



UNIVERSITY OF WALES  
**Trinity Saint David**  
LONDON

UNIVERSITY OF WALES: TRINITY SAINT DAVID  
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business

e-Business Strategy  
LCMB7008 (London)

Handbook February 2021

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| MODULE CODE:               | LCMB7008                    |
| TITLE:                     | E-Business Strategy         |
| DATED:                     | 11 February, 2021           |
| <b>MODULE LEADER 2021:</b> | <b>Dr. Anastasis Petrou</b> |
| MODULE AUTHOR:             | Dr. Stephen Sommerville     |
| LEVEL:                     | 7                           |
| TEACHING METHODS:          | Lectures/Workshops: 75%     |
|                            | Directed Learning: 25%      |

## AIMS

To develop students' abilities to evaluate critically the strategic role and impact of e-Business, e-Commerce and the information systems' technologies and processes on which they depend. The module aims to identify and apply models of e-Business development to a variety of business contexts and operational management areas – with a critical focus upon the benefits and limitations of types of e-Business strategic development in relation to the management and control of information resources.

## LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate abilities to:

1. Critically apply current and emerging e-Business development theories and models to business operations (SCM, logistics, inventory management, integrated resource planning, marketing, payment systems and customer support systems) -- demonstrating an understanding of the methods, process re-engineering and technology changes required to implement an e-Business solution.
2. Evaluate critically the drivers and challenges associated with selected contemporary e-Business applications and the management of change required for their use in organisations.
3. Assess the benefits and limitations of e-Business solutions to a variety of problems in "upstream" and "downstream" processes and operations in global business contexts.

## SCHEDULE

The topics covered in the course are addressed over one-week or two-week sessions. Each topic will engage learners in a variety of individual and collaborative activities. Sessions will combine lectures with group and individual workshop exercises, delivered in class and via the online learning environment (Moodle).

| Week | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 1    | The e-Business domain: Defining, differentiating and classifying e-Business models; historical precursors and early developments of e-Commerce activities, especially in relation to supply-chain management (e-SCM) and manufacturing resource planning (MRP). Core reading is from Osterwalder, Lagha and Pigneur's, (2002), "An Ontology for Developing e-Business Models".                                                                                                                                                                                                                                               |
| 2    | The focus during Week 2's sessions will carry forward the work of Week 1, but specialise in relation to establishing the differences amongst e-Commerce, e-Business and other varieties of ICT supported, networked business operations. The core readings for this week are drawn from Week 1's reading, plus sections of Stephen Chen's textbook on "Strategic Management of e-Business " (2005, 2 <sup>nd</sup> ed.) and Ward and Peppard's 2004 paper on "IS Capability".                                                                                                                                                |
| 3    | Work continues this week on the distinctions amongst e-Business, e-Commerce and related ICT supported business activities - focusing more upon "upstream (supply-side)" and "downstream (customer-facing)" e-Business models.<br>The important distinction between 'strategic' and 'operational' decision-making support is introduced – information management tools which support strategic managers in planning their e-Business strategies. Central case for SCM is from Dzever, Merdji and Saives, (2001), "Purchase Decision-Making and Buyer-Seller Relationship Development in the French food-processing industry". |
| 4    | Strategies and tools to support strategic decision-making in e-Business Development: This week's work looks at the steps required to articulate an e-Business strategy, including the ICDT model, Hackbarth / Kettinger's (2000) research on e-Business development (the "e-Breakout" model). It uses development of an e-Marketing strategy as an example.                                                                                                                                                                                                                                                                  |
| 5-6  | Two weeks' sessions will focus upon what many call the core of the e-Business Revolution of the 1990's and 2000's: the emergence of ERP (Enterprise Resource Planning) as a means for medium to large corporates to streamline and integrate their ICT resources into all of their business activities. We will explain what ERP is; examine the benefits and limitations of ERP investment; and compare the major providers of ERP solutions to businesses in terms of their scope and market share. Five readings are provided on BPR, ERP integration (for SCM) and reasons for ERP failures.                             |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 7  | <p>There are two sections to this week's sessions - both concerned with a major area of e-Business development: Supply Chain Management (SCM) and c-Commerce. We consider JIT and 'push' and 'pull' models of SCM together with what has come to be called "collaborative commerce (c-Commerce)", B2B inter-relationships mediated by semi-automated, networked technologies engaged in procurement, purchasing, order forecasting, supply logistics and distribution.</p> <p>C-Commerce = Collaborative Commerce.</p> |
| 8  | <p>The investigation of c-Commerce and e-SCM from last week is continued. In later sessions we will begin to address issues and opportunities for downstream e-Business operations and the technologies supporting them: notably (so-called) e-CRM (Customer Relationship Management) -- again focusing upon challenges and opportunities. A selection of readings from banking CRM and the relationship of e-Marketing to e-CRM data analysis is provided.</p>                                                        |
| 9  | <p>There are two sections to this week's work: (i) the emergence of technologies essential to the development of e-Business and (ii) the ethical and policy issues specific to e-Commerce and e-Business development. We will examine both by looking at particular cases and examples of e-Business technology and of e-Commerce law.</p>                                                                                                                                                                             |
| 10 | <p>Guidelines and a workshop on preparations for Assignments 1 and 2 are provided – emphasising the importance of selecting a suitable and specific business context, and critical evaluation of arguments for and against possible answers to the question selected in that context.</p>                                                                                                                                                                                                                              |

