

Swansea Business School
Institute of Management & Health

Certificate of Higher Education in Business
Skills
LEVEL 4

Module Name: (Code)
Module Lead: Jonathan Wyatt
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Term 3
2025- 2026

Module Code	BMBS4000
Title	Academic Skills for Higher Education
Date	17/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop the foundational academic skills and learning practices that enable students to become confident, independent, and resilient learners within Higher Education.

LEARNING OUTCOMES

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

- demonstrate an understanding of Harvard referencing convention, including its application in practice;
- deploy suitable search skills to retrieve information from a variety of sources, considering the credibility, reliability, and bias of diverse information sources;
- reflect critically on their learning experiences in order to identify strengths, areas for improvement, and strategies for continued academic success and progression.

INDICATIVE CONTENT

- Academic reading, writing and note-taking.
- Research skills, source evaluation, and academic referencing.
- Critical thinking, problem-solving, and academic argument.
- Academic integrity, plagiarism, and ethical academic practice.
- Reflective practice, feedback, and personal learning development.
- Confidence, mindset, resilience, and wellbeing in higher education.
- Communication skills (interpersonal and intrapersonal), including discussion, presentation, and participation.
- Understanding assessments and assessment types.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

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

Mode of assessment	Volume	Weighting
In class exercise (e.g. referencing exercise)	30 Minutes	25%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In class exercise (e.g. Information retrieval exercise)	30 Minutes	25%

Assessment Component 3 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview (e.g. reflection on personal study skills and feedback provided in Assessment 1 and 2).	15 Minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMBS4000	
Module Title	Academic Skills for Higher Education	
Classification	Reading List entry	Electronic*
Essential	Burroughs, C. (2019) <i>The return to study handbook: study skills for mature, distance, and workplace learners</i> . Kogan Page.	☒
Essential	Cottrell, S. (2023) <i>Critical thinking skills: effective analysis, argument and reflection</i> . 4 th edition. Bloomsbury Academic.	☒
Essential	Cottrell, S. (2024) <i>The study skills handbook</i> . 6 th edition. Bloomsbury Academic.	☒
Further	Bedford, D. and Wilson, E. (2020) <i>Study skills for foundation degrees</i> . 3 rd edition. Routledge.	☒
Further	Day, T. (2023) <i>Success in academic writing</i> . 3 rd edition. Bloomsbury Academic.	☒
Further	Godfrey, J. (2020) <i>The student phrase book: vocabulary for writing at university</i> . 2 nd edition. Red Globe Press.	☒
Further	Greetham, B. (2023) <i>How to write better essays</i> . 5 th edition. Bloomsbury Academic.	☒
Further	Hughes, R. (2019) <i>The wellbeing workout: how to manage stress and develop resilience</i> . Palgrave Macmillan.	☒

Module Code	BMBS4000	
Module Title	Academic Skills for Higher Education	
Classification	Reading List entry	Electronic*
Further	Read, S.H. (2024) <i>Academic writing skills for international students</i> . 2 nd edition. Bloomsbury Academic.	☐
Further	Van Emden, J., Becker, L.M. and Becker, A. (2025) <i>Presentation skills for students</i> . 4 th edition. Bloomsbury Publishing.	☒
Further	Wilson, C. and Wilson, R. (2025) <i>University and you: strengthen your skills, develop your potential</i> . Critical Publishing.	☒

Scheme of Work

Week / W/C	Content Overview	Resources & Activities	Formative and Summative Assessments
Week 1 W/C 27/04	Stepping into higher education	Resources: Physical Copies of activities Physical Copy of the PDR Laptop/Devices Activities: Wellbeing Wheel Discussions	Formative Assessment: During this lecture, students will have opportunities to discuss the following: • The requirements to study at university • The role of wellbeing during learning at higher education • Key skill including time management and techniques, for example, Pomodoro Technique and the Eisenhower Matrix In addition to discussions, students will be encouraged to answer questions regarding: • Learning styles • The role of time management • How to overcome procrastination • What it looks like to be a resilient learner.
Week 2 W/C04/05	From Curiosity to Confidence	Resources: Physical Copies of sources Laptops/Devices Activities: Reading Strategies Key words Application	Formative Assessments: During this lecture students will have opportunities to practically demonstrate key skills regarding to research: • Searching for information using key words in the university online library • Reading strategies

