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

APPENDIX GA36b

ASSESSMENT SPECIFICATION

Programme:	**BA (Hons) Leadership and Management Skills in the Workplace**		
Module:	**Managing Projects in the Organisation.**		
Module code:	**BMSW5104**	**Contribution to Overall Module Assessment (%):**	**100%**
Module Coordinator/ Lecturer:	**Md Kalam**	**Internal Verifier:**	**Dr Rexon Nting**
Assignment Title:	**Managing Projects in the Organisation.**	**Word count (or equivalent):**	**Task 1 Group Presentation on proposed project management plan - 40% (10-15 minutes) (week 8 and 9)** **Task 2- Evaluation of Project Management Plan- 60% - (2,500 words ±10%)**
Submission deadline:	**Report Submission- 11/09/2023 at 2pm**	**Return date of provisional marks & written feedback:**	
Submission method:	All written assessments, where practical and possible, must be submitted via the method instructed by the Lecturer. **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40% of the overall total. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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. Your referencing must follow Harvard referencing technique.		
Module Learning Outcomes (from module syllabus)			

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

- Critically assess the usefulness of project management tools and techniques for managing a project within an organisation.
- Plan the implementation of a project of appropriate complexity within a workplace.
- Critically evaluate their ability to manage a project.

TASK DESCRIPTION

ASSESSMENT TASK-100% (Task 1- 40% and Task 2- 60%)

Task Description/Scenario:

You have recently completed BA (Hons) in Leadership and Management Skills in the Workplace. You have studied Managing Projects in the Organisations module in this degree programme which has helped you securing employment in a large manufacturing organisation based in Southeast London as a graduate management trainees. Company has around 1,000 employees on the site who are working in a range of different roles, including office staff and factory workers. The offices and factory are on an extensive site in various buildings. However, currently there is no onsite catering.

Your position are the members of the Project and Programme Office, which is responsible for delivering the change programme for the organisation. As part of your induction and personal development plan, your new line manager has asked you all to plan and manage a theoretical in-house project. She believes that this will help you to gain a thorough understanding of how in real terms the organisation translates business objectives into the identification of specific development projects and their planning and completion.

Two of the organisation's relevant business objectives for the current financial year are:

· Reducing the movement of staff from the premises during the lunch break which is currently creating congestion issues in the local area

· Helping staff to develop a healthy lifestyle which the organisation believes is part of their CSR and will also reduce staff absenteeism.

Your line manager has asked you to analyse these business objectives in order to identify feasible projects and plan them. You are required to apply the project life cycle and review and critique the application of this concept. You are to provide theoretical and/or conceptual arguments to justify the use of project methodologies, tools and leadership within the given project.

You are to produce a portfolio of evidence containing a set of documents which include the following

● *Project Title*

● *An overview of the case study you have been given*

● *An explanation of each stage of the PLC that applies to your selected project, including supporting documentation for each stage (e.g., business case, the project plan, cost-benefit analysis and work breakdown structure):*

Ø *Project initiation*

Ø *Project planning*

Ø *Project execution*

Ø *Project closure*

● *Analysis of the project methodologies and tools used.*

● *Review and critically evaluate the effectiveness of the PLC in application to your project using the appropriate theories models and concepts.*

Task 1- Pitching of Project Management Plan (Group Presentation)-40%

Form a group of Max 4 students and present your proposed project management plan (about 10 ppt slides- 10 minutes per person) to the senior management team of your chosen organisation. **You will try to pursue the senior management team of the organisation for approval of the project management plan.** You are expected to explain the key points with the demonstration of strong evidence of knowledge on the key areas project management plan. You can use appropriate aids/tools to make your presentation more appealing. The presentation tests knowledge and understanding skills and transferable skills for life and professional practice.

Guidance/rules for presentation:

- The pitch could include, among others, the project outline / description / scope based on your project, stakeholder analysis, work breakdown structure, project success criteria, project deliverables, risk assessment and any assumptions.

- Present and discuss the key findings and conclusions of the work in ppt slides, and challenges and limitations that would hinder the recommendations suggested for the successful project implementation.

- You aim is to convince senior management to approve the project, so you need to explain to them how you are going to manage and complete the project around its constraints and challenges.

