

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	PPF		
Module:	Work-based Learning Project		
Module code:	BMPF6007/D BMPF6008/D BMPF6078/D BMPF6094/D BMPF6092/D BMPF6093/D BMPF6010/D BMPF6045/D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Lowri Harris	Internal Verifier:	Sarah Loxdale
Assignment Title:	Component 1: Project Proposal and report Component 2: Presentation	Word count (or equivalent):	See appendix 1
Submission deadline:	Discuss with your tutor – these are individually agreed once your ethics form has been approved.	Return date of provisional marks & written feedback:	20 working term time days from the date of your submission. for the 20/30/40 and 45 credit WBL Projects. 30 working term time days from the date of your submission for the 60 credit WBL Projects.
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 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. 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)
• design and negotiate an appropriate and methodologically sound work-based study demonstrating due regard to ethical issues; • analyse, interpret, evaluate and report relevant research data, identifying dilemmas and value-conflicts; • recommend future actions based on the findings, identifying interrelationships between wider systems in which the area of practice is located; • reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes
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
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes.	Yes
	For this assessment, you can use Generative AI to get suggestions to rephrase your work.	No
WRITING	For this assessment, you can use Generative AI to create text for submission.	No
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	No
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	N/A
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.	Please see above allowable usage.

Remember, whenever using AI tools, you must always keep a copy of your drafts, notes, and other resources from both before and after you used them, and include them in your appendices. This is in case they need to be checked to see if you have used AI tools in the proper way for your assessment.

Guidance can be found on this page within the Learner Zone on Moodle -

<https://moodle.uwtsd.ac.uk/course/section.php?id=188475>

Please note, the guidance for Writing with AI is excluded from this module.

Written Assignment - Project *

1. Front page
 - a. Include your name
 - b. Project title
 - c. Student number
2. Contents
 - a. Ensure that you include an updated contents page
3. Abbreviations list
 - a. Include a list of all abbreviations that you use within your work
4. Project proposal
5. Introduction
6. Literature Review (ensuring that you demonstrate consideration with global, UK and local sources)
7. Methods
8. Findings
9. Conclusions
10. Recommendations
11. Reference list
 - a. Only references included within the main body text and ensure that you list all the references.
12. Appendices
 - a. Ethics form
 - b. Any other relevant information
 - c. Employer letter of approval (if possible)

*** Check that you have included pagination and use Arial font size 11 with 1.5 spacing throughout the written assignment.**

Presentation**

1. Student name
2. Project Title
3. Consideration for Ethics
4. Consideration for Insider Research
5. Background
6. Literature Review (have you considered/compared with international sources)
7. Methods
8. Findings
9. Conclusions
10. Recommendations
11. Reference list

**** Top tip:** Even if you are presenting via Teams or another similar platform, we can see you if you are reading from the script.

Harvard Referencing convention should be applied throughout your work

As your work will be reflective, the use of the first person (Me, myself, and I) is what is expected.

Submission should be through Turnitin on Moodle for all items apart from your evidence. All items of evidence need to be emailed to ppf@uwtsd.ac.uk

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, 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.

Guidance specific to this assessment:

Your work must demonstrate a comprehensive engagement with academic literature that is both relevant and credible, supported by accurate application of the Harvard referencing system.

Critically engage with existing scholarship pertinent to your project by analysing and synthesising key theories, conceptual frameworks, and empirical research from global, national (UK), and local contexts.

Show advanced understanding through the integration and critical comparison of differing perspectives, identifying areas of agreement, contention, and theoretical development within the literature. Your analysis should go beyond description to evaluate the strengths, weaknesses, and methodological limitations of current research, thereby establishing a clear rationale and scholarly significance for your own study.

2. 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.

Guidance specific to this assessment:

Introduction

Demonstrate a comprehensive understanding of the organisational context by critically outlining the scope, purpose, and objectives of your project. Clearly position your research within the strategic and operational framework of the organisation, articulating how it aligns with broader organisational goals. Provide an informed discussion of current industry trends, challenges, and opportunities, situating your research questions within these dynamics to establish both relevance and significance.

Literature Review

Exhibit advanced knowledge and critical understanding of the subject area through a rigorous synthesis and evaluation of existing literature. Analyse and integrate key theories, models, and empirical studies to establish a coherent theoretical foundation for your research. Demonstrate how insights from organisational theory and practice have shaped the development of your research questions. Critically identify gaps,

tensions, and consensus within the literature to justify the organisational issues your project seeks to address.

Methods

Demonstrate methodological rigour by aligning your research design with the organisational context and research aims. Critically justify your choice of research strategy, participant selection, data collection techniques, and analytical tools, ensuring these are appropriate to both the organisational environment and the research objectives. Reflect on how your insider knowledge or familiarity with organisational processes informed methodological decisions. Provide a nuanced discussion of ethical considerations, emphasising adherence to professional standards and organisational policies.

Findings

Present and interpret findings with critical insight into the organisational setting. Analyse data in relation to organisational structures, culture, and practices, demonstrating your ability to connect empirical evidence with theoretical frameworks. Evaluate the implications of your findings for organisational strategy, performance, or practice, highlighting your capacity to translate theoretical understanding into practical outcomes.

Conclusions and Recommendations

Demonstrate integrated knowledge and reflective understanding by summarising the project's overall contribution to the organisation. Critically evaluate how your findings address identified challenges, inform decision-making, or enhance existing practices. Formulate evidence-based recommendations that are actionable, contextually relevant, and aligned with organisational objectives. Reflect on the broader significance of your work, including implications for future research and professional practice.