Week 3 W/C 11/05	Building the Paper Trail	Resources: Physical Copies of worksheets Laptop/Device	Formative Assessment: During this lecture, students will have an opportunity to practice referencing skills in preparation for their summative assessment by completing the following activities: • Spot the Referencing Errors Activity • Discussion and Q+A around the importance of applying Harvard Referencing in academic pieces of work.
Week 4 W/C 18/05	Thinking with Purpose: Part 1	Resources: Physical Copies of worksheets Laptop/Device Activates: Evaluating Sources Applying the CRAP Test Finding Information	Summative Assessment: Assessment 1: Harvard Referencing: In Class Activity (30mins)
Week 5 W/C 25/05	Thinking with Purpose Part 2	Resources: Physical Copies of the Critical Thinking Activity Work Booklet Activities: Critical thinking handbook (Analyse, Evaluate, Compare and Contrast)	Formative Assessment: The lecture will utilise the critical thinking handbook resource, and this will be used as a formative assessment throughout the lecture.
Week 6 W/C 01/06	Academic Writing: Your Know-How Guide	Resources: Laptop/Devices Worksheet Activities: Academic Writing: Writing using the Peel Method.	Formative Assessment: In this lecture, students will have an opportunity to apply key writing methods such as the PEEL Method of writing.

Week 7 W/C 08/06	Reflective writing	Resources: Laptop/Devices Worksheet Activates Reflective Activities Using Gibbs Reflective Cycle	Summative Assessment: Assessment 2: Finding and Using Information: In Class Activity (30mins)
Week 8 W/C 15/06	Mastering Presentations	Resources: Laptop/Devices Worksheet	Formative Assessments: During this lecture, students will explore the art of presenting through expositions, discussions and questions and answers around different presenting styles, the 5Ps of presenting and the common experiences and challenges when presenting.
Week 9 W/C 22/06	Feedback to Feedforward	Resources: Laptop/Devices Worksheet Activates Analysing Feedback	Formative Assessment: In this lecture, students will have an opportunity to demonstrate engaging with feedback that they will receive for their summative assessments, by Analysing and Interpretating feedback to encourage them to identify key areas of the feedback to support them moving them forward in thier learning journey.
Week 10 W/C 29/06	Final assessment	Resources: The PDR Document (optional) Activities: Interview	Summative Assessment: Assessment 3: Reflective Interview

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education in Business Skills		
Module:	Academic Skills for Higher Education		
Module code:	BMBS4000	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Jonathan Wyatt	Internal Verifier:	Phillipa Fitzgerald
Assignment Title:	Harvard Referencing: In class activity	Word count (or equivalent):	30 Minutes
Submission deadline:	Week Commencing the 18 th May 2026	Return date of provisional marks & written feedback:	19th June 23:00
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 40% 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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)**

AIM(S)

- To develop the foundational academic skills and learning practices that enable students to become confident, independent, and resilient learners within Higher Education.

LEARNING OUTCOMES

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

- demonstrate an understanding of Harvard referencing convention, including its application in practice;
- deploy suitable search skills to retrieve information from a variety of sources, considering the credibility, reliability, and bias of diverse information sources;
- reflect critically on their learning experiences in order to identify strengths, areas for improvement, and strategies for continued academic success and progression.

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TASK DESCRIPTION

Scenario:

You are an intern (analyst consultant) working for *BrightPath Consulting*, a firm that prepares briefing notes for business clients. In your role as an intern, your manager has asked you to complete the two referencing tasks in 30 mins:

Task 1:

Read the provided report extract, written by another colleague, and identify and correct the citation errors. Within this task you will need to:

- Identify and correct intext citations using Harvard Referencing Handbook
- Review a set of citations and a short report extract, determine whether each source is an organisation or an individual author, recognise whether the citation is author prominent or information prominent, and correct any errors in formatting, punctuation, or structure according to Harvard conventions.

Task 2:

Read the reference list provided in the report and identify the incorrect references and correct the references in the list by following the Harvard Referencing System. Within this task, you will need to:

- Identify and correct full reference list entries using Harvard Referencing Handbook
- Review references from books, journal articles, websites, and organisational reports, determine the source type, and correct errors in order, punctuation, capitalisation, and missing information so that each entry follows the correct Harvard format.

Use of Generative AI in Assessment

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

Students will need to show their evidence of engagement with literature and the Harvard Referencing System by presenting correct citations and references.

