



**UNIVERSITY
OF LONDON**

Programme Regulations 2020–2021

Gender Identity
Healthcare Practice

PGDip
PGCert

Theoretical Foundations
for Gender Identity
Healthcare

PGCert

Important document – please read
This document contains important
information that governs your
registration, assessment and
programme of study

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Important information regarding the Programme Regulations

Last revised 05 March 2020

As a student registered with the University of London, you are governed by the current [General Regulations](#) and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by The Royal College of Physicians which is responsible for the academic direction of the programme.

Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Gender Identity Healthcare programme:

Module Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience, delivered through an online platform (the virtual learning environment) with a coherent and explicit set of learning outcomes and assessment criteria.

Study session: the duration of a module which is 15 weeks. There are two study sessions per year.

Practicum: A practice-based period of study completed in a clinical setting in which participants critically reflect on and apply theoretical perspectives gained from online modules through completing work-based activities. These work-based activities must be planned and agreed with a workplace supervisor and assessed by workplace assessors. Practicum 1 can be completed in up to two study sessions. Practicum 2 can be completed in a minimum of two and a maximum of three study sessions.

Participant: Those studying on the programme are referred to as participants. This is to acknowledge the wealth of experience individuals bring to the programme.

Log Book: A document, submitted as a PDF, recording your experiences, numbers of observations, patients seen, variety and complexity of cases and your reflections on all of the former, signed off by a workplace-based supervisor.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the participant, or where applicable, all participants.

If you have a query about the programme regulations or an operational element of the programme, please contact us. You should use the *ask a question* tab in the [student portal](#).

If you have a query about your application, the academic content, or any other academic query, please contact the [Royal College of Physicians \(RCP\)](#).

Significant changes to Programme Regulations 2020-2021

Regulation 5.1: The assessment methods and element weighting for *GIM030 Clinical responses to gender dysphoria Part 1* have changed.

1 Structure of the programmes

Module and Practicum outlines and topic lists are provided in [Appendix B](#).

Qualifications

1.1

The following qualifications may be awarded under the Gender Identity Healthcare programme:

- Postgraduate Certificate in Gender Identity Healthcare Practice.
- Postgraduate Diploma in Gender Identity Healthcare Practice.
- Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare.

Qualification structure

1.2

The Postgraduate Certificate in Gender Identity Healthcare Practice (totalling 60 credits) consists of:

- Three 15 credit modules;
- One 15 credit Practicum.

1.3

The Postgraduate Diploma in Gender Identity Healthcare Practice (totalling 120 credits) consists of:

- Four 15 credit modules;
- One 15 credit Practicum;
- One 45 credit Practicum.

1.4

The Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare (totalling 60 credits) consists of:

- Four 15 credit modules.

1.5

All modules will run over one study session. Study sessions will begin in February and September each year.

Each 15-week study session comprises 12 weeks of structured learning and 3 weeks of assessment preparation. A 15 credit module will typically require 150 hours of work, i.e. 10 hours per week throughout a study session.

Individual modules

1.6

Modules are available for study on a stand-alone basis. (Practicums are not offered for study on a stand-alone basis).

See [Section 7](#) for information on progression from individual modules.

Exit qualifications

1.7

If you are registered on the Postgraduate Diploma in Gender Identity Healthcare Practice and are unable to complete your programme of study, you may exit with an award of a Postgraduate Certificate in Gender Identity Healthcare Practice after successful completion of the required modules and Practicum; or a Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare after successful completion of the required modules.

See [Appendix A](#) for the programme structures.

2 Registration

To be read in conjunction with the [General Regulations](#), Section 2.

Effective date of registration

Note: The academic year for this programme will run from September to August with entry points in September and February.

2.1

If you register prior to the September deadline, your effective date of registration will be 1 September in the year that you initially registered.

2.2

If you register prior to the February deadline, your effective date of registration will be 1 February in the year that you initially registered.

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

2.3

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

Module availability

2.4

In exceptional circumstances, we may cancel all registrations for a module if an insufficient number of students have registered. This is because we may not be able to provide an appropriate learning experience and/or assessment opportunity to meet the learning outcomes of the module.

