PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

MODULE HANDBOOK

DEVELOPING INNOVATION AND CREATIVITY FOR BUSINESS ADVANTAGE

MODULE CODE – BMSW6102

LEVEL 6

BA LEADERSHIP & MANAGEMENT SKILLS FOR THE WORKPLACE

INSTITUTE OF MANAGEMENT AND HEALTH

January 2023

Module Code	**BMSW6102**
Title	**Developing Innovation and Creativity for Business Advantage**
Date	**27/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S):

- To provide students with a clear understanding of the importance of innovation to business development, and the ability to critically review models and characteristics of the innovation process.

LEARNING OUTCOMES:

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

- critically reflect on the innovation concept;
- recognise, analyse and apply creative thinking at the individual, team, organisational and industry level;
- critically explore and differentiate between different models of innovation;
- critically assess characteristics of organisational knowledge and organisational knowing.

LEARNING AND TEACHING:

A student–centred framework will be employed that inspires curiosity and develops individual's aspirations and concepts. Students will become familiar with concepts, principles and practices relating to the topic via a range of different resources. The conceptual, theoretical issues will underpin the approach – delivered during weekly lectures the teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Teaching sessions will be interactive and will involve students in practical exercises that will develop wider understanding and provide extension activities to "stretch and challenge" students in their learning and discussions. Reflection and analysis will be key features to support this experiential learning methodology.

INDICATIVE CONTENT:

- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra- and inter-organisational level.
- Closed and open innovation models, including Schumpeterian and post-Schumpeterian views.
- The process of innovation management.
- The role of creativity within the innovation process, including emergent and prospective models of innovation.
- Individuals as innovators, including creativity and personal traits, social interaction, experimentation and play.
- Innovation in groups including the factors that drive group/team innovation, innovation implementation and creativity, and models of team innovation.
- The determinants of organisational innovation and organisational design.
- The seven-stage model of new product development and trends in Research and Development.
- The concepts and processes of closed v. open innovation.
- Globally distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of 'boundary-less' organisations and how these can enhance opportunities for innovation.
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.
- The impact of increasing costs and complexity of Research and Development.

STUDT TIME ALLOCATION:

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT:

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual project plan supported by a reflective presentation	2500-word written report supported by 15 minutes' presentation	100%

ASSESSMENT SUMMARY:

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST:

Module Code	**BMSW6102**	
Module Title	**Developing Innovation and Creativity for Business Advantage**	
Classification	**Reading List entry**	**Electronic***
Essential	Tidd, J. and Bessant, J. (2018), Managing Innovation: Integrating Technological, Market and Organizational Change, 6th ed, Chichester: John Wiley.	☐
Essential	Trott, P. (2017), Innovation Management and New Product Development, 6th ed, Harlow: FT Prentice Hall.	☒
Further	Bratnicka. (2015). Relationship Between Leadership Styles and Organizational Creativity. Management and Business Administration. Central Europe, (1(128)).	☐
Further	Brown, T., (2016). Leaders Can Turn Creativity into a Competitive Advantage. Harvard Business Review Digital Articles: https://hbr.org/2016/11/leaders-can-turn-creativity-into-a-competitive-advantage	☒
Further	Brunswicker, S., & Van de Vrande, V. (2014). Exploring Open Innovation in Small and Medium-Sized Enterprises. In New Frontiers in Open Innovation (p. New Frontiers in Open Innovation, Chapter 7). Oxford University Press.	☐
Further	Clegg, B. and Birch, P. (2002). Crash Course in Creativity. London: Kogan Page	☐
Further	Cook, P. (2016). Leading innovation, creativity and enterprise. Industrial and Commercial Training, 48(6), 294-299	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation, Sage Publication	☐

Further	Drucker, P. (2007) Innovation and Entrepreneurship: practice and principles. (Online) Amsterdam; London: Butterworth-Heinemann.	☒
Further	Foss, N., & Saebi, T. (2015). Business Model Innovation The Organizational Dimension. Oxford	☒
Further	Gryskiewicz, T., Gryskiewicz, S. S., & Taylor, S. (2003). Making Creativity Practical Innovation That Gets Results, Centre for creative Leadership	☒
Further	Kremer, Villamor & Aguinis, 2019. Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. Business Horizons, 62(1), pp.65–74. https://www-sciencedirect-com.ezproxy.uwtsd.ac.uk/science/article/pii/S0007681318301459	☒
Further	Meutia & Ismail, (2015). The Influence of Competitive Pressure On Innovative Creativity. Academy of Strategic Management Journal, 14(2), pp.117–127. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1760495358?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo	☒
Further	Proctor, T. (2014). Creative Problem Solving for Managers: Developing Skills for Decision Making and Innovation. London: Routledge.	☐

