

## Portfolio - assessment criteria:

### Environmental and Process Safety Management - Assessment Criteria

<b>Grading Criteria related to Knowledge and Understanding at Level 5</b>			
	<b>Work demonstrates</b>		
<b>Coverage of key aspects</b>	Selection and explanation of key aspects, which have some complexity and depth and are well established, within Process and Chemical Engineering.  Accuracy and coverage of topic, without omissions in knowledge and understanding	<b>0-19</b>	Negligible evidence and/or use of skill
		<b>20-34</b>	Inappropriate evidence and/or use of skill
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects
		<b>40-49</b>	Work contains evidence of competence in this skill but application is limited
		<b>50-59</b>	Evidence within work is sufficient and appropriate to the task.
		<b>60-69</b>	Good, robust evidence of appropriate and effective use of knowledge and understanding
		<b>70-79</b>	Strong and convincing evidence of considered exercise of knowledge and understanding
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of knowledge and understanding
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of knowledge and understanding
<b>Underpinning depth and breadth of knowledge and understanding</b>	Some breadth, depth of awareness, and understanding of issues within the broad underlying concepts and principles of Process Safety Management with some depth, which underpins and contextualises the specific issue related to the presentation.	<b>0-19</b>	Negligible evidence and/or use of skill
		<b>20-34</b>	Inappropriate evidence and/or use of skill
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects
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<b>Awareness and use of relevant literature / information sources</b>	The ability to use / draw on resources / data from a prescribed range of sources and literature.	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects	
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		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of knowledge and understanding	
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of knowledge and understanding	
<b>Recognition of inter-relationships of topics to a situation/context</b>	Understanding of the complex and potentially contradictory nature of static inter-relationships between different topics within unspecified and unpredictable situations / contexts	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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### Environmental and Process Safety Management - Assessment Criteria

#### Grading Criteria related to Intellectual (thinking) skills at Level 5

	Work demonstrates			
<b>Understanding Task</b>	Understanding of the issues, which are central to the assigned task ( <i>presentation</i> ).  Ability to follow guidance to devise a	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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		<b>40-49</b>	Work contains evidence of competence in this skill but application is limited	

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	simple task related to the topic.	<b>50-59</b>	Evidence within work is sufficient and appropriate to the task.	
		<b>60-69</b>	Good, robust evidence of appropriate and effective use of skill	
		<b>70-79</b>	Strong and convincing evidence of considered exercise of skill	
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill	
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill	
<b>Gathering and processing information</b>	Ability to coherently collate, critically analyse and identify the relevance and significance of information / data / appropriate literature	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects	
		<b>40-49</b>	Work contains evidence of competence in this skill but application is limited	
	Ability to integrate reference to literature effectively within own work.	<b>50-59</b>	Evidence within work is sufficient and appropriate to the task.	
		<b>60-69</b>	Good, robust evidence of appropriate and effective use of skill	
		<b>70-79</b>	Strong and convincing evidence of considered exercise of skill	
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill	
<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill			
<b>Making judgements using the information</b>	Ability to make and justify sound decisions about specified / predictable / straightforward <i>aspects of the presentation requirements</i>	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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		<b>70-79</b>	Strong and convincing evidence of considered exercise of skill	
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill	
<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill			
<b>Building the argument for those judgements</b>	Ability to produce a line of argument supported by relevant evidence / use of sources.	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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		<b>60-69</b>	Good, robust evidence of appropriate and effective use of skill	
<b>70-79</b>	Strong and convincing evidence of considered exercise of skill			

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		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill	
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill	
<b>Application of theory to practice</b>	Ability to apply aspects of the topic between specified subjects/topics; subject and / or professional work areas.	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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### Environmental and Process Safety Management - Assessment Criteria