We will make every reasonable effort to inform you of any such changes as early as possible and to provide you with reasonable alternative arrangements.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

3.1

There is currently no provision for recognition of prior learning on this programme.

4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

4.1

If you are registered on the Postgraduate Certificate or Postgraduate Diploma in Gender Identity Healthcare Practice, you may register for a maximum of **two** modules (30 credits) (including resits) per study session as well as **one** Practicum.

4.2

If you are registered on the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare, you may register for a maximum of **two** modules (30 credits) (including resits) per study session.

Individual modules

4.3

You may register for up to **three** individual modules on a standalone basis without registering on a qualification. You may register for a maximum of **two** standalone modules (30 credits) (including resits) in any one study session. Practicums are not available for study on a standalone basis.

5 Assessment for the programme

Assessment methods for modules

5.1

Each module is assessed via a combination of assessment elements as set out below:

Module	Assessment Element 1	Weighting	Assessment Element 2	Weighting	Assessment Element 3	Weighting
GIM010 Fundamental ideas in gender identity and diversity	Contribution to online forum discussion.	25%	A 3000-word essay.	75%	N/A	N/A
GIM020 Gender diversity in the context of society	Creation of a learning resource with accompanying transcript, either a PowerPoint presentation, oral (recorded) presentation or	50%	A 2000-word essay.	50%	N/A	N/A

	video presentation.					
GMI030 Clinical responses to gender dysphoria, Part 1	Submission of a 'guidance to patient' written up in the form of a 2500-word report that includes a reflective, evidence-based commentary.	80%	Submission of an information resource for a multidisciplinary team on an aspect of your evidence-based practice (1000-word equivalent).	20%	N/A	N/A
GIM040 Clinical responses to gender dysphoria, Part 2	1500-word reflective essay.	40%	1000-word (or equivalent) recommended treatment plan.	30%	1000-word reflective essay.	30%

Detailed guidance for each assessment element can be found on the module pages of the [VLE](#).

Passing assessments

5.2

To pass a module, you must get a mark of at least 50% in each element of assessment.

5.3

Coursework for modules will be due in week 15 of each study session, unless otherwise stipulated in the Module Handbook or on the VLE. It must be submitted through the VLE by the prescribed deadline.

5.4

We will not allow you to defer any element of assessment for a module on which you are currently registered. If you miss a deadline for submission of an assessment, you will be given a mark of zero for the assessment item and it will count as your first attempt. This may be modified by the outcome of any application for mitigating circumstances.

Information on submitting evidence of mitigating circumstances can be found on the [website](#).

5.5

For coursework and project items, you should not exceed the maximum word limits by more than 10%. If the word count is between 10% and 20% above the maximum word limit, five marks will be deducted. If the word count exceeds the maximum word limit by more than 20%, you will receive a mark of zero for your work.

The content within the main body of the text comprises the overall word count, including in-text references, quotes, headings and sub-headings. The following do not count towards the overall word count: cover page, reference list and any appendices.

Assessment methods for Practicums

5.6

You are responsible for ensuring that you can complete the required activities within the approved clinical practice setting(s) hosting your participation in the Practicum.

5.7

You are responsible for ensuring your log book is completed by you, and your workplace assessors and supervisors, in line with the requirements stated in the Practicum Handbook.

Refer to the [VLE](#) for full details of the required activities and assessments for each Practicum.

5.8

Once you register for Practicum 1, you have two study sessions in which you must make your first attempt. You may submit your completed log book by the prescribed deadline at the end of your first or second study session registered on the Practicum. You must have submitted your completed log book by the prescribed deadline at the end of your second study session registered on the Practicum. It must be submitted through the VLE. If you submit your log book in the first session, this will count as your first attempt and any further submission will be deemed a second, and final attempt.

5.9

Once you register for Practicum 2, you have **three** study sessions in which you must make your first attempt. You may submit your completed log book by the prescribed deadline at the end of your **second or third** study session registered on the Practicum. You **may not** submit your completed log book in your first session registered on the Practicum. You **must** have submitted your completed log book by the prescribed deadline at the end of your **third** study session registered on the Practicum. It must be submitted through the VLE. If you submit your log book in the second session, this will count as your first attempt and any further submission will be deemed a second, and final attempt.

