return date of provisional marks & written feedback:** | **25th May 2026** |
| **Submission method:** | All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)<br>**Alternative submission method (if applicable):**<br>**Late submission of the assessment will result in a late penalty mark:.**<br>Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.<br>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim. | | |
| **Academic honesty / referencing:** | Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment. | | |

**Module Learning Outcomes**

| **(from module syllabus)** |
|---|
| Upon the successful completion of this module, the student should be able to:<br><br>• Apply a critical understanding of the core concepts of service integration and their relevance to practice.<br>• Deal with complex issues both symmetrically and creatively in supporting an integrative health and social care workforce.<br>• Comprehensively understand the key frameworks, theories, policies and practice elements of partnership working for a user centred approach.<br>• Analyse the factors that promote, or hinder partnership working and make recommendations for their sphere of practice. |

| **Assessment Grid** | | | | |
|---|---|---|---|---|
| **Type of assessment** | **Module Learning Outcome(s)** | **Word count or equivalent** | **Pass mark** | **Weighting** |
| **Reflective Report** | **LO1, LO3,** | **2,500** | **50** | **50%** |

# TASK DESCRIPTION

**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 and data analysis. | Yes ☒<br>No ☐ |
| STRUCTURE | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc. | Yes ☐<br>No ☒ |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work. | Yes ☒<br>No ☐ |
| WRITING | For this assessment, you can use Generative AI to create text for submission. | Yes ☐<br>No ☒ |
| CREATIVE | For this assessment, you can use Generative AI to create creative materials, such as images. | Yes ☐<br>No ☒ |
| PROGRAMING | For this assessment, you can use Generative AI to create and check code. | Yes ☐<br>No ☒ |
| NONE | For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes ☐<br>No ☒ |

**Task – Reflective Report - 50% of module mark (2,500 words)**

You will have to prepare and submit your reflection in an individually written reflective report of 2,500 words (+/-10%) on your learning, knowledge and understanding of service integration and partnership working in HSC practice and how this can be applied in real life.

You can draw examples from your group presentation, professional life, and/or practice experience.

***Do not use the names of patients, service users and service providers***

You are expected to write in the first person to reflect on your learning by identifying your knowledge and critical understanding of service integration and partnership working in health and social care practice.

The suggested points for reflection and discussion of your learning are outlined for your reflective report as indicated below:

**Context**

- Identifying needs from the target population for service integration.
- Identifying opportunities to address these needs.
- Having aims and objectives that are responsive to those identified needs in the target population.

**Input**

- Indicating relevant partners and strategies for integration and partnership working.
- The principles, concepts and/or frameworks of joining up health and social care services.
- The need for human and material resources.
- Identifying the barriers to achieve service integration and partnership working in health and social care.
- Providing recommendations for alternative strategies and solutions (including relevant policies, guidance, legislation).

**Process**

- Working as a group to achieve the planned activities for a task.
- The extent group members accept and carry out their roles and responsibilities (yourself included).

**Product**

- Identifying whether your group task was successful.
- Identifying relevant competencies and skills for health and social care professionals to achieve integrated care and what steps are required to ensure growth.

**General Submission Guidance**

1. Your reflective report must include **a title page** that clearly states **your names, your student number, the module code and title, your lecturer's name, and your assignment title**.
2. Your report must have an introduction and conclusion.
3. Your submission should be typed in ***Arial*** font size 11, using 1.5/2.0 line spacing.
4. Your report must have a ***reference list*** and citations should be used throughout your work using Harvard referencing.
5. When having used an AI tool for this assignment for the purpose as indicated in the above AI grid, you must acknowledge this and use the universities AI guidance instructions available on the module Moodle page, under **the AI guidance for students tile**.

# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

**1. Engagement with Literature Skills**

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

***Guidance specific to this assessment:***

- *Students must find references and utilise credible and reliable sources of information including books, journals and appropriate websites (e.g., The King's Fund, NHS England), which should be contemporary wherever possible throughout the entire reflective report.*
- *Students must provide a minimum of 20 references throughout the assignment.*
- *Students must cite literature throughout their report (i.e. in-text citation), supporting the points that they make and avoiding plagiarism.*
- *Please use Harvard Referencing and ensure that a separate reference list appear at the end of the reflective report.*

**2. Knowledge and Understanding Skills**

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

***Guidance specific to this assessment:***

- *A secure understanding should be demonstrated by means of consistent reference to relevant published information sources in support of your reflections.*
- *You should elaborate upon the ideas and concepts identified within the literature you have read.*
- *With the inclusion of various sources, you should aim to construct your works in your own words and avoid the direct quotation of that of others demonstrating your own understanding of such ideas and clarifying and contextualising the information.*

