



CAMBRIDGE MANAGEMENT AND LEADERSHIP SCHOOL

Marking and Grading Policy

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Cambridge Management and Leadership School ensures that assessors within the school are occupationally competent and hold relevant qualifications and/or work experience in the relevant sector to assess students' work according to the grading criteria.

1. Policy Statement

- 1.1. The overall grading of the qualification depends on the qualification specification grading structure specified by the awarding body.
- 1.2. All units are marked according to the marking and the grading criteria (Qualifi clause 2; EBMA clause 3; and OTHM clause 4).
- 1.3. In order to achieve to pass a unit, the learner must:-
 - 1.3.1. Achieve all the specified learning outcomes;
 - 1.3.2. Provide sufficient evidence to satisfy the achievement of all the assessment criteria.
- 1.4. Where a learner has passed the unit, it means he/she has achieved the level and credits and this will indicate the achievement of those of the unit's learning outcomes being assessed, measured against the assessment criteria.
- 1.5. Upon submission of assignments by the learner, the assessor/tutor has right to ask for additional information to validate grades. Additional information can be one of the followings or both
 - 1.5.1. 20-30 minutes presentation of submitted assignment (online via zoom/skype or other e-platform for both online or campus learners); and/or
 - 1.5.2. Re-submission of assignment with an originality checking and plagiarism report.
- 1.6. For regulated qualifications especially those which are based on credit hours, learners will be required to submit a detailed work plan to confirm number of hours they spend on each topic linked to the relevant unit, and learning objectives they achieved.
- 1.7. Final units and the qualification grade will demonstrate that the learner has achieved required credits within the rules of combination to achieve units and it will be appeared on the learner's certificates.

- 1.8. Each unit is internally quality assured by the qualified internal verifier (IV)/quality assurer (IQA) of Cambridge Management and Leadership School and then external quality assurance (EQA) by the awarding body before the final grades are confirmed and certificates are issued.

2. Pass and Fail Grading Criteria – Qualifi Qualifications

Pass and Fail grading criteria is applicable on the following courses due to the qualification regulations and accreditation by the awarding body on the list of accredited qualifications (In the UK and Europe – EQF framework)

- Level 8 Diploma in Strategic Management and Leadership
- Level 7 Diploma Executive Management
- Level 7 Diploma Strategic Management and Leadership
- Level 7 Diploma in International Business Law
- Level 7 Diploma in Human Resource Management
- Level 7 Diploma in Accounting and Finance
- Level 7 Diploma in Hospitality and Tourism Management
- Level 6 Diploma in Business Administration
- Level 5 Diploma in Business Management
- Level 4 Diploma in Business Management
- Level 3 Diploma in Business Innovation and Entrepreneurship
- Level 5 Diploma in Health and Social Care
- Level 4 Diploma in Health and Social Care
- Level 3 Diploma in Health and Social Care
- Level 5 Diploma in Hospitality and Tourism Management
- Level 4 Diploma in Hospitality and Tourism Management
- Level 3 Diploma in Hospitality and Tourism Management
- Any other qualification, awarded by Qualifi and delivered by Cambridge Management and Leadership School.

2.1. Pass and Fail Criteria

| Pass | Fail |
|--|--|
| (Marks above or an equivalent to 40%) | (Marks less than 40%) |
| All learning outcomes are achieved. All assessment criteria are met. | All learning outcomes are not achieved. All assessment criteria are not met. |

2.2. Explanation at different levels (Level 3 to Level 8)

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| Level 3 Summary | Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work | |
| Grading Explanation | FAIL (0-39%) All learning outcomes are not achieved. All assessment criteria are not met. | PASS (40+) All learning outcomes are achieved. All assessment criteria are met. |
| Knowledge descriptor (the holder ...) | Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. | |

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| | <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p> | | |
| Skills descript or (the holder can...) | <p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been</p> | | |

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| Level 4 Summary | | Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work. | |
| Assessment Grading Explanation | | FAIL (0-39%) All learning outcomes are not achieved. All assessment criteria are not met. | PASS (40+) All learning outcomes are achieved. All assessment criteria are met. |
| Knowle dge descript or (the holder ...) | Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are | | |

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| | well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work. | | |
| Skills descript or (the holder can...) | Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results. | | |

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| Level 5 Summary | | Achievement at level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them. | |
| Grading Explanation | | FAIL (0-39%) All learning outcomes are not achieved. All assessment criteria are not met. | PASS (40+) All learning outcomes are achieved. All assessment criteria are met. |
| Knowle dge descript | Has practical, theoretical or technological | | |

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| or (the holder ...) | <p>knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p> | | |
| Skills describe or (the holder can...) | <p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.</p> | | |

