



*NEBOSH National Diploma in Environmental
Management (September 2016 specification)*

Unit NDEM2

Learner Guidance

This document provides comprehensive guidance on the presentation and submission of the Unit NDEM2 assignment. Learners should study this document carefully before submitting their assignment.

v3 (March 2021)

Unit NDEM2 Learner Guidance

1 Purpose and aim

The purpose of this Unit is for learners to complete an assignment which will assess the practical application of their knowledge and understanding from Units ED1 and NDEM2 of the National Diploma in Environmental Management.

The aim of the assignment is for learners to review and critically analyse their organisation's environmental management system (EMS) in eight different areas; the review will also include a summary of environmental regulation as it applies to their organisation.

From the review and analysis of the EMS, learners will be required to produce a report for top management on the overall performance of the EMS. The report must highlight three environmental concerns, which can be taken from any of the areas reviewed, and make recommendation/s for improvement for each of these.

2 Syllabus content

Unit NDEM2 has taught content relating to United Kingdom environmental legislation. Learners will need the knowledge and understanding gained from this unit to be able to complete the Unit NDEM2 assignment. The assignment will also assess some elements from Unit ED1; it is, therefore, essential that the learner has studied the syllabus content of both units before undertaking the assignment.

3 Assignment brief

Please refer to section 1.0 for the purpose and aim of the assignment.

The completed assignment should follow the structure below:

- An executive summary.
- An introduction (including background on environmental regulation).
- Review and critical analysis of the organisation's EMS.
- Evaluation of the top three environmental concerns and identification of improvements to be made for each.
- Conclusions and recommendations which summarise the main issues identified and lead to justified recommendations.
- Bibliography and referencing.
- Appendices.

4 Assessment location

The Unit NDEM2 assignment must be carried out in the learner's own workplace. Where the learner does not have access to a suitable workplace, the Learning Partner should be consulted to help in making arrangements for the learner to carry out the assignment at suitable premises.

It is important that a suitable workplace is chosen. The workplace should be large enough to provide the opportunity to meet the requirements of the assignment brief. If the organisation is very large, in order that the assignment is manageable, the learner should limit the area considered. In such circumstances it might be more appropriate to consider a department or division of the organisation rather than the organisation as a whole, although the EMS could be that adopted by the whole organisation.

Learners do not require supervision when carrying out the assignment.

Learners and employers should be aware that the status of the assignment undertaken to fulfil the requirements of Unit NDEM2 is for educational purposes only. It does not constitute an assessment for the purposes of any legislation, regulations, or standards.

Names of persons and organisations referred to in the assignment can be changed for confidentiality reasons. However, the organisation that forms the subject of the assignment should be 'real' in all other respects. Where the organisation's name and/or names of company officers have been changed, the learner should add the following disclaimer on the front page of the report: **'Note: The name of the organisation and/or officers included in this report are fictitious but the report is based on a real organisation/workplace'.**

Fictitious workplaces or simulated scenarios are not acceptable.

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5 Submission of completed work

Assignments should be submitted before the set submission date; there are four submission dates each year in February, May, August and November. Late submissions will not be accepted and learners should plan for the completion and submission of the assignment in sufficient time to meet the submission deadline date.

The actual dates will be published by NEBOSH annually. Learners intending to submit an assignment must register through their Learning Partner using the appropriate form and paying the appropriate fee. No refund of fees will be made in cases where learners register but fail to submit.

Following registration learners will receive a pre-submission email that confirms their registration, this will be followed by a notification which includes instructions for electronic submission of their assignment.

Assignments must be submitted electronically directly to NEBOSH. Please refer to the Digital Assignment Technical Learner Guide for detailed instructions. This document will be available from April 12th, 2021.

Learners are strongly advised to keep a copy of their assignment.

Assignments must be the learner's original work. By submitting the assignment electronically the learner:

- gives permission for the work to be screened by Turnitin UK and must understand that it will be added to the Turnitin database.
- declares that the work is original and does not include work from other sources except where identified by reference. Contravention of this statement constitutes malpractice and may result in the learner being subject to penalties as set out in the NEBOSH Malpractice Policy.

Assignments will be submitted by NEBOSH to the Turnitin UK text-matching service and added to the Turnitin database. Cases of plagiarism or collusion will be dealt with severely and are liable to result in the assignment being disqualified and the learner being banned from future registrations. Any learner who provides an opportunity for another learner to use his/her assignment inappropriately shall be liable to the same sanction.

