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UNIVERSITY OF WALES
Trinity Saint David

SWANSEA - ABERTAWE

MODULE HANDBOOK

The Tools of Leadership

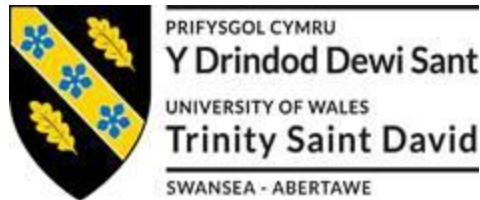
BMSW7005

LEVEL 7

SCHOOL OF BUSINESS

FACULTY OF BUSINESS AND MANAGEMENT

Semester 1 – 2026-2027



Lecture Schedule Semester 1 26/27
The Tools of Leadership
Post-graduate Business Portfolio – Level 7

Lecturer: James Moore
Room no: IQ202
E-mail: j.moore@uwtsd.ac.uk

Swansea Date	Week no.	Lecture Topic
28/9/26	1	Introduction to the Module Assignment Introduced
5/10/26	2	Leadership Styles and Methods
12/10/26	3	Toxic Leadership
19/10/26	4	Emotional Intelligence
26/10/26	5	Personal Impact Reflection
2/11/26	6	Influencing Through Understanding
9/11/26	7	Leadership Development Programmes
16/11/26	8	Adaptive Leadership
23/11/26	9	Assignment Preparation Group work
30/11/26	10	Coaching & Mentoring Group Activity (Recorded)
6/12/26	11	1:1 Report Writing Clinic
5/1/27 23:59		Assignment Submission

This schedule is a guide only and may be changed by the module lecturer.

Assessment

The assessment will be in the form of a 5,000 word report.

Learning Strategy

There will be a three hour directly taught session per week, with access to James being available. In lectures the key theoretical ideas and concepts will be presented with students applying the theoretical issues to real life decisions to develop practical skill. A series of guest speakers from a range of industries will present to students, highlighting the challenges, highlights and tools required for successful leadership.

Module Code	BMSW7005
Title	The Tools of Leadership
Date	2026/27
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To explain the significance and nature of leadership and its role within organisations
- Undertake a critical exploration of leadership tools and techniques used by successful leaders and explore different situational forces and variables in the leadership situation
- Consider the concept of leadership occurring as a practice rather than residing in the traits or behaviours of particular individuals.

LEARNING OUTCOMES

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

- Identify and evaluate the tools of leadership and explore different styles and forms of leadership.
- Critically evaluate the process and importance of leadership development
- Demonstrate an understanding of current leadership issues and detail situational forces in the leadership situation.
- Critically appraise theories and approaches to leadership and at the same time reflect on personal leadership aspects and own approaches to the role of leader.

INDICATIVE CONTENT

- The significance of leadership and leadership effectiveness
- Overview of team building skills, mentorship programmes, conflict resolution and decision making skills.
- Repertoire of leadership styles in different situations with different people within organisations.
- Models and frameworks of leadership with consideration of the appropriateness of each to differing organisational contexts
- Concept of emotional intelligence and how it applies to the leadership role

- Importance of understanding one's own strengths and limitations as a leader
- The impact and effect of toxic leaders upon organisational performance and culture
- The role and feasibility of Leadership Development programmes
- Adaptive leadership which focuses on how individuals lead without or beyond authority to address complex problems.

TEACHING AND LEARNING STRATEGY

Student-centred learning strategies will be employed to ensure a balance of theory and practice. Concepts, theories and techniques associated with leadership tools and how they are used to developing people and organisations are provided as learning resources. Activities will engage learners in the ideas and will allow them to participate in discussion on the application of these ideas to practical situations in their own and others contexts.

Lectures will enhance knowledge of organisations already acquired and focus on and the tools of leadership. Sessions will be interactive and discussion based, and will build on the students previous study of leadership and their own work experiences. Students will use the learning sessions to evaluate and understand the three dimensions of leadership, self, others and systems

Study 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 *(Tick one)*

☐	Written exam	X	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Report	5000 words	100%

Assessment Summary

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

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes x No
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes x No
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No x
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No x
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes x No
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No x
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No x

INDICATIVE READING LIST

Module Code	BMSW7005	
Module Title	The Tools of Leadership	
Classification	Reading List entry	Electronic *
Essential	Adair, J. (2009), <i>Leadership and Motivation</i> , London: Kogan	☒
Essential	Adair, J. (2009), <i>Leadership for Innovation</i> , London: Kogan	☒
Essential	Adair, J. (2010), <i>Strategic Leadership</i> , London: Kogan	☒
Essential	Covey, S. (2020) <i>7 Habits of Highly Effective People</i> , Simon & Schuster	☒
Essential	Gobillot, E (2021), <i>Disciplined Collaboration</i> , Hindsight Insight Foresight Press	☒
Essential	Gobillot, E (2021), <i>This is Not a Leadership Book: 20 rules for success</i> , Routledge	☒
Essential	Newman, A. (2019) <i>Compassion: Caring for Others and Ourselves - Building Leadership Character</i> , Thousand Oaks: SAGE	☒