Refer to Regulations [6.6-6.8](#) for information regarding the resubmission of Practicum log books.

Refer to the [VLE](#) for specific submission deadlines.

5.10

Failure to submit your log book by the prescribed deadline, as outlined above, will count as an attempt.

6 Number of attempts permitted at an assessment

6.1

The maximum number of attempts permitted at any element of assessment is **two**.

6.2

You will fail the element of assessment if the mark for the element is below 50%. You must resit any failed element of assessment. This will count as a second and final attempt, unless modified by the outcome of mitigating circumstances.

Refer to the [website](#) for further information on mitigating circumstances.

6.3

The mark for any element of assessment for which you achieved 50% or higher, will be carried forward.

6.4

You will not be permitted to resit assessment elements for modules which you have passed.

6.5

If you fail a module at the second attempt, your registration on the programme will cease.

Practicum 1 and 2

6.6

If you do not pass Practicum 1 at the first attempt, or fail to submit by the prescribed deadline, you will be given **one** further study session to submit your log book and this will count as a second attempt, unless modified by the outcome of mitigating circumstances.

6.7

If you do not pass Practicum 2 at the first attempt, or fail to submit by the prescribed deadline, you will be given **two** further study sessions to submit your log book and this will count as a second attempt, unless modified by the outcome of mitigating circumstances.

6.8

If you chose to submit your log book early at the first attempt, as set out in Regulations 5.7 and 5.8, the time in which you must make your second attempt will be counted from the point at which you submitted.

6.9

If you fail a Practicum at the second attempt, or do not resubmit at the next opportunity, your registration on the programme will cease.

6.10

If you are registered on the Postgraduate Certificate or Postgraduate Diploma in Gender Identity Healthcare Practice, and you fail Practicum 1 at the second attempt, you may apply to transfer to the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare and complete the required modules for this award.

7 Progression within the programme

7.1

The module GIM030 *Clinical Responses to Gender Dysphoria, Part 1*, must be passed before you register for GIM040 *Clinical Responses to Gender Dysphoria, Part 2. Practicum 1* must be passed before you register for *Practicum 2*. All other modules can be taken in any order.

Transfer from Individual modules to a Postgraduate Certificate or Postgraduate Diploma

7.2

If you are registered on one or more individual modules, you may transfer to a Postgraduate Certificate or the Postgraduate Diploma offered under these regulations, provided you meet the entrance requirements as set out on the website and you are within the maximum period of registration permitted for the qualification.

7.3

If you meet the entrance requirements and are within the maximum period of registration permitted for the qualification, you will carry across full credit for any successfully completed modules.

7.4

Your maximum period of registration will be counted from the point at which you registered on the individual module(s).

Transfer from a Postgraduate Certificate to the Postgraduate Diploma

7.5

Upon successful completion of the Postgraduate Certificate in Gender Identity Healthcare Practice you may progress to the Postgraduate Diploma in Gender Identity Healthcare Practice, provided you are still within the maximum period of registration permitted.

7.6

Upon successful completion of the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare, you can apply to progress to the Postgraduate Diploma in Gender Identity Healthcare Practice, provided you are still within the maximum period of registration permitted. This will be subject to meeting the entrance requirements, including access to an approved clinical practice setting in which to carry out your work-based activities.

7.7

If you progress from the Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare to the Postgraduate Diploma, you must successfully complete Practicum 1 before you can register for Practicum 2.

7.8

Upon transfer to the Postgraduate Diploma from either of the Postgraduate Certificates, one further year will be added to your maximum period of registration. Your total period of registration will be counted from the point at which you registered on the Postgraduate Certificate. You will not be given a new period of registration.

8 Schemes of award

8.1

In order to be eligible for the award of a Postgraduate Certificate or Postgraduate Diploma you must achieve credits to the value of 60 or 120 respectively.