After the completion of the marking process learners will be informed of the total mark for their submission and the marks for each section.

Learners must achieve a pass standard of 50% in the assignment in order to satisfy the assessment criteria.

If a learner is referred they can register to resubmit the assignment at a later submission date; however, this must be within a five-year period (the five-years starts from the declaration date of the first successful unit). Please refer to the Guide for the qualification for further information.

6 Tutor support

Learners should ensure that they understand fully the requirements of the assignment brief and are recommended to prepare an outline plan of their approach that can be discussed with a tutor. While it would not be appropriate for tutors to read and amend drafts of the assignment, their role is to ensure that the learner is 'heading in the right direction'. For example, they may comment on whether the learner has chosen a suitable workplace or situation that satisfies the assignment brief and will give sufficient scope to achieve the necessary breadth and depth of content required at Diploma level. Tutors must not provide a 'pre-mark'.

7 Marking

The Unit NDEM2 assignment is marked by appropriately qualified Examiners appointed by NEBOSH. Learners must achieve the pass standard (50%) in Unit NDEM2 in order to satisfy the criteria for the unit.

8 Review and critical analysis of the organisation's environmental management system

The critical analysis needs to establish 'Where are you now?' and requires a review of your organisation's environmental management system (either an uncertified/informal or certified/formal environmental management system). This should be based on rigorous enquiry of the current arrangements compared to those in a recognised standard. The learner must include the following areas in their review and critical analysis:

- environmental leadership;
- environmental objectives and targets;
- identification of significant organisational aspects and associated impacts;
- compliance obligations;
- resource, competence and employee awareness;
- communication;
- the effectiveness of processes and controls (including emergency arrangements);
- environmental performance evaluation.

For each area the current arrangements should be identified, evidenced and critically analysed against best practice and/or any other relevant standards to identify gaps in the current arrangements. Each of these areas must be included in the report to management (see Section 9.4.4). Examples of issues to be included for each area are provided below. The examples provided are not a definitive list and some may not be relevant to all organisations. The learner may include issues which aren't listed for any or all of the following areas.

Environmental leadership

- Is there environmental leadership from the top of the organisation? Is it visible?
- Is there an environmental champion/focus at board level?
- Is there environmental leadership at all levels within the organisation? Is it visible?
- What examples do leaders set? Do they talk about environmental issues? When was this last done?
- Is the leadership aware of the organisation's compliance obligations and significant environmental aspects and associated impacts and how well they are being controlled?
- Are the environmental implications of business decisions recognised and addressed?
- Is there evidence that the board or leader of the organisation is responsive to the environmental information that is reported?

Environmental objectives and targets

- Does the organisation have arrangements in place to establish, review, update and communicate its environmental objectives and targets?
- Is the organisation likely to achieve the objectives and targets set?
- Are there plans to achieve or to improve performance against the environmental objectives/targets?

Identification of organisational significant aspects and associated impacts

- Has the organisation identified its significant aspects and impacts? Have the aspects been identified under normal, abnormal and emergency situations?
- What are the significant aspects/impacts of the organisation?
- What are the risks and opportunities associated with the organisation's significant aspects and impacts?
- How are the aspects/impacts and risks/opportunities recorded?
- How are these communicated?
- Are the aspects/impacts and risks/opportunities regularly reviewed?

Compliance obligations

Compliance obligations are not only legal requirements but other standards and requirements that your organisation may choose to comply with eg, ISO 14001, industry best practice, customer requirement etc.

- Has your organisation identified all relevant compliance obligations? How are the compliance obligations recorded?
- What are the compliance obligations relating to your organisation? How does the organisation meet these obligations?
- What are the risks and opportunities associated with the organisation's compliance obligations?
- How and when does compliance evaluation take place? Can the organisation demonstrate that it meets its compliance obligations?
- How and when are the compliance obligations reviewed and updated?

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Resource, competence and worker awareness

- Does the organisation have adequate resources in place to manage its environmental performance?
- Does the organisation have access to competent environmental advice either internally or from external sources such as consultants?
- Does the organisation have a programme in place to inform internal employees and others (including contractors) who carry out work on its behalf of its significant environmental aspects and associated control measures?