#### Grading Criteria related to Practical/Professional/Disciplinary skills at Level 5

	<b>Work demonstrates</b>			
<b>Academic Practice / Practical Work</b>	An effective quality and standard of expression in English – communication of information with some complexity in English which is accurate and has clarity  Appropriate and effective use of academic conventions  Effective, consistent referencing of a wide range of sources in line with an agreed standard convention.  Ability to produce concise work, which adheres to word-counts for assignments.	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects	
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## Environmental and Process Safety Management - Assessment Criteria

### Grading Criteria related to Transferable skills at Level 5

	Work demonstrates		
<b>Communication</b>	Ability to accurately, clearly and appropriately communicate information, attitudes and ideas in an appropriate written, verbal or visual format for a suggested purpose, topic, situation and audience, and in such a way as to demonstrate understanding to academic, specialist and non-specialist audiences	<b>0-19</b>	Negligible evidence and/or use of skill
		<b>20-34</b>	Inappropriate evidence and/or use of skill
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects
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		<b>60-69</b>	Good, robust evidence of appropriate and effective use of skill
		<b>70-79</b>	Strong and convincing evidence of considered exercise of skill
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill
<b>Gathering and using information</b>	<p>Ability to Identify, access, use and explain information / data which is relevant for a suggested purpose from a range of sources and use effectively within own work.</p> <p>Ability to evaluate both the information / data and the sources</p> <p>Ability to develop appropriate research strategies for straight-forward tasks with some guidance.</p>	<b>0-19</b>	Negligible evidence and/or use of skill
		<b>20-34</b>	Inappropriate evidence and/or use of skill
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects
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		<b>60-69</b>	Good, robust evidence of appropriate and effective use of skill
		<b>70-79</b>	Strong and convincing evidence of considered exercise of skill
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill
<b>Information and Communications Technology</b>	Selection and use specified ICT applications and strategies as appropriate for guided purposes and tasks	<b>0-19</b>	Negligible evidence and/or use of skill
		<b>20-34</b>	Inappropriate evidence and/or use of skill
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		<b>50-59</b>	Evidence within work is sufficient and appropriate to the task.	
		<b>60-69</b>	Good, robust evidence of appropriate and effective use of skill	
		<b>70-79</b>	Strong and convincing evidence of considered exercise of skill	
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill	
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of skill	
<b>Learning to Learn</b>	Ability to select from a range of suggested approaches and techniques in order to reflect on and analyse own strengths, limitations and performance and identify their implications.  The learning ability needed to undertake appropriate further training of a professional or equivalent nature.	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of skill	
<b>Planning own work</b>	The ability to set milestones within a given plan and implement plan to achieve several objectives.	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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### Environmental and Process Safety Management - Assessment Criteria

#### Grading Criteria related to Module Outcomes at Level 5

	Work demonstrates		
<b>LO1</b>	Describe the key features of an effective process safety management system.	<b>0-19</b>	Negligible evidence
		<b>20-34</b>	Inappropriate evidence
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects

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		<b>40-49</b>	Work contains evidence of competence but application is limited	
		<b>50-59</b>	Evidence within work is sufficient and appropriate to the task.	
		<b>60-69</b>	Good, robust evidence of appropriate and effective use of management system	
		<b>70-79</b>	Strong and convincing evidence of considered exercise of management system	
		<b>80-89</b>	Strong, convincing and consistent evidence of insightful and nuanced use of management system	
		<b>90-100</b>	Overwhelming evidence of insight and innovation in the effective use of management system	
<b>LO2</b>	Describe the concept of process safety barriers and the role played by individuals at all levels in the organisation in maintaining such barriers.	<b>0-19</b>	Negligible evidence	
		<b>20-34</b>	Inappropriate evidence	
		<b>35-39</b>	Evidence included/provided but missing in some very important aspects	
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<b>LO4</b>	Analyse the robustness of the process safety barriers with which they are involved and/or responsible (e.g. operating procedures, inspection and maintenance programmes).	<b>0-19</b>	Negligible evidence and/or use of skill	
		<b>20-34</b>	Inappropriate evidence and/or use of skill	
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