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| Level 6 Summary | | Achievement at level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them. | |
| Grading Explanation | | FAIL (0-39%) All learning outcomes are not achieved. All assessment criteria are not met. | PASS (40+) All learning outcomes are achieved. All assessment criteria are met. |
| Knowledge describe or (the holder ...) | Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Understands different perspectives, approaches or schools of thought and the theories that underpin them. Can critically analyse, interpret and evaluate complex information, concepts and ideas. | | |
| Skills describe or (the holder can...) | Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. | | |

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| | Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications. | | |
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| Level 7 Summary | | Achievement at level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives, and how they affect their area of study or work. | |
| Grading Explanation | | FAIL (0-39%) All learning outcomes are not achieved. All assessment criteria are not met. | PASS (40+) All learning outcomes are achieved. All assessment criteria are met. |
| Knowledge descriptor (the holder ...) | Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions. Understands the wider contexts in which the area of | | |

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| | study or work is located. Understands current developments in the area of study or work. Understands different theoretical and methodological perspectives and how they affect the area of study or work. | | |
| Skills descriptor or (the holder can...) | Use specialised skills to conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform or produce change in the area of work or study. Critically evaluate actions, methods and results and their short- and long-term implications. | | |

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| Level 8 Summary | Achievement at level 8 reflects the ability to develop original understanding and extend an area of knowledge or professional practice. It reflects the ability to address problematic situations that involve many complex, interacting factors through initiating, designing and undertaking research, development or strategic activities. It involves the exercise of broad autonomy, judgement and leadership in sharing responsibility for the development of a field of work or knowledge or for creating substantial professional or organisational change. It also reflects a critical understanding of relevant theoretical and methodological perspectives and how they affect the field of knowledge or work. |
|------------------------|---|

| Grading Explanation | | FAIL (0-39%) All learning outcomes are not achieved. All assessment criteria are not met. | PASS (40+) All learning outcomes are achieved. All assessment criteria are met. |
|---------------------------------------|---|---|---|
| Knowledge descriptor (the holder ...) | Develops original practical, conceptual or technological understanding to create ways forward in contexts that lack definition and where there are many complex, interacting factors. Critically analyses, interprets and evaluates complex information, concepts and theories to produce new knowledge and theories. Understands and reconceptualises the wider contexts in which the field of knowledge or work is located. Extends a field of knowledge or work by contributing original knowledge and thinking. Exercises critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge or work. | | |
| Skills descriptor (the holder can...) | Use advanced and specialised skills and techniques to conceptualise and address problematic situations that involve many | | |

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| | <p>complex, interacting factors. Formulate and use appropriate methodologies and approaches. Initiate, design and undertake research, development or strategic activities that extend or produce significant change in the field of work or study. Critically evaluate actions, methods and results and their short- and long-term implications for the field of work or knowledge and its wider context.</p> | | |
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2.3. Quali Rubric Marking Criteria

| Overall Marks | | | | | | | |
|---|--|---|---|---|--|--|--|
| | Distinguished | Excellent | Good | Proficient | Basic | Marginal | Unacceptable |
| Criteria | 80+ | 70 | 60 | 50 | 40 | 30 | 0 |
| Content | Extensive evaluation and synthesis of ideas; includes substantial original thinking | Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking | Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking | Describes main ideas with evidence of evaluation; includes some original thinking | Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking | Largely incomplete description of main issues; misses key concepts; no original thinking | Inadequate or irrelevant information |
| Application of Theory and Literature | In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept | Clear and relevant application of theory; fully integrates literature to support ideas and concepts | Appropriate application of theory; integrates literature to support ideas and concepts | Adequate application of theory; uses literature to support ideas and concepts | Limited application of theory; makes reference to literature but may not use it consistently | Confused application of theory; does not use literature for support | Little or no evidence of application of theory and relevant literature |
| Knowledge and Understanding | Extensive depth of understanding and exploration beyond key principles and concepts | Comprehensive knowledge and depth of understanding key principles and concepts | Sound understanding of principles and concepts | Basic Knowledge and understanding of key concepts and principles | Limited and superficial knowledge and understanding of key concepts and principles | Confused or inadequate knowledge and understanding of key concepts and principles | Little or no evidence of knowledge or understanding of key concepts and principles |
| Presentation and Writing Skills | Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax | Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax | Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning | Orderly presentation; minor errors in mechanics and syntax | Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning | Confused presentation; errors in mechanics and syntax often interfere with meaning | Illogical presentation lacking cohesion; contains significant errors that interfere with meaning |
| Referencing | Sophisticated use of in-text citation and references | Mastery of in-text citation and referencing | Appropriate use of in-text citation and referencing | Adequate use of in-text citation and referencing | Limited use of in-text citation and referencing | Inadequate use of citation and referencing | Little or no evidence of appropriate referencing or use of sources |
| Instructor Feedback | | | | | | | |
| | | | | | | | |