Communication

- Does the organisation have a plan on how, what and to whom communications will be sent?
- What issues does the organisation typically communicate on?
- Is there evidence that the communication plan is followed?

The effectiveness of controls (including emergency arrangements)

- Does the organisation have written processes/procedures in place to cover the environmental impacts from its activities, products and services? Is there evidence that these processes/procedures are followed?
- Are engineering control measures in place to adequately control the organisation's significant environmental aspects? How effective are any existing control measures? Are further control measures required?
- Does the organisation have adequate emergency arrangements in place? Are these tested and updated on a regular basis?

Environmental performance evaluation

- Does the organisation carry out regular monitoring and evaluation of its significant aspects and compliance obligations? What does the organisation monitor? How often is this carried out? Are monitoring results compared against a recognised standard eg, consent limits? Are action plans put into place following evaluation and are recommendations from the actions plans carried out?
- Does the organisation regularly review the environmental controls that are in place?
- Does the organisation have an audit programme in place (internal and external audits)? When was the last audit carried out? Were the results from the audit actioned?
- Does the organisation's top management regular review the organisation's environmental performance? Are actions from the management review implemented?

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9 Structure of the assignment

9.1 General

A good assignment is planned well from the outset. Learners should read the brief and the detailed guidance carefully to make sure it is understood what is required. An outline plan that includes the main headings and the topics required in each part should be produced. This can be used as a checklist to make sure that everything has been included when the assignment is proof read at the end.

The assignment should be organised in sections (see Section 3: Assignment brief) that match those set out in the mark scheme and contain a contents page. To help the reader, each section should be headed with the appropriate title.

The assignment should be approximately 8,000 words in total, excluding the list of contents, bibliography and appendices. No penalty will be applied to assignments that exceed 8,000 words but learners should aim to keep their word count under 12,000 to avoid the main requirements of the brief becoming lost and the assignment losing clarity. Learners should also note that irrelevant material included in their assignments will not attract marks.

Appendices should only be included if they support the content of the assignment. The learner should include only material that is an essential aid to an understanding of the content of the assignment. Each appendix should be referred to in the assignment so that the reader can turn directly to it to find the background to the factor concerned. Appendices should be kept to the minimum. The reader is not going to spend time reading through a collection of items that may not be relevant.

9.2 Preparation

Learners should make initial preparations for the assignment, including obtaining formal agreement from the managers responsible for their chosen area and advising them of the requirements of the review. Convenient dates for the assignment work should be agreed well in advance. Any restrictions likely to affect the assignment should be identified in advance.

A common problem is that of confidentiality. Please

refer to Section 4.0 for further information.

Learners should be aware of any risks to their own health and safety associated with the assignment work. Guidance should be sought from the management at the site to ensure that appropriate precautions are taken to avoid or minimise any risks.

9.3 Focus and presentation

The assignment should have a clear and acceptable focus which satisfies the brief and associated guidance.

The assignment should follow a logical structure and convey the information as concisely as possible. Sets of bullet points are unlikely to give sufficient indication that the learner has a firm understanding of the subject matter.

The assignment should be easy to read and use clear language. The structure of the assignment helps this. A good style is also essential and learners should structure their assignment into paragraphs and avoid large blocks of text. Learners should try to avoid jargon which is specific to one sort of organisation such as the armed forces or health service, for example. Sentences should be kept relatively short and to the point. A good rule is 'one subject one sentence'. Learners should check grammar and spelling and should not use abbreviations without writing them first in full.

Text should have the appropriate choice of font size and line spacing. Font size should be a minimum of 11 to facilitate reading. Please note that a specific font, spacing and maximum length is required for the executive summary (see Section 9.4.1).

References must be cited correctly using a recognised system such as Vancouver or Harvard. Checking the accuracy of references to international standards, legislation, etc. is important as there is no excuse for inaccurate citation in an assignment at this level.

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9.4 Completion of the report to top management

9.4.1 Executive Summary

The executive summary should be written after the learner has completed the rest of the report but it should be inserted at the beginning of the report. Learners need to deliver key information with a persuasive, well-substantiated pitch that avoids jargon.

The learner should summarise the review and analysis of the EMS and the top three environmental concerns. The learner needs to provide a convincing case for the improvement/s that they are suggesting.

An executive summary should provide sufficient information to enable top management to make a decision as to whether or not to read the full report and to provide a persuasive case for implementation of each of the identified improvements. The executive summary should be no longer than one side of A4 using single-spaced Arial font (size 11) and 2cm print margins (left, right, top and bottom).