8.2

The following mark scheme is used for all modules, (but not the Practicums):

Mark range	Outcome
50% and over	Pass
0-49%	Fail

8.3

The following mark scheme is used for both Practicums offered under these regulations.

Practicum 1 and 2 requirements	Outcome
All required evidence in log book is provided	Pass
Evidence in log book is incomplete	Fail

Date of award

8.4

The date of award will correspond to the year that the requirements for the qualification were satisfied.

Appendix A – Structure of the programmes

Throughout, references to Practicum refer to a workplace-based period of study

Postgraduate Certificate in Gender Identity Healthcare Practice

Three modules (45 credits in total):

GIM010 Fundamental ideas in gender identity and diversity

GIM020 Gender diversity in the context of society

GIM030 Clinical responses to gender dysphoria, Part 1

+

One Practicum:

GIM400 Practicum 1 (15 credits)

Postgraduate Diploma in Gender Identity Healthcare Practice

Four modules (60 credits in total):

GIM010 Fundamental ideas in gender identity and diversity

GIM020 Gender diversity in the context of society

GIM030 Clinical responses to gender dysphoria, Part 1

GIM040 Clinical responses to gender dysphoria, Part 2

+

Two Practicums:

GIM400 Practicum 1 (15 credits)

GIM500 Practicum 2 (45 credits)

Postgraduate Certificate in Theoretical Foundations for Gender Identity Healthcare

Four modules (60 credits in total):

GIM010 Fundamental ideas in gender identity and diversity

GIM020 Gender diversity in the context of society

GIM030 Clinical responses to gender dysphoria, Part 1

GIM040 Clinical responses to gender dysphoria, Part 2

Appendix B – Module and Practicum descriptions

The topics covered may be revised to ensure currency and relevance. You will be advised of any changes in advance of your study.

GIM010 Fundamental Ideas in Gender Identity and Diversity

This module introduces biomedical, psychological, social and cultural concepts fundamental to understanding the life experience and health needs of trans and gender-diverse people. This module foregrounds the voices of trans and gender-diverse people. It promotes a critical understanding of the topics covered with a focus on service delivery, interdisciplinary collaboration and communication, and the core principles of care.

Topics covered:

- Introduction to module & overview, terminology, definitions.
- How gender identity and sex develops.
- Gender diverse experiences of sexuality and sexual expression.
- Health and social care needs of gender diverse people including reproductive and sexual health.
- Core principles of care: cultural sensitivity, seamless transition and partnership with people with lived experience throughout their patient journey services.
- Current and past models of care, team working and interdisciplinary communication.
- Minority or marginalisation stress, mental health, self-harm and suicidality.
- Participant's profession-specific practice in relation to gender-diverse and trans people and that of other professions.

GIM020 Gender Diversity in the Context of Society

Health professionals working within this clinical field will need to be aware of the wider social, historical, cultural, ethical and legal contexts for trans and gender-diverse patients. The module is intended to inform the care of patients through creating the opportunity to examine how attitudes, values and behaviours affect the lived experiences of patients, their relationships within the family, social networks, at work and in education. The module will consider the diversity of situational contexts for trans and gender-diverse people, including organisational settings.

Topics covered:

- Attitudes, values and behaviours
- Relationships
- Ethics, society, law and religion
- Culture and support
- People in organisational settings
- Historical and sociological perspectives on gender diversity

GIM030 Clinical Responses to Gender Dysphoria, Part 1

This module will provide an overview of the underpinning clinical knowledge, protocols and guiding principles essential for effective assessment, management and treatment of trans and gender-diverse patients. Participants will be introduced to an extended clinical history-taking protocol to assess the needs of, and treatment options available, and appropriate for, trans and gender-diverse patients.

Topics covered:

- Clinical history taking
- Psychological and social needs
- Psychological Interventions
- Voice and communication
- Endocrine therapy and other non-surgical physical interventions
- Surgical interventions

GIM040 Clinical Responses to Gender Dysphoria, Part 2

This module provides the theoretical underpinning necessary to support the development of, and understanding of, the requirements of clinical practice within interprofessional healthcare services for trans and gender-diverse patients. The module will enhance participants' knowledge and use of the evidence base to inform their practice in planning an initial diagnosis and/or formulating a treatment plan, including assessing the available options for surgical and non-surgical interventions and making appropriate referrals. This will include psychological interventions, communication, endocrine drug therapy and surgery.

