

**Diploma in Management at Higher Professional Level
Generic Criteria to be applied to all Modules**

Grade	Research, Analysis and Academic Reading (25%)
DISTINCTION	<ul style="list-style-type: none"> • There is clear evidence from the report that the candidate has undertaken appropriate and wide ranging research and associated in-depth reading relevant to the specific module. This is reflected in a comprehensive bibliography and skilled use of references • When using the case study or actual work-placed practice, clear evidence is presented that indicates the candidate's skills of managerial analysis relevant to the module • The candidate indicates discernment when undertaking managerial research and displays this within associated time constraints
MERIT/PASS	<ul style="list-style-type: none"> • The candidate demonstrates that relevant and wide ranging research has been undertaken but the report may indicate/imply some omissions and even limitations in this respect. There is an adequate bibliography and application of references • In undertaking analysis, the candidate clearly demonstrates appropriate skills but may omit some relevant aspects; nevertheless, this does not detract from the overall quality of the research and analysis • There may be only superficial or implicit evidence of discernment in research and analysis
FAIL	<ul style="list-style-type: none"> • The candidate's report indicates shallow and superficial research over a narrow range of sources. The bibliography is inadequate • What research and analysis has been undertaken is general and lacks specificity to the module being studied. • The candidate presents little or no evidence of any discernment when selecting academic reading.

Grade	Application of Theory to Practice (35%)
DISTINCTION	<ul style="list-style-type: none"> • The candidate's report clearly demonstrates discernment when choosing concepts relevant to the case study or workplace situation and the module requirement • Reasons for selectivity of theoretical concepts are soundly indicated or implied, and, where appropriate, reasons for rejection of other concepts as being unsuitable for the situation are included • The report provides irrefutable evidence that the candidate has a clear understanding of how to apply the underpinning knowledge and theoretic concepts relevant to the module being studied and, where appropriate, is able to modify theories to suit the work-based situation
MERIT/PASS	<ul style="list-style-type: none"> • The candidate's report indicates how the relevant and associated theories have been applied but may not justify their selection or why other concepts have not been used • The candidate's report provides clear evidence of the application of theoretical concepts although there may not be a thorough discernment in selecting appropriate theoretical models • Any omissions should not add up to a misunderstanding of how the model is applied to the context under study • The report provides evidence to justify a merit/pass mark even if there are minor errors or omissions, but it must include the key concepts relevant to the module assessment criteria
FAIL	<ul style="list-style-type: none"> • The report presented by the candidate provides little beyond what might be expected in a common sense report from a person who had not studied the target module • The candidate's work indicates a gap between theoretical knowledge and the skills of application in a live work context • There are significant omissions from the module specific assessment criteria to the extent that it is very clear that there is a major weakness in the candidate's understanding of application • The candidate shows major weaknesses in selecting appropriate module specific theories for application within the chosen work context • The candidate exhibits a lack of discernment when selecting appropriate theories for application to the extent that far too many may be chosen rather than appropriate ones

Grade	Overall Quality of the Report (40%)
DISTINCTION	<ul style="list-style-type: none"> • The candidate's report is clear, concise and precise • The report demonstrates a full and accurate understanding of the concepts associated with the specific module • The report is 'brought to life' by the selective and appropriate use of relevant graphs, diagrams, tables or lists • Where appropriate, connections are made to other modules that effectively demonstrate the candidate's understanding of the holistic as well as the interrelated nature of managerial practice • The report is structured in such a way that it is easy to follow, understandable and has a structured 'flow' that leads to clear outcomes and, where appropriate, logical as well as practical recommendations
MERIT/PASS	<ul style="list-style-type: none"> • The report effectively communicates an understanding of the major concepts associated with the module • It is soundly structured, analytical and generally has a sensible flow to it that leads to findings and logical recommendations where these are called for • Whilst the report need not be word processed, a good attempt has been made to include diagrams, charts and/or tables that enhance the quality of the report as a managerial document • After reading the report the assessor is left in no doubt that the candidate has an effective grasp of all aspects of the module being studied
FAIL	<ul style="list-style-type: none"> • The report or portfolio lacks a structure and format that a fellow manager would expect to see of a Diploma graduate • The report lacks logical flow, is unstructured and fails to lead to a logical conclusion • Where the case study or work situation that is the focus of the report calls for findings as well as recommendation, none are given or, where they are given, they do not derive from the evidence within the report • Few, if any, relevant data is provided and where data is included, it is not in the form of easily accessible tables, graphs, diagrams or charts • The quality and structure of the language used in the report is poor to the extent it could be the focus of attention rather than the substance of the report • The report significantly fails to draw on the key learning components of the target module and omits any reference to any other aspect associated with the CIE Diploma qualification