9.4.2 Introduction

9.4.2.1 General

The introduction provides a foundation for the assignment and enables the reader to place the following information and judgements in context.

A well written assignment will have clearly stated aims and objectives. The aims should be a statement of intent, in broad terms, outlining aspirations of what the learner hopes to achieve at the end of the assignment. Objectives should be specific statements, defining measurable outcomes, of how the learner intends to achieve the aims. Referring the conclusions back to these aims and objectives will help the reader to decide how well the assignment has achieved them. Learners need to refer to aims and objectives that relate to the organisation and not a reiteration of the assignment brief.

The learner should give a brief overview of the methodology used to research and develop the assignment. Learners should describe methodologies such as literary reviews, existing research data, case studies, surveys, questionnaires and interviews and development of the assignment through subsequent analysis and presentation of data such as comparative tables, graphical illustrations, Excel spreadsheets, etc. This provides the reader with evidence that the work has been carried out in a rigorous manner and that the findings are therefore to be relied upon.

The introduction should also give a description of the organisation (including the location of the organisation) and include details of the organisation's activities, products and services. Other information to include in the introduction is the size of the organisation and work patterns. The learner should also include information on whether the organisation is subject to any restrictions, for example, by being located in a conservation area, close to a SSSI site etc.

9.4.2.2 Background on international environmental regulation

The first section of the report **must** include details of what could happen to the learner's organisation should it fail to comply with UK environmental legislation (looking at a 'worst case' scenario). The learner should include the following:

- A summary of Pollution Prevention and Control legislation (including how Best Available Technique is applied in the organisation, where applicable) and how this helps to protect the environment and natural resources.
- Identify which enforcement organisation/s would regulate the organisation and possible actions they could take should the organisation breach environmental legislation.
- Identify duties owed and defences under common law and the principles of civil actions which could apply to the learner's organisation.
- Provide a summary of one of the decided cases in Element 2 of Unit NDEM2 and explain why this would or would not apply to the learner's organisation.

9.4.3 Review and critical analysis summary

The report should provide a summary of the review and critical analysis carried out under the eight headings given in Section 8.0 of this guidance. At the end of each heading, the learner must give their opinion on how the organisation is performing and their justification for this opinion. For example, environmental leadership is poor within the organisation due to no visible leadership from the organisation's top management; or environmental leadership is very good as the organisation's management team actively engage with employees on environmental issues.

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9.4.4 Evaluation of improvements required

On completion of the analysis, the information about the current environmental management system performance should be evaluated to determine the top three environmental improvements. For each of these improvements the learner must give solution/s. The improvement/s must be justified.

The improvements can be selected from any of the sections detailed in Section 8.0. Learners can select all three improvements from one section eg, compliance obligations, from two sections eg communication and environmental performance evaluation, or from three separate sections eg environmental leadership, risks and opportunities and significant aspects. Learners need to justify their choice on the basis of the critical analysis but the key issue is that these are deemed to be the issues that if addressed will have the largest impact on the organisation's EMS.

For each improvement learners need to go on to explain how each improvement will actually be achieved. Consideration should be given to the following factors:

- Who will be responsible for implementing the improvements?
- What resources are required? This might include internal costs in terms of time required and potentially external spend.
- Is any training required?
- What are the timescales for improvements?
- How will the effectiveness of the improvements be measured, monitored and reported?
- How will lessons be learnt?

9.4.5 Financial justification

The financial justification for each selected improvement should be outlined by carrying out a cost-benefit analysis (CBA) using relevant internal and external sources of information. The CBA should identify the types of and indicative, realistic costs likely to be incurred.

9.4.6 Conclusions and Recommendations

Learners are required to provide a concise summary of the findings identified in the main body of assignment. The conclusions should not introduce new issues or additional relevant factors.

The conclusions should start by referring back to the aims, objectives and scope of the assignment and give a brief description of how well they were achieved. The conclusions should follow on logically from the main body.

The recommendations should follow logically from the conclusions and be based on the three selected improvements described in section 9.4.4. For each recommendation the learner should provide justification for its inclusion and ensure the argument is convincing in order to encourage top management to take the required action. It is appreciated that the learner will probably identify more than three areas for improvement and these can be included within the conclusions and recommendations section. However, only the top three improvements will be marked.