### Indicative reading and additional resources

#### Essential Texts

Chaffey, D. (2011) E-Business and E-Commerce Management, 5th Edition, Pearson: Harlow  
 Laudon, K.C. & Traver, C.G. (2012) E-Commerce: business, technology, society, 8th Edition., Pearson: New Jersey, USA

Chen, S.,(2005, 2011) Strategic Management of e-Business, 2<sup>nd</sup> edition (2011), Chichester, Wiley & Sons.

#### Background

Applegate, L.M., Austin, R.D. & McFarlan, F.W. (2007) Corporate Information Strategy and Management, 7<sup>th</sup> Ed., McGraw-Hill: NY

Tawfik Jelassi, Albrecht Enders (2005), Strategies for E-Business: Creating Value Through Electronic and Mobile commerce (Concept and Cases), Pearson Prentice Hall,

Beynon-Davies, P. (2012) E-business, 3<sup>rd</sup> Ed. Palgrave Macmillan: Basingstoke.

Turban, et al (2006), Electronic Commerce: a Managerial Perspective 2006. Pearson Prentice Hall, New Jersey

Timmers, P. (1999), Electronic Commerce: Strategies and Models for Business-to-Business Trading, John Wiley & Sons Ltd., Chichester, UK.

John Ward and Joe Peppard, (2002), Strategic Planning for Information Systems, (3rd Edition), London: John Wiley & Sons, ISBN: 0-470-84147-8

Papers and Articles: (see also week-by-week Readings on the Moodle LRC)

Alexander Osterwalder & Yves Pigneur (2001), "An Ontology for Developing e-Business models", 15th Bled Electronic Commerce Conference.

Magaly Dubosson, Alexander Osterwalder & Yves Pigneur (2001), "e-Business Model Design, Classification and Measurements", Thunderbird International Business Review, January 2002, vol. 44, no. 1: 5-23

Hackbarth, G., Kettinger, I., (2000), "Building an e-business strategy", Information Systems Management, (Summer) 78-93.

Angehrn, Albert (1997), "Designing mature internet business strategies: the ICDT model".

Sam Dzever, Mohamed Merdji, & Anne-Laure Saives (2001), Purchase decision making and buyer-seller relationship development in the French food processing industry, Supply Chain Management: An International Journal, Volume 6, Number 5 . 2001 . pp. 216±229 5 MCB University Press . ISSN 1359-8546

Nolan, Richard L. (1973), "Managing the Computer Resource: A Stage Hypothesis," Communications of the ACM, July 1973, vol. 16, no.7, p. 399–405

Peppard J., Ward J., (2004), "Beyond Strategic Information Systems: towards an IS Capability", Journal of Strategic Information Systems, 13, Elsevier, pp. 167 - 194.

Fensel, D., Ding, Y., Omelayenko, B. et alia, (2001), "Product Data Integration in B2B e-Commerce", IEEE Intelligent Systems, July - August, 2001.