**3. Cognitive and Intellectual Skills**

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For

example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

***Guidance specific to this assessment:***

- *Engage in sound critical thinking and develop logical judgement and argument.*
- *As part of your reflective writing aim to critically discuss two or more of your perspectives on service integration and partnership working practice .*
- *You should aim to include both supporting and contrasting statements to elucidate a complete picture.*
- *You will ideally draw conclusions from the concepts covered within your work and consequently provide recommendations in the areas of service integration and partnership working.*

**4. Practical Skills**

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

***Guidance specific to this assessment:***

- *Clearly identify and explore the context of this assignment.*
- *You will demonstrate your understanding of research practices in addition to that of your ability to present and reference included information.*
- *Show your ability to identify and analyse problems/issues and propose possible solutions.*
- *Demonstrate knowledge of the application of concepts and theories about service integration and partnership working into practice.*
- *Illustrate your claims by the use of statistics/data, real life examples and highlighting best practice (e.g., Integrated Care Boards and Integrated Care Partnerships).*

**5. Transferable Skills for Life and Professional Practice**

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

***Guidance specific to this assessment:***

- *Ensure that your submission is clear, informative and well structured*
- *Your reflective report should be written in a fluent and logical manner, include relevant theory and policy information and be presented at an academic level appropriate for level 7.*
- *Work should be presented in suitable font, size 11 and text should be justified (straight margins both sides) with 1.5/2.0 lines spacing.*

# STUDENT FEEDBACK FORM

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

| Generic Assessment Criteria | Marks available | Marks awarded |
|---|---|---|
| **1. Engagement with Literature Skills** | | |
| Students must provide a minimum of 20 references throughout the assignment. Students must cite literature throughout their report (i.e. in-text citation), supporting the points that they make and avoiding plagiarism. | 20 | |
| **2. Knowledge and Understanding Skills** | | |
| With the inclusion of various sources, you should aim to construct your works in your own words and avoid the direct quotation of that of others demonstrating your own understanding of such ideas and clarifying and contextualising the information. | 20 | |
| **3. Cognitive and Intellectual Skills** | | |
| Engage in sound critical thinking and develop logical judgement and argument. You should aim to include both supporting and contrasting statements to elucidate a complete picture. You will ideally draw conclusions from the concepts covered within your work and consequently provide recommendations for future works of a similar vein. | 20 | |
| **4. Practical Application Skills** | | |
| Show your ability to identify and analyse problems/issues and propose possible solutions. Demonstrate knowledge of the application of concepts and theories into practice. Illustrate your claims by the use of statistics/data, real life examples and highlighting best practice. | 20 | |
| **5. Transferable Skills for Life and Professional Practice** | | |
| Ensure that your submission is clear, informative and well structured. Your reflective report should be written in a fluent and logical manner, include relevant theory and policy information and be presented at an academic level 7. | 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)** | | **100%** |
|---|---|---|---|
| | Up to 1 week late (50% Max) | | |
| | Over 1 week late (0%) | | |

## GENERIC ASSESSMENT CRITERIA

| Level 7 |
|---|
| In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development. |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| **Engagement with literature** (including current research, referencing, academic conventions and academic honesty) | Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent. | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing. | Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently. | Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. | Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies. | Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing. | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. |
| **Knowledge and** | Major gaps in knowledge and | Gaps in knowledge, with | Limited knowledge and | Knowledge is accurate and | Knowledge has a well-defined | Excellent mastery of a | Exceptional mastery of a |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| **understanding** (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research) | understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline. | only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline. | systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed. | reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally. | focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship. | complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research. | complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research. |
| **Cognitive and intellectual skills** (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound | Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid | Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses | Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues | Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. | Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some | Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically | Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| judgements in the absence of complete data.) | judgements. Unsubstantiated generalisations, made without use of credible evidence. | generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. | but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case. | Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. | creativity. Ability to make sound judgements based on data (that may be incomplete) | and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. | creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research. |
| **Practical skills** (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.) | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and | 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 | An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making | An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. | 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 knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or | Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| | unpredictable contexts. | making 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 without fully appreciating the complexity of unpredictable contexts. | Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality. | Evidence of originality and creativity. | advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline. | advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques. |
| **Transferable skills for life and professional practice** (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic | 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 | 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 | 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. | 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 | Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate | 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 | Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary |

| Level 7 | FAIL | FAIL | MARGINAL FAIL | SATISFACTORY (Pass) | GOOD to VERY GOOD (Merit) | EXCELLENT (Distinction) | EXCEPTIONAL (Distinction) |
|---|---|---|---|---|---|---|---|
| **Category** | **0-29%** | **30-44%** | **45-49%** | **50-59%** | **60-69%** | **70-84%** | **85-100%** |
| approach; clarity and effectiveness in presentation and organisation.) | the skills required in professional, postgraduate employment. | initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment. | Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness. | required in professional, postgraduate employment, with some areas of strength and some of minor weakness. | employment skills. | conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development. | professional, postgraduate employment skills and a strong appetite for further development. |

**THIS DOCUMENT IS ALSO AVAILABLE IN WELSH**