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

**APPENDIX GA36c**

# LEVEL 6 ASSESSMENT SPECIFICATION

| | | | |
|---|---|---|---|
| **Student name:** | | **Student ID number:** | |
| **Programme:** | BA (Hons) Leadership and Management Skills for the Workplace | | |
| **Module:** | Strategic Management for Business | | |
| **Module code:** | LCLM 6001 | **Contribution to Overall Module Assessment (%):** | 30% |
| **Lecturer:** | Yohan Mendis<br>Faizu Edu | **Internal Verifier:** | Md Kalam<br>Samuel Ofori |
| **Assignment Title:** | Component 2: Academically led interview simulating business situations (Ex. Board of directors/Business partners/Investors/Shareholders etc). | **Word count (or equivalent):** | 10- 15 minutes per student |
| **Submission deadline:** | **Interviews w/c: [Week 10]-WC-30/11/2026** | **Return date of provisional marks & written feedback:** | **[20 Working Days from Submission]** |
| **Submission method:** | All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)<br>**Alternative submission method (if applicable):**<br>**Late submission of the assessment will result in a late penalty mark:**<br>Work which is submitted up to 1 week late will be capped at 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.<br>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim. | | |
| **Academic honesty / referencing:** | Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment. | | |
| **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:<br>• 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)** |
|---|
| Upon the successful completion of this module, the student should be able to:<br>• Critically appraise an organisation's strategic direction;<br>• Critically analyse the components of an organisation's internal and external environment;<br>• Critically evaluate strategic options and choices;<br>Formulate new strategies for sustainable growth. |

# TASK DESCRIPTION

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

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

## Assessment Details & Task Description (30% Weighting):

Based on the strategic report you submitted for Component 1 of LCLM6001, you will take part in an academic interview. This interview will simulate a Greggs board meeting, where members of the board (your lecturers) will ask questions about the strategic recommendations you made in your written report.
You will be assessed on your ability to:
• Summarise and justify your strategic proposals.
• Apply relevant theories and models verbally.
• Think critically under questioning.
• Demonstrate professional, board-level communication.

**Set 1: Contextual awareness** - You must answer **at least ONE** of the following questions. (To be chosen by the board/lecturer on the day)
1. Walk us through how you prioritised strategic growth options, what criteria or evaluation process did you use?
2. How did you ensure your proposals were feasible, not just theoretically sound?
3. Can you explain what were the most influential factors in shaping your strategic recommendations?

**Set 2: Process awareness -** You must be prepared to answer **at least TWO** from the following (To be chosen by the board/lecturer on the day)

1. Were there any strategic options you explored but ultimately rejected? What was your decision-making process in eliminating them?
2. How do Gregg's mission, values, and commitments translate into measurable strategic goals?
3. What external factors—such as regulatory pressures, technological shifts, or market competition—should we be most concerned about when shaping future strategy?
4. What assumptions are we making about customer behaviour, and how confident are we in these assumptions?
5. What does current research on competitor activity suggest about the risks of our growth strategy?

**Set 3: Professional competence -** You must be prepared to answer **at least TWO** from the following (To be chosen by the board/lecturer on the day)

1. How would you explain your strategic recommendations to internal teams or stakeholders who may not understand the technical aspects of Gregg's?
2. If the board challenged one of your proposals, how would you defend it using evidence and clear reasoning?
3. What sources or types of evidence were most influential in shaping your strategic recommendations during the report-writing process?
4. What would you improve in your analytical process if you were to repeat this project?
5. Looking back, what aspects of your analytical process were most effective, and why?

**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

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

**1. Engagement with Literature Skills**

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

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

- **Use credible, relevant, and current sources**
  Support your analysis with high-quality academic and industry sources, such as Greggs plc reports, industry publications, and research on retail strategy, consumer behaviour, and the UK food-to-go market.
- **Demonstrate breadth and critical engagement**
  Draw on a range of academic, industry, and financial sources to evaluate Greggs' strategic position, considering factors such as cost pressures, competition, consumer trends, and expansion. Focus on engaging with the evidence, not just describing it.
- **Integrate literature purposefully**
  Combine insights from different sources to strengthen your analysis. Highlight similarities, differences, and implications to develop clear, well-supported recommendations for Greggs' strategy.