3. Pass, Merit, Distinction Grading Criteria – EBMA Qualifications

Pass, Merit and Distinction grading criteria is applicable on the following courses due to the qualification regulations by EBMA

- MBA Stage 1 – Level 7 Postgraduate Diploma in Business Administration
- Level 7 Postgraduate Diploma in International Business Law
- Level 7 Postgraduate Diploma in International Tourism and Hospitality
- Level 7 Postgraduate Diploma in Health and Social Care Management
- Level 6 Graduate Diploma in Business Administration
- Level 6 Graduate Diploma in International Tourism and Hospitality Management
- Level 6 Graduate Diploma in Health and Social Care Management
- Level 5 Advanced Diploma in Health and Social Care Management
- Level 5 Advanced Diploma in Business Administration
- Level 4 Diploma in Administrative Management
- Level 4 Diploma in Health and Social Care Management
- Level 2 Diploma in Business and Management
- Any other qualification/training, accredited and awarded by EBMA and deliver by Cambridge Management and Leadership School.

3.1. Generic Marking Criteria (Fail, Pass, Merit, Distinction)

The following table explain the generic marking criteria that should be used by the assessor to assess all candidates' work.

Distinction

| Possible Evidences for Marking | Distinction (70% and above) All unit outcomes achieved at an excellent/outstanding level |
|---|---|
| 1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project | Extensive exploration and skills evident in definition of research problem, selection and rationale for methodology; may implicitly or explicitly critique established research methodology |
| 2. Focus of Assignment and Achieving Learning Outcomes | A sharply defined focus that is sustained throughout. Perceptive understanding of the topic. Learning outcomes fully met |

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| Work on the assignment topic and focus is clear to meet the learning outcome of such assignment. | |
| 3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences. | A sophisticated integration of theory/research from the literature, own views and application. Clear insight of the field of enquiry |
| 4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles. | Knowledge showing considerable depth and insight and is at the forefront of the subject in the field, where appropriate be able to propose original ideas or hypothesis. |
| 5. Analysis, Argument and Reflection Examination and interpretation of resources | Analysis is probing and supported by pertinent evidence. The argument is detailed, perceptive and sophisticated. Conclusions are reflective, subtle and thought provoking. Evidence of originality |
| 6. Clarity of Expression and Academic Style Academic writing skills, language and expressions | A sophisticated and reflective style. Critical and convincing expression, presented with references subtly integrated in the text |
| 7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work. | Inter-relate theory with practice in creative and innovative ways even to the extent of reforming theory |
| 8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience. | Complex information organised and presented in an academically and convincing emerging style |
| 9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment. | Strong sense of commitment and motivation to personal and professional development which is clearly communicated and evidenced. |

Merit

| | |
|---|---|
| Possible Evidences for Marking | Merit (60% - 69%) All learning outcomes achieved at a good level |
| 1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project | Well informed, well-articulated research issue; demonstrate skills in relevant research practice; able to develop rationale of choice of research methodology |
| 2. Focus of Assignment and Achieving Learning Outcomes | A clear focus that is sustained throughout. Learning outcomes met competently |

| | |
|---|---|
| Work on the assignment topic and focus is clear to meet the learning outcome of such assignment. | |
| 3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences. | Clear knowledge demonstrated of current research. Considered use of literature in the work to support own views |
| 4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles. | Systematic and effective understanding and coherent and detailed knowledge ideally informed by related field of study. Acknowledges limits of knowledge |
| 5. Analysis, Argument and Reflection Examination and interpretation of resources | Critical analysis a consistent feature. A balanced argument with carefully selected evidence. Appropriate and relevant conclusions beyond the immediate context |
| 6. Clarity of Expression and Academic Style Academic writing skills, language and expressions | A reflective and academic style of writing. The language used is sharp, clear and expressive |
| 7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work. | Integrates theory and practice in an informed and comprehensive way |
| 8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience. | A strong sense of systematic, logical development. Presentation is mature with an emerging personal style |
| 9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment. | Takes all responsibility for own learning and development through purposeful analysis and learning, supported by well-defined evidences. |