To help with both tasks you will need to utilise and review the Harvard Referencing Handbook and the Library's InfoSkill Units: Referencing and Plagiarism Unit 3: Referencing the Basics and Unit 4: Referencing Mechanics.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

*This assignment is designed to assess your understanding of the Harvard Referencing System. Your main task is to **identify, correct, and explain citation and referencing errors.***

Task 1: Checking in text citations

In this section, you will be given a range of in text citations. Your job is to:

- Identify whether each source is from an organisation or an individual author
- Recognise whether the citation is author prominent (author named in the sentence) or information/text prominent (author in brackets)
- Correct any errors in formatting, punctuation, or structure according to Harvard conventions

Task 2: Correcting full reference list entries

You will be given references from a variety of source types, such as:

- Books
- Journal articles
- Websites
- Organisation reports

Your task is to:

- Identify what type of source each reference is
- Apply the correct Harvard format for that source type
- Correct any mistakes in order, punctuation, capitalisation, or missing information

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

As an intern analyst at BrightPath Consulting, your manager has asked you to complete two referencing tasks within 30 minutes. To meet the expectations of this assessment, you must demonstrate not only that you can spot and correct errors, but also that you can think critically in applying the Harvard Referencing System.

Task 1: Correcting in-text citations

You will read a report extract written by a colleague and identify citation errors. To achieve this, you will need to:

- Identify the type of source (organisation vs. individual author)
- Distinguish between author-prominent and information-prominent citations
- Break down each citation to understand what is missing, misplaced, or incorrectly formatted

Task 2: Correcting the reference list

You will examine a reference list containing books, journal articles, websites, and organisational reports. To successfully examine the reference list, you should:

- Think about how Harvard formatting varies across books, journals, websites, and reports
- Identify the differences between source types to reference each source correctly.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for

instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

As an intern analyst at BrightPath Consulting, you are expected to apply academic skills in a way that mirrors real consultancy practice. This assignment gives you the opportunity to demonstrate that you can use the Harvard Referencing System as a practical tool, not just a theoretical concept.

To achieve demonstrate these skills, you will need to:

Task 1: Correct the Citations

Apply the Harvard Referencing System rules in practice by identifying and correcting the different types of in-text citations within the report extract. As you do this, consider not only the information included in each citation but also how it is structured and punctuated.

Task 2: Correct the Reference List

Apply the Harvard Referencing System rules in practice by identifying and correcting the different types of sources within the reference list. As you are doing this, consider not only the information included in each citation but also how it is structured and punctuated.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

As an intern analyst at BrightPath Consulting, you are expected to work to a professional standard. This assignment is an opportunity to demonstrate the transferable skills that employers value; skills that show you can take responsibility for your work, communicate clearly, and produce outputs suitable for real clients. To demonstrate this you will need to:

- Complete both tasks by the given time deadline.
- Present your citations and references correctly and clearly.

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		
	15	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and 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%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education in Business Skills		
Module:	Academic Skills for Higher Education		
Module code:	BMBS4000	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Jonathan Wyatt	Internal Verifier:	
Assignment Title:	Finding, using and evaluating information: In class activity	Word count (or equivalent):	30 Minutes
Submission deadline:	Week Commencing the 8 th June 2026	Return date of provisional marks & written feedback:	6th July 23:00
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 40% 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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)****AIM(S)**

- To develop the foundational academic skills and learning practices that enable students to become confident, independent, and resilient learners within Higher Education.

LEARNING OUTCOMES

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

- demonstrate an understanding of Harvard referencing convention, including its application in practice;
- deploy suitable search skills to retrieve information from a variety of sources, considering the credibility, reliability, and bias of diverse information sources;
- reflect critically on their learning experiences in order to identify strengths, areas for improvement, and strategies for continued academic success and progression.

TASK DESCRIPTION

Scenario:

You are an intern (analyst consultant) working for *BrightPath Consulting*, a firm that prepares briefing notes for business clients. As part of your role, your manager has asked you conduct preliminary research on “What employability skills do business graduates need to succeed in the modern workplace?” To complete this task, you will need to complete the following three activities in 30 mins

Task 1: Locating Sources (10mins approx)

Using your device, locate three different sources from the list below which is related to the question above:

1. A report (Government, industry, organisation)
2. A journal article
3. A website (industry, company website)

Within this tasks, students should:

- Identify and locate three different sources (a report, a journal article, and a website) related to the question “*What employability skills do business graduates need to succeed in the modern workplace?*”.
- Show how you used keywords, search terms, and Boolean operators to find them, and explain how you know which type of source each one is and why it is appropriate for the research question.