3. 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.

Guidance specific to this assessment:

Literature Review

Demonstrate advanced cognitive and intellectual engagement by critically analysing, evaluating, and synthesising a wide range of academic and professional sources. Identify and interrogate key themes, patterns, contradictions, and gaps within the existing body of knowledge, showcasing your ability to construct a coherent and balanced argument. Draw explicit connections between theoretical perspectives, conceptual debates, and empirical evidence to illuminate the complexity of the research problem. Reflect on the intellectual challenges that emerge from engaging with diverse viewpoints and the implications these present for your own research focus.

Methods

Exhibit critical and reflective thinking in your methodological choices by providing a clear and justified rationale for the selected research design. Discuss the complexities, constraints, and contextual factors influencing the application of your chosen methods within the organisational setting. Demonstrate intellectual agility by critically evaluating the strengths and limitations of your approach and adapting strategies in response to practical and ethical considerations. This section should highlight your ability to apply theoretical understanding to methodological decision-making in a systematic and reasoned manner.

Findings

Demonstrate intellectual depth and analytical rigour in your interpretation of data. Engage critically with the findings, exploring multiple perspectives and alternative explanations to show your capacity for nuanced reasoning. Reflect on any unexpected or contradictory results, articulating the intellectual processes that

guided your interpretation. Show awareness of how your analysis contributes to broader theoretical debates and practical understanding within the organisational context.

Conclusions and Recommendations

Demonstrate integrative and reflective thinking by evaluating the intellectual journey of your research. Critically reflect on the challenges encountered, the development of your analytical and evaluative skills, and the insights gained throughout the research process. Discuss the broader academic and professional implications of your work, identifying how your findings extend or challenge existing knowledge. Conclude by proposing future research directions that build on your cognitive and conceptual contributions, demonstrating your readiness for independent scholarly inquiry or professional application.

4. 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.

Guidance specific to this assessment:

You are expected to demonstrate a high level of self-directed learning, taking responsibility for planning, managing, and reflecting upon your research process. Exhibit advanced critical thinking and problem-solving abilities by analysing complex, real-world organisational challenges and integrating experiential insights with relevant theoretical frameworks. Show autonomy and intellectual curiosity by engaging with diverse perspectives and applying theory to inform evidence-based decision-making within your organisational context.

Literature Review

Demonstrate applied analytical skills by identifying and evaluating how theoretical concepts have been operationalised in practice. Critically review literature that explores the translation of theory into real-world organisational applications, assessing the effectiveness and limitations of these approaches. Highlight how existing studies inform your understanding of how theoretical insights can be adapted to address organisational challenges, thereby bridging the gap between academic theory and professional practice.

Methods

Demonstrate practical and methodological competence by designing and implementing a research approach that is both theoretically sound and contextually relevant to the organisation. Critically justify your methodological choices, addressing issues of feasibility, accessibility, and ethical responsibility, particularly in relation to your role as an insider researcher. Reflect on how practical constraints and organisational dynamics influenced your research design and discuss how you ensured methodological rigour while maintaining practical applicability.

Findings

Showcase practical analytical skills by interpreting results in relation to real-world organisational challenges and operational realities. Discuss how your findings can be implemented to improve processes, inform decision-making, or support organisational development. Demonstrate awareness of practical constraints that emerged during analysis and how they shaped the interpretation of data. Critically evaluate the real-world significance of your findings, linking them to both theoretical frameworks and organisational practice.

Conclusions and Recommendations

Provide a pragmatic and reflective synthesis of your research outcomes, emphasising how your study contributes to addressing specific organisational needs or enhancing practice. Critically discuss the practical implications, limitations, and lessons learned from your research experience. Offer evidence-based and actionable recommendations that are feasible within the organisational context. Conclude by

identifying areas for future research or practice development, demonstrating an integrated understanding of how academic inquiry can inform sustainable organisational improvement.

5. 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.

Guidance specific to this assessment:

Demonstrate advanced communication skills by articulating ideas, arguments, and findings with clarity, precision, and persuasive impact. Communicate complex concepts effectively to both academic and professional audiences, adapting your style and approach to suit different stakeholders. Anticipate and critically evaluate potential challenges to implementation, proposing strategic and evidence-based solutions to facilitate successful outcomes within the organisational context.

Exemplify transferable research skills by applying rigorous inquiry, analytical reasoning, and reflective practice throughout your project. Demonstrate how the insights and competencies developed through your research can be applied across diverse professional settings, evidencing your ability to connect research findings to broader organisational, sectoral, or theoretical applications. Show intellectual agility and professional maturity by linking your research outcomes to ongoing learning, future development, and wider industry or disciplinary contexts.

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

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

GENERIC ASSESSMENT CRITERIA

Level 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 (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 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 understanding (Coherent and detailed knowledge and systematic understanding of the subject area,	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of

Level 6	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%
at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	which to some limited extent, is informed by current research and scholarship.	extent, current research and scholarship.	the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	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 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 reason and evidence.	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 broader field and wider concepts.
Practical skills	Limited or no	Rudimentary	An adequate	A good and	A very good	An advanced	Exceptional

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(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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.	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.	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.	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.	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.	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.	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.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very	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	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	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	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	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.	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.	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.	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/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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.	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