9.4.7 Bibliography and referencing

Where learners have carried out research, this should be shown through referencing and the bibliography. The body of the report to top management should reference these sources in the appropriate place. It is no use putting in a lot of references if you haven't read them. There are established conventions for referencing. The two most common methods used in reports are the Harvard system and the Vancouver system. An explanation of these referencing systems can be found on the internet.

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10 Marking criteria

Each section of the assignment has a maximum mark available (please refer to the numbered section indicated for a breakdown of the performance marking):

10.1.1	Focus and presentation	5
10.1.2	Executive Summary	5
10.1.3	Introduction ('General')	5
10.1.4	Introduction ('Background on environmental regulation')	5
10.1.5	Review and critical analysis of the organisation's EMS	40
10.1.6	Evaluation of environmental concerns and improvements required	30
10.1.7	Conclusions and recommendations	10
Total		100

10.1 Level Descriptors

10.1.1 Focus and presentation (5 marks)

Level 1 (4-5)

The assignment has a clear and acceptable focus which satisfies the assignment brief. The assignment follows a logical structure and conveys the information concisely using clear language and the structure referenced in Section 3.0. References are cited correctly using a recognised system. The executive summary covers no more than one side of A4 using the page set up as detailed in Section 9.4.1.

Level 2 (2-3)

The assignment is generally clear but does not satisfy all aspects of the brief and guidance. The assignment is generally logical and concise but there is a lack of structure (reference to Section 3.0) in some areas. References are generally cited correctly. The executive summary covers no more than one side of A4 using the page set up as detailed in Section 9.4.1.

Level 3 (0-1)

The assignment is unclear and unfocused and does not satisfy the assignment brief. The assignment is not logically structured (reference to Section 3.0) or concise and the language is unclear and unstructured. References are limited or cited incorrectly. The executive summary covers more than one side of A4 and/or the page set up detailed in Section 9.4.1 has not been followed.

10.1.2 Executive summary (5 marks)

Level 1 (4-5)

There is a detailed summary of the review and analysis of the EMS which provides all key information. The conclusions and recommendations are summarised. There is reference to three environmental improvements with a convincing case for each improvement. The details of the improvements to capture the reader's attention are fully described.

Level 2 (2-3)

There is a good summary of the review and analysis of the EMS which provides some of the key information. The conclusions and recommendations are referenced but not adequately summarised. There is reference to one or two environmental improvements but the case for improvement is limited. The details of the improvements to capture the reader's attention are not fully described.

Level 3 (0-1)

The summary of the review and analysis of the EMS is either very brief or has not been included and provides little or no key information. The conclusions and recommendations are not summarised. There is reference to one or no environmental improvement with a convincing case for improvement OR there is no reference to environmental improvements. There are no or limited details of the improvements to capture the reader's attention.

10.1.3 Introduction ('General') (5 marks)

Level 1 (4-5)

The aims and objectives of the assignment are clearly stated. The methodology used to carry out the research into the environmental issues is clearly defined. The introduction includes a clear description of the organisation (including location) and its activities, products and services and details of any relevant restrictions are given in detail.

Level 2 (2-3)

The learner has attempted to outline the aims and objectives but they could have been clearer. The methodology used to carry out the research into the environmental issues is fairly well defined. The introduction includes a brief description of the organisation (including location) and its activities, products and services. Restrictions applying to the organisation are briefly outlined.

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Level 3 (0-1)

The learner has either not included the aims and objectives or they are very unclear. The introduction did not include the methodology used to carry out the research into the environmental issues. The description of the organisation's activities, products and services was either very brief or missing. There is no reference to any restrictions applying to the organisation.

10.1.4 Introduction ('Background on environmental regulation') (5 marks)

Level 1 (4-5)

The introduction also contains a concise summary of environmental regulation as it applies to their organisation; there is an excellent summary of a decided case and good understanding of how the decided case would or would not apply to the learner's organisation.

Level 2 (2-3)

The introduction also contains a brief summary of environmental regulation as it applies to their organisation; there is a brief summary of a decided case, however, the description of how the decided case would or would not apply to the learner's organisation is not clear.

Level 3 (0-1)

The introduction does not give a summary (or the summary is very limited) of environmental regulation as it applies to their organisation; there is a limited or no summary of a decided case or how the decided case would or would not apply to the learner's organisation.