Task 2: Source Evaluation (10mins approx)

Your colleague has forwarded you a source, and they are not sure whether it is an appropriate to use and has asked for your help. Your task is to evaluate the source by using the CRAAP Test to assess its appropriateness. Within this task, student should:

- Choose one source and evaluate it in depth using the CRAAP Test.
- Clearly explain what you discovered about its currency, relevance, authority, accuracy, and purpose, and use this to make a justified judgement about the overall quality and suitability of the source for the research question.

Task 3: Source Analysis (10 mins approx)

Your manager has provided you with a short extract from a source and has asked you to analyse the source by:

1. Identifying one strength

2. Identifying one weakness
3. Providing a brief explanation of the strength and weakness identified.

Within this task, students should:

- Using one source or extract, identify at least one strength and one weakness, and explain your reasoning.
- Show how you used skills such as skim reading, reading for detail, analysis, and evaluation to decide what the source does well, where it is limited, and how this affects its reliability and usefulness.

Use of Generative AI in Assessment

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

6. Engagement with Literature Skills

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

Guidance specific to this assessment:

For task one, you will need to focus on finding three different source: a report, a journal article and a website, which is related to the question "What employability skills do business graduates need to succeed in the modern workplace?". To find the sources, you will need to identify the key words within the question to help guide your searches.

7. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Task 1: You need to demonstrate your knowledge and understanding of the differences between the sources. Identify the key characteristics of each source and use these to decide whether it is appropriate.

Task 2: You must show your knowledge and understanding of how to evaluate a source by applying the CRAAP test. Your explanation should clearly address each element of the model and what it reveals about the quality of the source.

Task 3: You need to demonstrate your knowledge and understanding of the material by identifying the strengths and weaknesses of the source. Consider what the source does well and where it may be limited.

8. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Task 1

To demonstrate your critical and analytical thinking in this task, you need to examine the key characteristics of each source you find. This means looking closely at features such as authorship, purpose, structure, and publication type to determine whether the source is a report, a journal article, or a website. Your reasoning should show how you know the source fits that category and why it is appropriate for the research question.

Task 2

To show strong critical and analytical thinking here, you must apply the CRAAP Test in depth. Do not simply list each part of the model. Instead, explain:

- *Why the source is (or is not) credible*
- *Why it is relevant to the research question*
- *Why the information appears accurate (or questionable)*
- *Why the author or organisation has authority*
- *What the purpose of the source is and how this affects its usefulness*

Your evaluation should lead to a justified judgement about whether the source is appropriate.

Task 3

For this task, you must go beyond identifying a strength and a weakness. You need to explain your reasoning by showing:

- *Why the feature you identified is a strength (what value it adds, how it improves the source)*
- *Why the feature you identified is a weakness (what limitations it creates, how it affects reliability or usefulness)*

9. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Task 1

To demonstrate the practical application of the skills taught in the module, you should show how you searched for your three sources. This includes identifying and using key words, search terms, and Boolean Operators to locate appropriate reports, journal articles, and websites. Your choices should reflect analytical thinking about why these search strategies were effective.

Task 2

*When evaluating the source, you must show clear critical and analytical thinking by applying the **CRAAP Test** in detail. Rather than listing each stage*

Task 3

For this task, you need to apply taught skills such as evaluation, analysis, skim reading, and reading for detail to identify a strength and a weakness in the extract

10. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Across all three tasks, you must demonstrate that you can work independently, efficiently, and analytically within the time provided. This includes showing that you can search the online library and/or the internet effectively to locate appropriate sources and gather the specific information required for each task.

Task 1

You should demonstrate that you can search for information in a purposeful and efficient way. This means using appropriate search terms, filters, and strategies to locate the three required sources. Your work should show that you can recognise different types of information and select sources that match the task requirements.

Task 2

You must clearly communicate the steps you took when evaluating the source using the CRAAP Test. Your explanation should show how you applied each part of the model and what you discovered about the source's quality, relevance, and usefulness.