#### Journals

International Journal of Electronic Commerce

International Journal of E-Business Strategy Management

International Journal of Electronic Commerce & Business Media

ACM Transactions on Information Systems

Journal of Strategic Information Systems

Information Age

Supply Chain Management: An International Journal

#### Websites

Tech Republic (online) Available from:

<http://www.techrepublic.com> (Accessed: 26-08-2012)

ZD Net UK (online) Available from:

<http://zdnetweek.co.uk> (Accessed: 26-08-2012)

Computer Business Review CBR (online) Available from:

<http://www.cbronline.com> (Accessed: 26-08-2012)

Econsultancy Digital Marketers United (online) Available from:

<http://www.econsultancy.com> (Accessed: 26-08-2012)

ClickZ (online) Available from:

<http://www.clickz.com> (Accessed: 26-08-2012)

## ASSESSMENT - (Guideline length: 5,000-6,000 words)

### Assessment 1 - Part A (75% of this assessment)

- **Select one from the following list of questions** – relating to aspects of information management strategy in e-Business/e-Commerce development.
- Choose a business sector or business context within which to analyse and discuss the possible answers to the question set – within a specific functional area of business operations for your chosen business sector.
- Provide secondary data sources, analysis and argument that contribute to your critical evaluation of the possible answers.
- Give a reflective and balanced argument in support of your preferred answer to the question – providing up-to-date (primary or secondary) evidence from the business sector selected.
- Cite appropriate research literature and comparison case studies to back up your argument.
- Ensure that all sources of primary and secondary data are appropriately referenced and acknowledged.

#### Questions (select one):

- Technologies for e-Business: Security of information and communication for B2B and B2C interactions via the Internet is less a problem of network technologies; it is more of a human problem. Do you agree or disagree with this claim? Explain and illustrate - in relation to specific examples of either B2B interactions / transactions or B2C interactions / transactions your reasons for agreeing or disagreeing.
- B2B e-Commerce: “Successful content management for B2B electronic commerce (especially e-procurement via portals and mediated online catalogues) must deal with several challenges: extracting information from rough sources; classifying information to make product data maintainable and accessible; reclassifying product data; personalising information; and creating mappings between different information presentations” (Fensel D. et alia, 2001). These challenges may be overcome (it is claimed) by greater standardisation in knowledge management tools and languages (like UNSPSC - the US ‘Universal Standard for Products and Services Classification’ - and XML based intelligent ‘information extraction’ engines).

To what extent do you agree with this claim? Choose an example and offer arguments and illustrations to defend or reject this claim, in relation to e-procurement processes and systems for a specific type of business.

- Impact of e-Publishing development upon print journalism: Print media are under threat from digital, (online) publishing. No segment is under more threat than newspapers. Some of the oldest titles in the UK are contending with a combination of dwindling print sales and declining advertising revenues.

The Times (newspaper) has placed most of its online content behind a paywall. While this has led to a lower online readership compared to its free-to-view competitors, it is growing its online subscriber numbers which could support subscription revenue (Marketline 2014).

Critically evaluate the benefits and the challenges of digital/electronic publishing with specific reference to The Times' e-business model in comparison with the strategy of at least one other UK broadsheet newspaper.

- Operational management and decision-support: Choose one from the following three functional areas of operational management. What are the arguments and evidence – relating to a specific business context – which illustrate the benefits to be gained from developing an e-Business solution to operational problems in that functional area?:
  - a. manufacturing production control;
  - b. inventory management;
  - c. financial management and budgetary control.
- ERP and Cloud Computing: Does the arrival of outsourced SaaS / Cloud-based solutions for data management and business intelligence signal a decline for in-house ERP systems offering integration of information requirements across business divisions? Evaluate the potential benefits and risks in adopting SaaS / Cloud-based solutions for information management when compared with “on-premise” ERP solutions. Locate your evaluation in a specific business sector and select at least two functional areas for your evaluation.
- Globalisation and CSR: With the advent of global networks for SCM, workforce recruitment, outsourcing of non-core business functions, in medium to large enterprises, to what extent have policies for corporate social responsibility (CSR) become increasingly difficult to implement and monitor across regional and international borders? Investigate how CSR policies are implemented and monitored by at least one globalised MNC (in a specific business sector). Consider and offer justifications for recommendations you believe would overcome some of those difficulties.
- You should aim to provide a balance of theory from academic sources combined with examples and illustrations relevant to the specific business context chosen. You must also underpin your argument with evidence from the resources that have been provided as well as any resources that you may have identified yourself.