INDICATIVE TEACHING SCHEDULE:

Week Number	Date	Activity
1	09/01/23	Module Introduction
2	16/01/23	What is Innovation?
3	23/01/23	What is Creativity?
4	30/01/23	Where Do Ideas Come From
5	06/02/23	Innovation Models
6	13/02/23	The Innovative Organisation
7	20/02/23	Leadership and Management *(Reading Week)*
8	27/02/23	Problem Solving
9	06/03/23	Research and Development
10	13/03/23	Live Presentations

LECTURER CONTACT DETAILS:

Name: Davina Evans

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LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Leadership and Management Skills for the Workplace**		
Module:	**Developing Innovation and Creativity for Business Advantage**		
Module code:	**BMSW6102**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Davina Evans**	**Internal Verifier:**	**Marie Pitson**
Assignment Title:	**Why Innovation is Essential for Business Success.**	**Word count (or equivalent):**	**Task 1 – 2500-word written report** **Task 2 – 15 min individual presentation**
Submission deadline:	**Draft Submission - Report & Presentation Slides:** 27/02/2023 **Presentation Delivery:** 13/03/2023 **Final Submission – Report and Presentation Slides:** 17/03/2023	**Return date of provisional marks & written feedback:**	08/05/2023
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to demonstrate the ability to: • critically reflect on the innovation concept; • recognise, analyse and apply creative thinking at the individual, team, organisational and industry level; • critically explore and differentiate between different models of innovation; • critically assess characteristics of organisational knowledge and organisational knowing

TASK DESCRIPTION

Task 1 – Individual Report – 2500 words (+/- 10%)

Business innovation is the act of introducing something new to a company, whether it's a new product, a new market strategy or a new method to reinvigorate the company to promote new value and growth. Innovation is all about business leaders coming up with creative ideas, and then using strategic planning and decision-making to implement the new business ideas successfully. When a business innovates, it can either improve its existing products, processes, or methodologies, or it can create new ones from scratch.

In today's fast-paced market, companies must be innovative constantly. In 2021, the Boston Consulting Group (BCG) reported that despite a Global Pandemic, innovation remained the top priority for companies worldwide and using a poll of 1,600 global innovation professionals BCG ranked the top 50 most innovative companies in 2021. Here's a look at the top 50 most innovative companies of 2021: https://www.visualcapitalist.com/ranked-the-most-innovative-companies-in-2021/

After reading the article in the link provided above, you may choose one of the companies listed in the top 50, ***but please chose a company that you have not investigated previously and that you do not work for,*** to use as your case study to inform a Business Report that will address *'Why Innovation is Essential for Business Success'*. Once you have selected your company, you will then be required to research independently and source an innovation opportunity that has been adopted by your chosen company (for example – Apple / iPod) that will then be used to inform your report.

You must ensure that you develop a Formal Business Report of 2500 words (+/- 10%) that is written in the Third Person and supported with a minimum of 20 Credible Academic Sources. Your report should be presented following a hierarchical structure and contain a Front Cover, Executive Summary, Contents Page, 1.0 Introduction, 2.0 Main Findings, 3.0 Conclusion, Reference Page and Appendices (if appropriate).

Within your report you may wish to consider, but you are not limited to the following areas:

- A discussion surrounding what is innovation and creativity and how they differentiate from each other.
- An evaluation of an identified innovation opportunity within your chosen company.
- How the creative thinking process can be applied at an individual, team, organisational and industry level.
- An analysis of the models of innovation to support your identified innovation opportunity.
- An indication of how the case study organisation would assess the effectiveness of the proposed innovation.
- A discussion surrounding attitudes towards creativity and innovation to include an assessment of common barriers and risks involved with the organisation adopting your identifies innovation opportunity.
- An examination of an appropriate Leadership and Management style that aided the creative idea behind your identified innovation opportunity.