Essential	Yukl, G. and Gardner, W.L (2020), <i>Leadership in Organisations, Global Edition</i> , (Ninth Edition), USA: Pearson	☒
Further	Armstrong, M. (2016), <i>Armstrong's Handbook of Management and Leadership for HR</i> , (Fourth Edition), London: Kogan Page	☐
Further	Gell, A. (2016), <i>The Book of Leadership</i> , UK: Piatkus	☐
Further	Gopee, N. and Galloway, J. (2017), <i>Leadership and Management in Healthcare</i> , (Third Edition), London: SAGE	☒
Further	Johnson, C.E. (2019) <i>Meeting the Ethical Challenges of Leadership</i> , (Seventh Edition), USA: SAGE	☒
Further	Van Wart, M. (2017), <i>Leadership in Public Organisations – An Introduction</i> , (Third Edition), Oxon: Routledge	☒
Further	West, M. (2021) <i>Compassionate Leadership: Sustaining Wisdom and Presence in Health and Social Care</i> , UK: The Swirling Leaf Press	☒
	ILM. (2021), Institute for Leadership and Management, [online] available at: https://www.i-l-m.com/ Harvard Business Review	

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MA Leadership		
Module:	The Tools of Leadership		
Module code:	BMSW7005	Contribution to Overall Module Assessment (%):	100%
Lecturer:	James Moore	Internal Verifier:	Marie Pitson
Assignment Title:	Attributes and Impacts of Leaders	Word count (or equivalent):	5000 words
Submission deadline:	5 th January 2027	Return Date:	6 th February 2026
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 50%. 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:

- Identify and evaluate the tools of leadership and explore different styles and forms of leadership.
- Critically evaluate the process and importance of leadership development
- Demonstrate an understanding of current leadership issues and detail situational forces in the leadership situation.
- Critically appraise theories and approaches to leadership and at the same time reflect on personal leadership aspects and own approaches to the role of leader.

TASK DESCRIPTION

Leadership attitudes and behaviours have a significant impact upon the people around them. If leadership is about impact on others, then people affect relationships, productivity, culture and durability. This assignment requires students to consider their own impact with reference to models, theories, research and publications. This will be done by:

1. The module will include a range of group discussions throughout. There will be a specific group discussion during the last lecture (which will be recorded only for the participants so they can refer back to what each individual did and said and their sense of impact on others) where they will have an agreed outcome that each individual is trying to achieve.
2. Students are required to critically analyse their impact on the others in the group. They must refer to and critically evaluate a range of relational and leadership models. They must use both theory and your reflections to consider how these applied to their leadership. Within the reflection, they must discuss the significance of leadership and critically evaluate how their leadership styles and emotional intelligence applied to the group discussion and their wider work with different people and within a range of contexts.
3. The reflection must be structured their using a self-development reflective tool (e.g. Appreciative Inquiry), include their strengths, areas for development and key actions for improving their influence. This should include consideration of their impact and the effect that any potential strengths and toxicity can have upon the performance and culture with people in organisations. This should include consideration of their impact upon the discussions and outcomes. There must also be a critical review and appraisal of the tool that they have used and any leadership development considerations they have identified for themselves including referring to the benefits and limitations of their chosen options.

Throughout their report, they must refer to applicable theory about the importance of leaders understanding their own strengths and limitations.

Guidance for Students in the Completion of Tasks

Writing	Written in UK English in an appropriate business/academic style (using the Report Template)
Focus	Focus only on the tasks set in the assignment.
Length	5000 words(+/-10%)
Formatting	Typed on A4 paper in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, do not indent the first line of a new paragraph, double spaced and pages numbered.
Document Format	Use the provided business report format, with a clear title, course, and name or ID number on a cover sheet and including a bibliography using Harvard referencing throughout.
Research	The use of a range of information sources is expected – academic books, peer reviewed journal articles, professional articles, press releases and newspaper articles, reliable statistics, the views of analysts, company annual reports and other relevant information.

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, as 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 correctly 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: You should include a *minimum* of 50 references covering academic, theoretical, practitioner and industry specific in support of your report. These must come from reputable sources.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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: You must show Knowledge and Understanding of theories and models related to leadership through consideration and critique. These will have been covered in the module content.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area 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 using data and concepts. Sound, valid, persuasive 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: *You must show critical analysis of the reflective and developmental models and theories that you have chosen to apply to yourself to consider and improve your leadership impact.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *You must apply theories of the context of your leadership, your impact (positive and negative) and the approaches to make improvements for yourself in your own work and life.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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: *You must ensure that your report is written in a professional manner, using an appropriate report format with accurate referencing. It must be in UK English and should not contain spelling and grammar issues.*

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		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	10	

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 (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, 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. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding	Major gaps in knowledge and understanding of	Gaps in knowledge, with only superficial	Limited knowledge and systematic	Knowledge is accurate and reasonably	Knowledge has a well-defined focus, which is	Excellent mastery of a complex and	Exceptional mastery of a complex and

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
(A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
absence of complete data.)	generalisations, made without use of credible evidence.	made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	judgements based on data (that may be incomplete)	investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly	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 insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship.	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
		between the two. Weak problem-solving skills in complex and unpredictable contexts.	Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	appropriate solutions in complex and unpredictable contexts, with elements of originality.		Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness)	Communication medium is inappropriate or misapplied. 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 professional,	Communication medium is poorly designed and/or not 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).	Can communicate in a suitable medium but with some 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 some but not all of the basic skills required in	Can communicate effectively in a suitable format, but 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 professional, postgraduate	Can communicate well, confidently 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 a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and 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.	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
in presentation and organisation.)	postgraduate employment.	Limited evidence of the skills required in professional, postgraduate employment.	professional, postgraduate employment, with some areas of minor weakness.	employment, with some areas of strength and some of minor weakness.		Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	skills and a strong appetite for further development.