### Assessment Criteria

These criteria are used for Part A1.

| Assessment Criteria                                                                                                                                                                                                                                      | % of marks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| The extent and quality of your contributions to discussion and collective knowledge-building undertaken during the lectures, workshop activities and online forums                                                                                       | 15%        |
| The clarity, coherence and critical reflection of your written report, showing that you have referred to a range of academic theories and then developed and clearly stated your own argument for your ideas in relation to the business context chosen. | 30%        |
| Your choice of resources and the way in which you use them as evidence to support your evaluation and intellectually underpin your ideas with the theory and through examples from your experience, and from relevant secondary sources.                 | 35%        |
| Your accurate use of the author/date Harvard referencing system. This criterion relates to whether you have used the author/date appropriately and accurately, not to whether you have made a good selection of resources.                               | 10%        |
| Your written presentation including appropriate use of headings to structure the work; grammar and spelling; page numbers; use of word count; writing style and labelling.                                                                               | 10%        |

## Assessment 1 - Part B (25% of this assessment)

20 minutes Presentation (incl. questions)

- Using a presentation application, prepare a presentation in which your chief objective is to explain and justify your proposed answer to the selected question – in relation to the business context of your choice.
- Your presentation should focus upon the current systems / processes in use; the problems encountered and the alternative solutions you have researched, together with the arguments you have developed for or against the answers you have considered to the question selected.
- The presentation should be prepared and delivered as if you (as a business analyst) had been asked to explain and justify your recommendations to a senior management team representing the business context you have chosen for Part 1 of the assignment.
- Legal and ethical issues involved in implementing your recommendations should be considered, alongside measures you would recommend to evaluate the potential success of your proposed answers.
- You will be asked to deliver your presentation individually in a 20 minute time slot – of which 5 minutes should be reserved for questions. You will also be asked to upload notes and supplementary documents, together with your presentation slides, as a single file before the submission deadline.

## Assessment Criteria

These criteria are used for Part A2.

| Assessment Criteria                                                                                                                          | % of marks |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Relevance to the question / business context. Clarity of delineation of functional area.                                                     | 15%        |
| Coherence of identification of current systems/processes and alternatives. Evidence of understanding the models and technologies to be used. | 30%        |
| Effectiveness of use of relevant secondary sources, combined with evidence of their application to the chosen business context.              | 30%        |
| Appropriateness of recommendations and their justification; identification of benefits and limitations.                                      | 15%        |
| Quality of visual aids; clarity of oral presentation; enthusiasm and persuasiveness of argument.                                             | 10%        |

## Important notes on completing your assessment

The extent and quality of your contributions to discussion and collective knowledge-building in the class sessions, workshops, tutor group forums or other areas can be achieved from a simple question, a straightforward suggestion about how to go about a collaborative activity, helping others, taking the lead, revealing your practices, pointing to good resources, providing some insight from your own experience, explaining your own thoughts, asking about other people's organisational context, asking others for their thoughts, making room for others to lead or summarising your group contributions -- these can all make an extremely effective contribution.

When you quote a fellow student's forum post(s) in your assignment, you do not need his or her permission. However, you would need permission if you proposed to quote it elsewhere – for example, outside the MBA website, or in your report, or in any external source (for example, a report or journal paper). In such cases, you would need permission or quote it anonymously and would omit any text that might identify the poster (such as their name, name of their employer or other such identifiers). It is perhaps more appropriate that you maintain the confidentiality of any contributions that other's make in your MBA 'learning environment' so that you can openly benefit from each other's insight.

Quotations from other authors must of course be fully acknowledged (follow the MBA (Harvard) Referencing Guide, and use quotation marks for all quotations, even if you also indent the quotation because it is lengthy); quotations count against the word limit for your TMA. We require you to put quotation marks around quotes so that when your script is being assessed by the plagiarism software, Turnitin – that you have acknowledged that the text is a quotation. If you omit the quotation marks, Turnitin may (erroneously) categorise the indented quotation as plagiarised text. One last point: when you quote someone, use normal text – not bold or italics (unless the original text used these for emphasis).

When writing about your experiences / opinions, avoid the phrases 'This student found that...' or 'the author believes that...' or 'the researcher claims . . .'. Just say 'I found that...', 'My belief is that . . .', 'It is my claim that . . .'.

Please don't exceed the word limit; your tutor may deduct marks for overrun and may stop reading/grading once s/he has read to the word limit.

As with all your MBA assignments, put your student number in the running header for your document along with the date of submission. Also ensure that the module code is also included in either the header or footer of your submitted work and that it is saved in either Word or RTF format for Part A and PowerPoint format for Part B.