Pass

| | |
|---|--|
| Possible Evidences for Marking | Pass (50% - 59%) All learning outcomes achieved at a threshold level |
| 1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project | Can define a research problem or question and explain the potential contribution towards research topic and apply appropriate research methodology |
| 2. Focus of Assignment and Achieving Learning Outcomes | Some sense of focus and mostly sustained. Learning outcomes met superficially |

| | |
|---|--|
| Work on the assignment topic and focus is clear to meet the learning outcome of such assignment. | |
| 3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences. | Some knowledge of the extent of the literature. Key authors cited. Critical reading and research connected to argument |
| 4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles. | Knowledge is accurate and currently within the field and applied appropriately. |
| 5. Analysis, Argument and Reflection Examination and interpretation of resources | Key issues raised although not fully explored. A sense of argument with some evidence. Awareness of different stances. Valid conclusions |
| 6. Clarity of Expression and Academic Style Academic writing skills, language and expressions | Generally clear and coherent. Academic in style |
| 7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work. | Appropriately Integrates theory with practice |
| 8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience. | A clear discernible style and structure. Presentation is confident and competent |
| 9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment. | Demonstrate capability of continue to advance their knowledge and understanding and to development new skills to a high level. |

Fail

| | |
|---|--|
| Possible Evidences for Marking | Fail (0 – 49%) Unit learning outcomes not achieved |
| 1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project | Little or no evidence of appropriate research methodology and / or sources of information and references to inform the planning of research project. |
| 2. Focus of Assignment and Achieving Learning Outcomes Work on the assignment topic and focus is clear to meet the learning outcome of such assignment. | Focus is ill defined and failed to meet learning outcomes |

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| <p>3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences.</p> | Some knowledge of literature base and evidence of reading, although limited to descriptive use only |
| <p>4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles.</p> | Some knowledge and understanding but superficial and inaccurate. |
| <p>5. Analysis, Argument and Reflection Examination and interpretation of resources</p> | Generally descriptive. Argument not developed and/or illogical, drawing on a limited evidence base. Observations are superficial/not always relevant. Weak conclusions |
| <p>6. Clarity of Expression and Academic Style Academic writing skills, language and expressions</p> | Expression unclear or simplistic with little evidence of academic style of expression |
| <p>7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work.</p> | Appreciates the relationship between theory and practice but limited application |
| <p>8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience.</p> | A discernible structure but links are sometimes tenuous. Presentation does not always support the study. Conventions often not followed |
| <p>9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment.</p> | Consistent lack of evidence of reflection or planning for learning. Little or no awareness of personal strength and weakness in the related field. |

3.2. Units and the qualification Grading Criteria

Individual units and the overall qualification are graded as Fail, Pass, Merit and/or Distinction.

In terms of certification, this means that learners will receive a Credit Certificate of their results showing the grades of each unit successfully completed, plus the Certificate to recognise the level of achievement.

3.3. Unit Grading Criteria

| Percentage | Grade | Explanation |
|------------|-------------|--|
| 80-100 | Distinction | All learning outcomes are achieved. All assessment criteria are met at an outstanding level. |
| 60-79 | Merit | All learning outcomes are achieved. All assessment criteria are met at a good level. |

| | | |
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| 40-59 | Pass | All learning outcomes are achieved. All assessment criteria are met at a satisfactory level. |
| 0-39 | Fail | All learning outcomes are not achieved. All assessment criteria are not met. |

3.4. Qualification Grading Criteria

| Grade | Explanation |
|-------------|---|
| Distinction | Majority of Unit grades are achieved at an outstanding level. |
| Merit | Majority of Unit grades are achieved at a good level. |
| Pass | Majority of Unit grades are achieved at a satisfactory level. |

4. Pass and Fail Grading Criteria – OTHM Qualifications

Pass and Fail grading criteria is applicable on the following courses due to the qualification regulations and accreditation by the awarding body on the list of accredited qualifications (In the UK and Europe – EQF framework)

- Level 8 Diploma in Strategic Management and Leadership Practice
- Level 7 Diploma in Strategic Management and Leadership
- Level 7 Diploma in Health and Social Care Management
- Level 7 Diploma in Project Management
- Level 7 Diploma in Strategic Marketing Management
- Level 7 Diploma in Education Management and Leadership
- Level 6 Diploma in Business Management
- Level 6 Diploma in Health and Social Care Management
- Level 6 Diploma in Accounting and Business
- Level 5 Diploma in Accounting and Business
- Level 5 Diploma in Health and Social Care Management
- Level 5 Diploma in Education and Training
- Level 4 Diploma in Education and Training
- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 3 Diploma in Education and Training
- Level 3 Diploma in Business Studies
- Level 3 Award in Assessing Vocationally Related Achievement
- Any other qualification, accredited/awarded by OTHM Qualifications and deliver by Cambridge Management and Leadership School.