10.1.5 Review and critical analysis of the organisation's EMS (40 marks)

The elements environmental leadership, environmental objectives, resource / competence / employee awareness, communication, effectiveness of processes and controls and environmental performance evaluation all have a maximum of 4 marks available and will be assessed against the following levels:

Level 1 (4)

There is a detailed and accurate understanding of the area reviewed. The information presented is relevant and is substantiated by a range of good evidence. The relationship between the information and the evidence is clearly expressed. The review is based on rigorous enquiry and the learner has analysed the evidence against a recognised standard. The evidence has been critically analysed and research and analytical skills have been demonstrated.

Level 2 (2-3)

There is an understanding of the area reviewed. Some of the information presented is relevant and there is some substantiating evidence. The relationship between the information and the evidence is given in some areas. The learner has attempted to base the review on enquiry and has attempted to analyse the evidence against a recognised standard. There is some evidence that the learner has demonstrated research and analytical skills.

Level 3 (0-1)

There is little or no understanding of the area reviewed. Much of the information presented is irrelevant and there is very little or no substantiating evidence. There is little or no relationship between the information and the evidence. The learner has not attempted to base the review on enquiry and has done little or no analysis of the evidence against a recognised standard. There is little or no evidence that the learner has demonstrated research and analytical skills.

The elements of identification of aspects/impacts and compliance obligations, both have a maximum of 8 marks available and will be assessed against the following levels:

Level 1 (7-8)

There is a detailed and accurate understanding of the area to be reviewed. The information presented is relevant and is substantiated by a range of good evidence. The relationship between the information and the evidence is clearly expressed. The review is based on rigorous enquiry and the learner has analysed the evidence against a recognised standard. The evidence has been critically analysed and research and analytical skills have been demonstrated.

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Level 2 (4-6)

There is an understanding of the area to be reviewed but the review in some areas is lacking. Some of the information presented is relevant and there is some substantiating evidence. The relationship between the information and the evidence is given in some areas. The learner has attempted to base the review on enquiry and has attempted to analyse the evidence against a recognised standard. There is some evidence that the learner has demonstrated research and analytical skills.

Level 3 (0-3)

There is little or no understanding of the area reviewed. Much of the information presented is irrelevant and there is very little or no substantiating evidence. There is little or no relationship between the information and the evidence. The learner has not attempted to base the review on enquiry and has done little or no analysis of the evidence against a recognised standard. There is little or no evidence that the learner has demonstrated research and analytical skills.

10.1.6 Evaluation of environmental concerns (30 marks)

Each selected improvement will have a maximum of 10 marks available and will be assessed against the following levels.

Level 1 (8-10)

The improvement selected is appropriate and justified and at least one opportunity for the improvement has been given. There is an explanation of how the improvement will be achieved including responsibilities, resources, training requirements, timescales and measuring and monitoring of the effectiveness of the improvement/s. There is a detailed, realistic cost benefit analysis included for the improvement.

Level 2 (4-7)

The improvement selected is reasonable and partially justified and some opportunities for the improvement have been given. There is some explanation of how the improvement will be achieved under responsibilities, resources, training requirements, timescales and measuring and monitoring of the effectiveness of the improvement/s. There is a simple cost benefit analysis included for the improvement.

Level 3 (0-3)

The improvement selected has limited/no justification and no relevant opportunities have been identified. There is limited/no explanation of how the improvement will be achieved under responsibilities, resources, training requirements, timescales and measuring and monitoring of the effectiveness of the improvement/s. There is either an unrealistic or no cost benefit analysis included.

10.1.7 Conclusions and recommendations (10 marks)

Level 1 (7-10)

The conclusion references the aims, objectives and scope of the assignment. There is a concise summary of the main findings and no introduction of any new issues or factors. Justified recommendations are made and a convincing argument made for implementing the three selected improvements.

Level 2 (4-6)

The conclusion references some of the aims, objectives and scope of the assignment. There is a reasonable summary of the main findings with limited or no introduction of new issues and factors. Recommendations are made based on the three selected improvements and there is some justification and argument for implementing the three selected improvements.

Level 3 (0-3)

The conclusion gives limited or no reference to the aims, objectives and scope of the assignment. The main findings are not summarised and there are new issues and factors introduced. There is limited/no reference to justified recommendations and no convincing argument for implementing the three selected improvements.

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