Note that Google Docs Presenter allows for exporting of a Presentation to this format. If you want to combine (for A2) both slides and supplementary notes documents into a single file for submission, then you may either use the "Export as a Word . . ." hand-out option in PowerPoint, or embed your supplementary notes in the "Notes" section for each slide in your presentation.

## **GUIDANCE FOR STUDENTS ON THE COMPLETION OF TASKS**

NOTE: The guidance offered below is linked to the common assessment criteria and specifically aligned to the “exceptional” outcome category to which we anticipate students will aspire.

### **1. Research-informed Literature**

Your work must embed and be informed and supported by relevant and credible scholarly material that is accessible in the learned journals listed on the module schedule. You should refer to at least 10 such sources. Additionally, you should refer to text books, current news items and benchmark your organisation against other organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

### **2. Knowledge and Understanding of Subject**

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. This means that within your work, you should provide evidence of your growing mastery in critical awareness of current challenges, new insights and the constant need for innovation within the field. Furthermore, a critical awareness of the ambiguities and limitations of knowledge and even understanding, should be considered and examples of such, illustrated within your work.

### **3. Analysis**

To be considered masters worthy, your work must contain evidence of analysis, evaluation and synthesis. This means not just describing “What!” but also justifying: Why? How? When? Who? Where? And at what cost! At all times, you must provide justification of your arguments and judgements. Evidence that you have reflected upon the ideas of others on matters occurring in the real world of business is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments in the absence of complete data, since within the real world of work, we rarely have access to, or know all the information! Persuasive conclusions are especially necessary and must be derived from the content of your work – there should be no new information presented within your conclusion. Your work should aspire to resemble work which is of journal publishable quality.

### **4. Practical Application and Deployment**

It is essential that you rationalise how you decided upon certain methods, materials, tools and techniques to inform and complete your work. You must demonstrate what informed your decision(s) to apply certain concepts that enabled you to formulate innovative and creative solutions to the challenges presented to you or that you identified for yourself. Plausible, costed and justifiable recommendations are demanded and where these are absent, your work is undermined. Your work should provide evidence that you are growing in mastery in developing cutting edge processes and techniques within the subject area.

## 5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. Regarding the presentation of your work, you must demonstrate your ability to select and deploy the appropriate media that is “fit for purpose. Additionally, you must exhibit your ability to: communicate with an exceptionally high level of professionalism; work professionally, autonomously and within a team; develop leadership skills; and produce/present work that is coherent, cogent and specifically addresses the challenges set for you or you have set yourself. Importantly, your work should be easily understood by specialists and non-specialists in the field.

# COMMON ASSESSMENT AND MARKING CRITERIA

| Assessment Criteria                                                                                                                                                                                | 0-29%                                                                                                                                                 | 30-39%*                                                                                                                                                                | 40-49%                                                                                                                                                                           | 50-59%                                                                                                                                                              | 60-69%                                                                                                                                                                                                                          | 70-79%                                                                                                                                                                                                | 80-100%                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Research-informed Literature</p> <p>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions</p>                             | <p>Little or no evidence of reading.</p> <p>Views and findings unsupported and non-authoritative.</p> <p>Referencing conventions largely ignored.</p> | <p>Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources.</p> <p>Referencing conventions used inconsistently.</p> | <p>References to a limited range of mostly relevant sources. Some omissions and minor errors.</p> <p>Referencing conventions evident though not always applied consistently.</p> | <p>Inclusion of a range of research-informed literature, including sources retrieved independently.</p> <p>Referencing conventions mostly consistently applied.</p> | <p>Inclusion of a wide range of research-informed literature, including sources retrieved independently.</p> <p>Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.</p> | <p>A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.</p>         | <p>Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied</p> |
| <p>2. Knowledge and Understanding of Subject</p> <p>Extent of systematic knowledge, understanding and critical awareness of concepts and underlying principles associated with the discipline.</p> | <p>Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.</p>                                                 | <p>Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.</p>                                                                          | <p>Evidence of knowledge and understanding of current and relevant concepts and underlying principles but with some gaps or errors.</p>                                          | <p>Knowledge is accurate with a good understanding of the field of study.</p>                                                                                       | <p>Knowledge is extensive. Exhibits understanding of the breadth and depth of established and contemporary views.</p>                                                                                                           | <p>Excellent mastery of a complex and specialised area of knowledge and skills, with an excellent critical awareness of current problems and/or new insights at the forefront of the field. Clear</p> | <p>Exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field. A critical</p>   |