- Content Is Important, but Keep It Concise

- Presentation should highlight the key points, should be short and to the point (include only keywords and phrases for visual reinforcement)

- If you are using graphics and charts, make sure they are not difficult to read, limit animation (too much animation can be distracting), and a box indicating the key reference/s (if any).

- The presentation will take place at week 7 and/or 8 and submit the ppt slides individually as screenshot with the report (appendix).

Task 2- 60%

Assume that senior management team is persuaded enough and want to go through the project, in this respect, they asked you to produce a **2,500-word project management plan** that adheres to a business report structure. Feedback from the presentation/pitch must be addressed in your report to evaluate the proposed project management plan. You need to apply academic models, methods, and theories to **examine and propose** a project management plan for a chosen organisation (e.g., Project Life Cycle model).

Report Details:

You could include items including, but not limited to, the following:

- A basic project outline / description / scope based on your project
- Stakeholder analysis
- A typical Work Breakdown Structure (WBS)
- A decent draft of costs/resources use
- Consideration of resources (*i.e.*, including your own time, even if the 'perceived cost to you is zero')
- An outline Project Schedule / Gantt Chart

- A Risk Assessment
- In the context of a document that links these all together with reference to your project

Please Note:
Relevant project management theories must be identified and appropriately integrated into the assignment.

Ensure that your report answers the following questions:

a) Introduces project management tools and techniques and their usefulness in light to the scenario above

b) Have a clearly prepared plan for the implementation of a project and the relevant communication strategies.

c) Please do not infer any order or priority from this list; present in such a way as is most logical for your project.

d) Further, it is important to present a formal report in as clear and concise a way as possible. Your reader needs to grasp the main points quickly and easily, and so you should consider how well your report's structure and format helps to communicate this information.

e) Is within the requested word limit of 2,500 +/- 10% words.

f) Uses a suitable report structure (including executive summary)

g) Is presented in a professional way

h) Uses good grammar, spelling, and punctuation

i) Complies with University guidance on referencing: University of Wales and Harvard Referencing Guide.

General Submission Guidance

1. All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.
2. All of your submissions should be typed in Arial font, size 11.
3. All of your submissions should be typed with 1.5 line spacing.
4. All of your submissions should have an appropriate structure, include page numbers, and have a reference list.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Assessment Criteria (100% of module marks)

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, organizational 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 are expected to use at least 15 academic references to support their work and they should be selected from a variety of credible sources. Peer reviewed articles from top rank journals and books are particularly recommended and they can be used in conjunction with some credible online sources. The reference list should follow Harvard referencing technique and students should try to pay attention to detail when organizing their references in-text and in the reference list.

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: The student will need to select and apply the relevant project management concepts, techniques, models, theories, etc that are linked to the task. They can introduce and discuss the issues identified and its impact on the company/industry they are analysing in light to the scenario above.

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: the student should be able to demonstrate some element of critical analysis in the report. They should demonstrate how the different project management tools and techniques can be applied in practice using practical examples, data, graphs, etc in the report and should also engage the literature, introduce comparative and contrasting analysis, etc. More broadly, the student should apply some form of critical thinking to demonstrate knowledge and understanding of the relevant project management theories, concepts and models.

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: Critically analyse and introduce the practical solutions and problems that have been solved by the project manager using the different concepts, tools, techniques, etc.

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 organization. Work should be coherent and well-structured in presentation and organization.

Guidance specific to this assessment: If you were to advise the project manager, provide recommendations of what could the project manager have done better and what can they learn from other project managers? Introduce the general recommendations that you have for the project manager.

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 .		
Task 2- Report Task 1- Presentation (Pitch)	10 05	
2. Knowledge and Understanding Skills		
Task 2- Report Task 1- Presentation (Pitch)	15 10	
3. Cognitive and Intellectual Skills		
Task 2- Report Task 1- Presentation (Pitch)	15 10	
4. Practical Application Skills		
Task 2- Report Task 1- Presentation (Pitch)	15 10	
5. Transferable Skills for Life and Professional Practice		
Task 2- Report Task 1- Presentation (Pitch)	05 05	

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

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

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

Knowledge and understanding (Sound knowledge and Critical understanding of the	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and	Exceptionally detailed knowledge and outstanding critical understanding of the well-established
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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	principles of the subject and the main methods of enquiry.	concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement**;** the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.