Topics covered:

- Diagnosis and formulation, treatment and care planning.
- Psychological diagnoses and interventions to facilitate adjustment to change and promote well being.
- Communication - working with people with Autistic Spectrum Conditions, voice pathology and physical interventions for voice modification.
- Endocrine and Drug therapy – achieving change in sex-specific characteristics, initiation, monitoring, benefits and effects.
- Surgery – types of surgery, attainable outcomes for surgical intervention, risks, benefits and limitations.
- Clinical leadership and how it is enacted in roles such as mentor, educator, advocate, assessor, evaluator and researcher.
- Diverse pathways/variations in clinical pathways, with particular reference to non-binary needs.

GIM400 Practicum 1

This practice-based period of study provides the opportunity to develop clinical skills and competencies through reflecting on and applying theory to inform work-based activities and assessment in an approved clinical setting. Participants will develop an appreciation of the different stages of the trans and gender diverse patient's journey, from initial referral to treatment and beyond. Learning opportunities including observation of experienced practitioners both within the

same specialty and in other specialties, supervised clinical practice, teaching and mentoring, and participation in meetings and professional networks will form the basis of this work-based practicum.

Topics covered:

- The interprofessional / interdisciplinary range of specialist clinical practice within gender identity services.
- The spectrum of treatment
- Patient journeys
- Lived experiences of trans and gender-diverse patients
- Interprofessional, multidisciplinary and multi-service teamwork
- Reflexive practice

GIM500 Practicum 2

This practice-based period of study provides the opportunity for participants to apply, revise and extend the learning gained from the modules through work-based activities and assessment in an approved clinical setting. It allows for a sustained period of supervised practice in a role-specific clinical area, with the aim that after completion of the Postgraduate Diploma participants should be competent to practise autonomously in their professional field and take a 'leadership role' in gender identity healthcare provision. As part of the learning activities, participants will be expected to demonstrate engagement with appropriate networks, interdisciplinary team working and an ability to mentor the next generation of gender identity healthcare practitioners.

Topics covered:

- Cultural sensitivity
- Inclusive practice
- Effective communication
- Leadership skills
- Mentoring skills
- Reflexivity
- Advocacy

Appendix C – Assessment criteria

The programme will use the criteria below, which are based on the QAA FHEQ Level 7 standard, as a benchmark for assessing the programme learning outcomes. These criteria will be adapted to create individual marking rubrics for each type of assessment. This will allow us to customise the assessment rubrics to the specific assessment learning outcomes and provide context specific feedback to participants whilst still maintaining a consistent standard across the modules, their assessments and the awards.

Grade/ Assessment Criteria	0-39	39-49	50-59	60-69	70-100
Achievement of Learning outcomes	Few, if any are addressed.	Some are addressed but with significant gaps.	Fully addressed, at a satisfactory level	Fully addressed, many at a high level.	Fully addressed a consistently high level.
Response to question/task	Little/ no relevance to question or task.	Limited grasp with confused response.	Sound grasp that shows a clear approach	Comprehensive grasp that demonstrates an imaginative approach	Complete grasp and clear approach that shows some originality
Knowledge and understanding of subject	A very limited level of knowledge and understanding of some relevant issues or materials, or containing major errors/ omissions and misconceptions. Very limited awareness of subject or practice. Little use of relevant material	A limited level of knowledge and understanding of a restricted range of issues that are poorly conceived and poorly directed towards the question or containing notable errors/ omissions. Limited awareness of subject/ practice. Shows some understanding of empirical or theoretical issues but is not able to develop them further. Limited use of relevant material.	A satisfactory level of knowledge and understanding of main issues. Sufficient awareness of subject / practice. Able to describe and use a range of the major concepts, theory and methodology.	A good level of knowledge and understanding of issues, including some complex issues found at an advanced level. Able to describe and use appropriate concepts, theory and methodology, mostly at the forefront of the subject/ practice.	An excellent level of knowledge and understanding of complex issues, underlying concepts, theory and methodology at the forefront of their subject/practice, including the ability to use and apply these where appropriate.