4.1. Pass and Fail Criteria (Level 3 to Level 8)

| Qualification Level | FAIL | PASS |
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| Level 3 | Little attempt to engage with assignment brief. | Detailed answers to all parts of the questions or tasks. |

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| | <p>Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice</p> | <p>Clearly structured and focused, demonstrating overall coherence and in-depth understanding of the unit content and assessment requirements.</p> <p>Evidence of the use of independently sourced material, well applied in all contexts.</p> <p>Very few errors in grammar as appropriate</p> |
| Level 4 | <p>Little attempt to engage with assignment brief. Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.</p> | <p>Details response to relevant parts of the questions or tasks, with evidence of clear understanding of the issues.</p> <p>Well-structured with evidence of independent reading supporting the argument.</p> <p>Clear evidence of a range of independently sourced material, well applied in all contexts.</p> <p>Very few errors in referencing or grammar or syntax as appropriate.</p> |
| Level 5 | <p>Little attempt to engage with assignment brief. Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.</p> | <p>Very full, independent response to the assignment, applying relevant material well beyond any module input, demonstrating independent study.</p> <p>Excellent understanding and application of relevant theory, concepts and models. Very clear logical structure.</p> |

| | | |
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| | | Very few errors in referencing or grammar or syntax as appropriate. |
| Level 6 | <p>Little attempt to engage with assignment brief. Learning outcomes not fully met.</p> <p>Inadequate demonstration of knowledge or understanding of key concepts, theories or practice</p> | <p>Excellent links between relevant ideas, theories and practice.</p> <p>Evidence of independent learning and the ability to engage critically and analytically with a wide range of contextually relevant resource material.</p> <p>Demonstration of original insights supported by well structured overall argument.</p> <p>Very few errors in referencing or grammar or syntax as appropriate</p> |
| Level 7 | <p>Whilst some of the characteristics of a pass have been demonstrated, the work does not address each of the outcomes for the specified assessment task.</p> <p>The work may be an overly descriptive account demonstrating minimal interpretation, and there is very limited evidence of analysis, synthesis or evaluation.</p> <p>No counterarguments or alternative frames of reference are generated or considered</p> | <p>Work demonstrates engagement in an academic debate which presents clear evidence of a considered understanding of the topics studied.</p> <p>There is evidence of clear synthesis of theoretical issues and practice.</p> <p>A critical analysis of theoretical models and/or practical applications has resulted in originality.</p> <p>Very few errors in referencing or grammar or syntax as appropriate.</p> |

5. Our expectation from Students

At Cambridge Management and Leadership School, we expect learners to submit assignment based on different tasks, assignment topic or assessment criteria. It depends on the Assignment brief. Your assignment should include ALL following elements in order to pass the unit.

1. **Research**
2. **Focus of Assignment and Achieving Learning Outcomes**
3. **Use of Literature**
4. **Subject Knowledge and Understanding**
5. **Analysis, Argument and Reflection**
6. **Clarity of Expression and Academic Style**
7. **Integration of Theory and Practice**
8. **Organisation and Presentation**
9. **Personal and Professional development**

Research

You must have a good research on the topic to ensure that your assignment has a good reference list and in-text citing of external authors, books, online websites, and journals etc.

Focus of Assignment and Achieving Learning Outcomes

Work on the assignment topic, Tasks (all assessment criteria ACs if given in the assignment brief) and you must ensure that your focus is clear to meet the learning outcome of such assignment.

Use of Literature

You must make sure that use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences.

Subject Knowledge and Understanding

Your assessor will mark your assignment and pass you only if you will have a good understanding the task/subject knowledge, understanding and underlying principles.

Analysis, Argument and Reflection

If you are asked to analyse, then you must support your analysis with pertinent evidence. The argument should be detailed, perceptive and sophisticated. Conclusions should be reflective, subtle and thought provoking. There must be evidence of originality in your assignment.

Clarity of Expression and Academic Style

Make sure you use appropriate Academic writing skills, language and expressions in your assignment.

Integration of Theory and Practice

Cambridge Management and Leadership School prefer students to use their current or past experiences in their assignment to make your work more realistic. Therefore, you must ensure that the relationship between theory and practices is integrated, informed and presentation of work is appropriate to meet all learning objectives of the unit/module.

Organisation and Presentation

Make sure your assignment work is organised and presented in an academically and convincing style.

Personal and Professional development

All of our qualifications include elements of personal and professional development. You must ensure that your work reflect your reflection, planning, self-direction, subject engagement and commitment.

6. More Information

For more information, please read the relevant qualification handbook. If you have any questions, please email to info@cmls.org.uk