**2. Knowledge and Understanding Skills**

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

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

- **Demonstrate strong knowledge and understanding**
  Show clear and detailed knowledge of strategic management concepts, applied specifically to Greggs and the UK food-to-go market.
- **Go beyond description**
  Show understanding by interpreting information, not just presenting it. Explain what the evidence means for Greggs' strategy, challenges, and future direction.
- **Provide critical and well-rounded insight**
  Use up-to-date sources and acknowledge any limitations or uncertainties, ensuring your discussion is detailed, balanced, and supports informed conclusions.

### 3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

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

- **Apply critical thinking and analysis**
  Use frameworks (such as PESTEL, 5 forces, Ansoff's etc) to break down Greggs' strategic position. Support your analysis with relevant data (e.g. costs, competition, consumer trends) and explain what each point means for the business, rather than simply listing factors.
- **Justify your arguments clearly**
  Support all claims with appropriate evidence and theory. Explain why and how key factors (e.g. rising costs or competition) impact Greggs' strategy, ensuring your arguments are logical and clearly evidenced.
- **Build reasoned conclusions and recommendations**
  Ensure your conclusions follow directly from your analysis. Link insights (e.g. from PESTEL, Ansoff's or any other model you have used) to your recommendations, justify your chosen strategy, and consider alternative options where appropriate.

### 4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

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

- **Apply theory in practice**
  Use relevant models and techniques (e.g.PESTEL, Porter's Five Forces) to analyse Greggs' real-world situation. Show how these tools help assess its current position and inform practical strategic decisions.
- **Develop solutions using analysis**
  Use your analysis to identify problems and propose realistic solutions for Greggs. Ask relevant questions, explore different options where appropriate, and support your recommendations with evidence and theory.
- **Demonstrate practical understanding and awareness of limitations**
  Show how strategic concepts work in practice by using real examples from Greggs or the wider Industry. Where relevant, recognise the limitations of the models you use and explain how this affects your conclusions.

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

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

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

- **Demonstrate professional communication and structure**
  Ensure your arguments and analysis of Greggs are easy to follow.
- **Show initiative and independent thinking**
  Take responsibility for your analysis by selecting relevant information, making informed judgements, and developing your own recommendations for Greggs, rather than relying solely on description.
- **Apply transferable skills effectively**
  Communicate your ideas clearly to both specialist and non-specialist audiences, using appropriate academic language. Show your ability to complete the task independently, using evidence, analysis, and structured reasoning throughout.

# 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** | 20% | |
| | | |
| **3. Cognitive and Intellectual Skills** | 20% | |
| | | |
| **4. Practical Application Skills** | 20% | |
| | | |
| **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 6**

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

| Level 6 | FAIL | MARGINAL FAIL | SATISFACTORY (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 research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. | Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies. | Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing. | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. |
| **Knowledge and understanding** (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced | Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research | Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of | Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current | Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and | Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at | Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of | Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and |

| Level 6 | 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%** |
| scholarship within the discipline.) | and/or advanced scholarship within the discipline. | knowledge of the latest research and/or advanced scholarship within the discipline. | research and scholarship. | scholarship. | least in part, well-informed by current research and scholarship. | challenges to established views and the limitations of the knowledge base. | scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge. |
| **Cognitive and intellectual skills** (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.) | Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence. | Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. | Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case. | Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence. | Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. | Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts. | Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts. |
| **Practical skills** (Apply/deploy accurately established tools and techniques; initiate and carry out | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the | Rudimentary application of methods, materials, tools and/or techniques but without | An adequate awareness and mostly appropriate application of well-established methods, | A good and appropriate application of standard methods, materials, tools and/or techniques. | A very good application of a range of methods, materials, tools and/or techniques. Very good | An advanced application of a range of methods, materials, tools and/or techniques. The context of the | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on |

| Level 6 | 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%** |
| projects; formulate solutions to solve problems in complex and unpredictable contexts.) | context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts. | consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity. | Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts. | consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity. | application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident. | the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques. |
| **Transferable skills for life and professional practice** (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.) | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or | Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. | Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in | Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness. | Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict | Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional |

| Level 6 | 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%** |
| | evidence of the skills required in graduate employment. | collaboration, if relevant). Limited evidence of the skills required in graduate employment. | Demonstrates the basic skills required in graduate employment, with some areas of minor weakness. | graduate employment, with some areas of strength and some of minor weakness. | | and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development. | graduate employment skills and an appetite for further development. |

**THIS DOCUMENT IS ALSO AVAILABLE IN WELSH**