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|  |  |  |  |  |  | awareness<br>Of<br>challenges<br>To<br>established<br>views and<br>the<br>limitations<br>of the<br>knowledge<br>base. | awareness<br>of the<br>ambiguities<br>and<br>limitations<br>of<br>knowledge. |
|--|--|--|--|--|--|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|

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| <p><b>3. Analysis</b></p> <p>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence</p>                                                                                                                                                                   | <p>Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.</p> | <p>Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.</p> | <p>Evidence of some logical, critical thinking and some attempts to synthesise, albeit with some weaknesses.</p> <p>Some evidence to support findings/ views, but evidence not consistently interpreted.</p> <p>Some relevant conclusions and recommendations, where relevant.</p> | <p>Evidence of logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and situations without guidance.</p> <p>An emerging awareness of different stances and ability to use evidence to support the argument.</p> <p>Valid conclusions and recommendations, where relevant</p> | <p>Evaluates methodologies, current research and ideas critically and, where appropriate, proposes new hypotheses/ideas.</p> <p>Evaluates and synthesises complex issues both systematically and creatively. Makes sound judgements and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommendations.</p> | <p>Excellent critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas.</p> <p>Evaluates and synthesises complex issues systematically and creatively. Makes excellent judgements and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusions, justifiable recommendations. Work is of conference publishable quality.</p> | <p>Exceptional critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas.</p> <p>Evaluates and synthesises complex issues at a high level of mastery. Makes outstanding judgements and proposes highly convincing arguments in the absence of complete data. Highly persuasive conclusions. Work is of journal publishable quality.</p> |
| <p><b>4. Practical Application and Deployment</b></p> <p>Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.</p> | <p>Limited or no use of methods, materials, tools and/or techniques.</p> <p>Little or no appreciation of the context of the application.</p>                                                            | <p>Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.</p>                                                | <p>A satisfactory awareness and mostly appropriate application of well established methods, materials, tools and/or techniques.</p> <p>Some appreciation of the context of the application.</p>                                                                                    | <p>A good and appropriate application of standard methods, materials, tools and/or techniques.</p> <p>Good appreciation of the context of the application, with some use of examples, where relevant.</p>                                                                                                         | <p>A very good application of a range of methods, materials, tools and/or techniques.</p> <p>Very good consideration of the context of the application, with perceptive use of examples, where relevant.</p> <p>Evidence of some originality, innovation and creativity.</p>                                                                                | <p>An advanced application of a range of methods, materials, tools and/or techniques.</p> <p>The context of the application is well considered, with extensive use of relevant examples.</p> <p>Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.</p>                                                                                             | <p>Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.</p>                                                                                                                                                                                                                                                                |

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| <p><b>5. Skills for Professional Practice</b></p> <p>Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.</p> | <p>Communication media is inappropriate or misapplied.</p> <p>Little or no evidence of autonomy in the completion of tasks.</p> <p>Work is poorly structured and/or largely incoherent.</p> | <p>Media is poorly designed and/or not suitable for the audience.</p> <p>Poor independent or collaborative initiative.</p> <p>Work lacks structure, organisation, and/or coherence</p> | <p>Can communicate clearly to specialist and non-specialist audiences in a suitable format but with some room for improvement.</p> <p>Can work autonomously and as part of a team, but with limited involvement in group activities.</p> <p>Work lacks coherence in places and could be better structured.</p> | <p>Can communicate effectively in a suitable format, but may have minor errors.</p> <p>Can work effectively autonomously and as part of a team, with clear contribution to group activities.</p> <p>Mostly coherent work and is in a suitable structure.</p> | <p>Can communicate well, confidently and consistently in a suitable format.</p> <p>Can work very well autonomously and as part of a team, with very good contribution to group activities.</p> <p>Work is coherent and fluent and is well structured and organised.</p> | <p>Can communicate professionally and, confidently in a suitable format.</p> <p>Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations.</p> <p>Work is coherent, very fluent and is presented professionally.</p> | <p>Can communicate with an exceptionally high level of professionalism.</p> <p>Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills.</p> <p>Work is exceptionally coherent, very fluent and is presented professionally.</p> |
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