Task 3

You need to clearly explain the process you used to identify the strength and weakness of the extract. This may include skills such as skim reading, reading for detail, analysis, and evaluation. Your response should show how you used these skills to reach your conclusions.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		
	20	

4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	25	

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

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education in Business Skills		
Module:	Academic Skills for Higher Education		
Module code:	BMBS4000	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jonathan Wyatt	Internal Verifier:	Phillipa Fitzgerald
Assignment Title:	Reflective Interview	Word count (or equivalent):	15 Minutes
Submission deadline:	Week Commencing the 29 th June 2026	Return date of provisional marks & written feedback:	27th July 2026 23:00
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 40% 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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)****AIM(S)**

- To develop the foundational academic skills and learning practices that enable students to become confident, independent, and resilient learners within Higher Education.

LEARNING OUTCOMES

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

- demonstrate an understanding of Harvard referencing convention, including its application in practice;
- deploy suitable search skills to retrieve information from a variety of sources, considering the credibility, reliability, and bias of diverse information sources;

reflect critically on their learning experiences in order to identify strengths, areas for improvement, and strategies for continued academic success and progression

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TASK DESCRIPTION

Your internship at BrightPath has now come to an end, and your manager has invited you to take part in an in person reflective interview. The purpose of this interview is for you to reflect on your performance in Assignment 1 and Assignment 2, discussing what you did well, what you found challenging, and how you have developed throughout the internship, and what you will do to keep progressing. Within this interview, you will need to specifically address:

- Examples of what went well and what did not go as planned, showing that you can interpret and use your feedback to support your development.
- Key strengths and areas for improvement and explain the strategies you will use to continue progressing academically and professionally.

Use of Generative AI in Assessment

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

11. Engagement with Literature Skills

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

Guidance specific to this assessment:

For this interview, you will need to show evidence of their development through using the feedback provided as evidence. In addition, you will need to provide evidence of engaging with appropriate sources to show what strategies will help you continue progressing.

12. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

For this interview, you will need to demonstrate a clear understanding of your own experiences by discussing specific examples of what went well and what did not go as planned in Assignments 1 and 2. You should also show that you can interpret and make sense of the feedback you have received, explaining how this feedback will guide and support your development throughout your studies. In addition, you will need to explain the strategies you have identified for improvement and discuss how these strategies will help you continue to grow academically and professionally.

13. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound

judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

For this interview, you will need to focus on identifying the key strengths and areas for development highlighted in your feedback from Assignments 1 and 2. You should also discuss specific experiences from completing these assignments and explain *why* these experiences were positive or negative for your learning and performance.

In addition, you will need to identify the strategies you plan to use moving forward and clearly explain why you have chosen these strategies and how they will support your continued academic and professional growth. Your responses should show thoughtful reflection, clear reasoning, and an understanding of how feedback and experience can guide your development.

14. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

For this interview, you will need to demonstrate that you can use structured methods, such as the STAR technique (Situation, Task, Action, Result), to answer the interview questions clearly and effectively. Your responses should show that you can reflect on your experiences in a logical and organised way.

In addition, you will need to explain the strategies you have identified for your development and discuss how and why you will put these strategies into practice. Your explanations should show thoughtful reflection and a clear understanding of how these strategies will support your ongoing academic and professional growth.

15. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

For this interview, you are expected to present yourself professionally, reflecting the standards of an intern at BrightPath. This includes dressing appropriately and demonstrating professional behaviour throughout the interview.

You must also show effective time management by arriving on time for your appointment and bringing any materials that will support your responses. These should be brief notes rather than full pages of information. You may also use your PDR document to guide your reflections if you feel it will help.

During the interview, you will need to demonstrate strong communication skills. This involves actively listening to each question, responding clearly and confidently, and expressing your ideas in a professional and organised manner.

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		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and 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%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the	Major gaps in knowledge and understanding of the basic	Gaps in knowledge of the basic underlying concepts and	Limited knowledge and understanding of the basic	Knowledge of the basic underlying concepts and	Competent knowledge of the basic underlying concepts and	Excellent knowledge and understanding of the basic	Exceptional, detailed knowledge and understanding of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
basic underlying concepts and principles of a subject.)	underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	underlying concepts and principles within the subject area. Some elements may be missing.	principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	principles. Exhibits very good understanding.	underlying concepts and principles of the subject.	the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but	An adequate awareness and mostly appropriate application of basic methods, materials, tools	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods, materials, tools and/or techniques.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		skills for employment requiring the exercise of some personal responsibility.	personal responsibility, with some areas of minor weakness.	some of minor weakness.			

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