Task 2 – Reflective Presentation – 15 Minutes (+/- 10%)

Following the study of the module 'Innovation and Creativity for Business Advantage' you are required to individually create and deliver a 15-minute Power-Point Presentation that reflects on the question, 'Has the Innovation Concept Provided Your Case Study Organisation with a Business Advantage?'

Within your presentation, you will provide a Critical Reflection on your learning following studying this module and base your discussion around a chosen Model of Reflection and use your chosen case study organisation to aid you to provide a summary of the key aspects that you personally feel enables you to be able to answer the above question.

It is particularly important that you create good quality professional slides that is supported with a minimum of 10 Credible Academic Sources that should be verbally acknowledged during your presentation. As the presentation is a personal reflection of your ideas, knowledge and understanding of the innovation concept, it is permitted to deliver the presentation in the First Person and may be designed but is not limited to using the following structure:

- Slide 1 – Cover Slide
- Slide 2 – Introduction
- Slide 3 – Slide 12 – Main Reflective Content
- Slide 13 - Conclusion Slide
- Slide 14 – References Slide

(Presentations will be delivered in person on campus, times to be confirmed closer to the date).

Hand in Date: Report and Presentation Slides: Friday 17th March 2023

Return Date of Provisional Marks & Written Feedback: Friday 8th May 2023

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. **Engagement with Literature Skills**
   Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

   Guidance specific to this assessment: Task 1 - *The* ***Report*** *should contain at least* ***20*** *academic references.* ***Task 2*** *– The* ***Presentation*** *should contain at least* ***10*** *academic references to support your work and should be obtained from a variety of valid and reliable sources. A reference list should also be provided for both tasks using the* ***Harvard Referencing*** *method.*

2. **Knowledge and Understanding Skills**
   At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

   Guidance specific to this assessment: Both Tasks *should demonstrate a high level of knowledge and understanding of key concepts, techniques, models and theories that are associated with innovation and creativity for business advantage. Consideration should also be made to any limitations and challenges to the knowledge base.*

3. **Cognitive and Intellectual Skills**

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Both Tasks *should demonstrate an ability to be able to critically evaluate (compare and contrast) your key findings to enable persuasive arguments to be made. You should also exhibit a capability to synthesise information from your research to be able to draw meaningful conclusions.*

4. **Practical Skills**

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: Task 1 *– The key concepts, techniques, models and theories that will be incorporated into your report should be made applicable to your chosen 'business organisation', therefore consideration should be made to how these features work in reality.* ***Task 2*** *– The reflective presentation should be applied to a model of reflection such as Gibbs Reflective Cycle, Boud's Triangle Representation, Atkins & Murphy's Cyclical Model or Kolb's Cycle of Reflective Practice and incorporate some practical application to your case study business organisation. Attention should also be made to any limitations of your application in* ***Both Tasks****.*

5. **Transferable Skills for Life and Professional Practice**
   Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

   Guidance specific to this assessment: Task 1 *- The* ***Report*** *should be presented using a* ***Formal Business Report Structure****. The content should be of a professional standard, written in the* ***Third Person*** *with correct spelling, grammar and a logical flow to your discussion.* ***Task 2*** *– The* ***Presentation*** *should be professionally presented with the use of* ***PowerPoint*** *with an appropriate design, slide transitions and animation. Your presentation should also reflect your personal thoughts and experiences therefore can be exhibited in the* ***First-Person****.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills	25	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	15	
5. Transferable Skills for Life and Professional Practice	25	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-	Engagement with a wide range of research-informed literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Referencing conventions used incoherently or largely absent.	sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of referencing.	referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical,

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	scholarship within the discipline.	and/or advanced scholarship within the discipline.	research and scholarship.		by current research and scholarship.	established views and the limitations of the knowledge base.	sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiat	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		ed opinions. Ideas sometimes illogical and contradictory.	little inconsistency / mis-interpretation. Asserts rather than argues a case.	Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understandin g of the	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed and/or not	Can communicate in a suitable medium but with some	Can communicate effectively in a suitable format, but	Can communicate well, confidently and	Can communicate professionally confidently and	Can communicate with an exceptionally high level of

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
(Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in	room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some	may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and	consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment	professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		graduate employment.	areas of minor weakness.	some of minor weakness.		skills and an appetite for further development.	