Programme Regulations 2019-2020 Gender Identity Healthcare (PGDip/PGCert/Individual Modules)

Grade/ Assessment Criteria	0-39	39-49	50-59	60-69	70-100
Cognitive/ intellectual skills	Insufficient attempt at argument and containing irrelevant or unrelated elements. Inadequate attention to structure and organisation of argument. No critical judgement in analysing issues or presenting ideas. No proper support for ideas presented.	Some evidence of argument but containing irrelevant or unrelated elements. Inadequate attention to structure and organisation of argument. Limited or not critical judgement in analysing issues or presenting ideas. Limited attempt to connect aspects of subject knowledge. Limited use of relevant materials or examples to support ideas.	Argument that identifies and offers some analysis of key issues. Some critical judgement offered. Ability to structure an argument that connects aspects of core subject knowledge and, where appropriate, their application. Some use of relevant source materials or examples to support argument.	A very good, well-structured argument that is appropriately supported by source materials and/ or use of relevant examples. Evidence of critical thought or evaluation of competing arguments. Some signs of presenting argument or information in a new light.	Evidence of original, independent and critical thought and a strong, well-structured argument that is convincing and well-supported. Detailed analysis including reflection upon the limitations of theory and/or research. Explores the boundaries of existing knowledge.
Research/ scholarship skills	Evidence of little reading appropriate for level of study, and / or minimal or indiscriminate use of sources. Leadership conventions used weakly or missing.	Familiarity with a proportion of basic reading/source material, but with errors and/or omissions of essential material. Academic conventions may be used weakly.	Familiarity with a proportion of basic reading / source material, but with some minor errors, omissions, or questionable interpretation of essential material. Generally satisfactory use of academic conventions but may have minor errors or omissions.	Evidence of a range of reading/ source material, accurately used in support of the work. Materials include primary sources and current research. Some appraisal or challenge of the arguments presented in the materials. Accurate use of academic conventions.	Evidence of extensive and discriminating reading/ use of source material, accurately used in support of the work, including primary sources and current research. Materials are skilfully evaluated, and their assumptions appraised and/or their arguments challenged. Accurate use of academic conventions.

Programme Regulations 2019-2020 Gender Identity Healthcare (PGDip/PGCert/Individual Modules)

Grade/ Assessment Criteria	0-39	39-49	50-59	60-69	70-100
Personal and professional skills: communication; independent working; leadership; problem solving and management; adaptable	<p>Limited communication skills. Limited use of specialist subject vocabulary. Difficulties in communicating simple ideas. Poor presentation skills.</p> <p>Limited evidence of problem-solving, project management. An inability to work independently and/or as part of a team</p>	<p>Satisfactory communication skills but with some errors in expression or style. Basic presentation and simplistic expression, containing notable deficiencies.</p> <p>Limited evidence of ability to adapt, work flexibly and/ or as part of a team.</p>	<p>Good communication skills. Clear style and presentation of argument/ analysis that is generally coherent and well-structured. Ability to communicate in a range of complex and specialised subjects.</p> <p>Demonstrates ability to tackle and solve problems; plan and direct own learning and work independently and/or as part of a team.</p>	<p>Very good communication skills. Clear presentation of argument/ analysis that is organised, logical and coherent.</p> <p>Communicates effectively in complex and specialised contexts.</p> <p>Demonstrates self-direction and originality in tackling and solving demanding problems. Demonstrates the skills and attitudes to work effectively independently and as part of a team and to advance own learning.</p>	<p>Excellent communication skills. Demonstrates the ability to interpret and/or present concepts and/or data in a clear, critical and constructive way.</p> <p>Demonstrates high level of communication skills in a range of complex contexts. Demonstrates autonomy and notable originality in tackling and solving demanding problems. Shows a high level of autonomy and ability to work and lead a team and advance own learning.</p>