

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Master of Business Administration		
Module:	Business Development Proposal		
Module code:	LCMB7037	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Hoang Nguyen (London) Vasilios Tavlaridis (Birmingham)	Internal Verifier:	Dr Suresh George Dr Nathan Subramanian
Assignment title:	Business development proposal	Word count (or equivalent):	15,000 ($\pm 10\%$)
Submission deadline:	Ethics form & BDP outline: 6th November 2026 by 2 PM. Business Development Proposal final submission: 22nd January 2027 by 2 PM.	Return date of provisional marks & written feedback:	5th March 2027
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:. Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Postgraduate):

- A mark of **54%** would be reduced to the pass mark of **50%** if the work is 10–25% over.
- A mark of **67%** would be reduced by 5 marks to **62%**.
- A mark of **59%** at 25–50% over would be reduced to **50%**.
- A mark of **64%** at 25–50% over would be reduced by 10 marks to **54%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

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

- ❖ Prepare a research/independent study proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities;
- ❖ Plan, manage and execute an in-depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions:
- ❖ Critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts;

- ❖ Demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics;
- ❖ Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research-based inquiry in future employment settings;
- ❖ Articulate, present, propose and critically defend a business case, based on a set of scenario and environmental interpretations, which are underpinned by and linked to relevant academic theories and models, resulting in a specific project proposal and plan(s) to the immediate pre-launch stage of the project.

TASK DESCRIPTION

The aim of this module is to enable students to produce a substantial, original and independent piece of scholarly work based on a chosen business development opportunity. Students may develop a business plan for the growth of an existing company or for a new business idea of their own. Prior beginning, students should discuss their project with the Programme manager and their supervisor.

In part II of the MBA programme, the Business Development Proposal (BDP) module is undertaken over a period of approximately 16 weeks. During this period, students are required to attend the campus to participate in their scheduled research workshops and supervision meetings.

Research Workshops

Relevant research workshops are held on campus to support students in the process of developing their research project. They are an essential part of the MBA research project journey as they provide guidance and feedback throughout the initial stages of your project.

Supervision meetings

Throughout the BDP period, students are expected to take ownership of their learning and manage their projects independently. Each student will be allocated a supervisor, who will provide regular, individual face-to-face meetings on campus to support, guide and monitor progress. The responsibility for maintaining momentum and ensuring that the project stays on track lies primarily with the student, who is expected to proactively engage with their supervisor and make the most of the support available.

The supervisor will provide guidance on the nature of the research, the choice of research topic, the standard expected, the planning of the research programme, literature and sources, appropriate techniques and methods of work, data presentation, notes and bibliographies, awareness of plagiarism, ethical and legal issues (e.g. copyright, data protection and ownership), and other advice relevant to the development of the research project.

Each student will have 8 x 1-hour individual supervision meetings once every two weeks with their supervisor to review their work.

BDP Outline

All students are expected to submit a business plan proposal outline. This outline demonstrates the relevance and feasibility of the research project. The business proposal outline must align closely with the details provided in the ethics form to ensure consistency and coherence. The

business proposal outline should be 2,500 ($\pm 10\%$) words. The business proposal outline will not be marked and does not carry any formal weight toward the final grade of your business development proposal, but it is a critical element in shaping a well-developed BDP outline, ensuring ethical compliance. Your supervisor and program manager have to approve your business proposal outline before you proceed with your project. The outline will not be marked and does not carry any formal weight toward the final grade of your final submission.

Application for Ethical Approval

The university is firmly committed to ensuring that all research conducted by its students and staff meets high ethical standards. In line with this, students are required to submit an application for ethical approval prior to commencing any research activities. This requirement applies to both primary and secondary research projects. Ethical considerations arising from the chosen topic, along with strategies to address them, should be discussed thoroughly with your supervisor. The ethical form will not be marked and does not carry any formal weight toward the final grade of your final submission, but it is a critical element in ensuring the ethical compliance of the research project. Students will receive feedback from their supervisors to ensure the necessary standards are met before proceeding with their business development proposals. Please discuss any ethical issues arising from your proposed topic and ways you intend to address these issues with your supervisor.

Primary data

Students intending to collect primary data must not begin data collection until they have received ethical approval from the University. It is important to note that any primary data collected without prior approval by the university will be deemed invalid and cannot be used for your research project. Once ethical approval has been granted, students are responsible for securely storing all project-related documents, including information sheets, consent forms and primary data, within their university-provided OneDrive account. Access is expected to be granted to the supervisor, programme manager and if requested, the university's quality office team and external examiner for moderation purposes.

Secondary data

Students intending to collect primary data must not begin data collection until they have received ethical approval from the University. As with primary data, all relevant project documentation must be stored on the student's university-provided OneDrive and access is expected to be granted to the supervisor, programme manager and if requested, the university's quality office team and external examiner for moderation purposes.

For additional guidance, templates and resources, please refer to the module's dedicated Moodle page.

USE OF GENERATIVE AI IN ASSESSMENT

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ 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 ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
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.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK

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:

- ☐ **Breadth of Reading:** Engage with a wide range of reading, utilising a good number of credible literature sources that are informed by the latest research.
- ☐ **Visual Elements:** Ensure all tables, charts, diagrams, graphs, and images are properly cited and captioned.
- ☐ **In-Text Citations:** Support your claims, arguments, and data with in-text citations wherever necessary.
- ☐ **Referencing Style:** Accurately cite all sources in the text and compile them in a reference list conforming strictly to the UWTSD Harvard Referencing Style (Cite Them Right).

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:

- ❑ **Academic Knowledge & Understanding:** Demonstrate clear, comprehensive evidence of core academic concepts, frameworks, and theories relevant to the topic.
- ❑ **Research Methodology & Justification:** Clearly define and articulate the research methodology adopted for the work, anchoring all choices in relevant scholarly literature.
- ❑ **Strategic Awareness & Innovation:** Display a sharp awareness of contemporary industry challenges, emerging trends, and original insights within the field.

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:

- ❑ **Comparative Academic Synthesis:** Demonstrate a clear ability to compare, contrast, and integrate relevant scholarly literature throughout the literature review and methodology sections.
- ❑ **Business Opportunity Identification:** Clearly identify, articulate, and evaluate viable business opportunities within the proposal.
- ❑ **Rigorous Data Evaluation:** Thoroughly analyze and interpret primary or secondary data, ensuring all conclusions directly support the relevant BDP sections.
- ❑ **Theory-Grounded Critical Interpretation:** Undertake all data analysis critically, grounding interpretations logically within the study's underpinning theoretical framework.

- ❑ **End-to-End Alignment:** Ensure clear evidence of analytical rigor is demonstrated consistently across every chapter, from the Executive Summary through to the Implementation Plan.
- ❑ **Evidence-Based Proposal Justification:** Support, justify, and cross-reference all proposed sections using credible academic literature, empirical evidence, and robust data.

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:

- ❑ **Practical Application of Literature:** Demonstrate appropriate and correct application of selected academic literature to directly address real-world business challenges identified in the project.
- ❑ **Methodological Execution:** Provide clear evidence of executing the chosen methodology to define, structure, and analyze potential business challenges.
- ❑ **Effective Analytical Techniques:** Apply relevant analytical tools, frameworks, and methodologies effectively to support problem-solving and strategic decision-making.
- ❑ **Strategic Relevance & Alignment:** Present a well-reasoned, highly relevant business concept that aligns directly with the overall objectives of the assessment brief.
- ❑ **Comprehensive Requirement Adherence:** Fulfill all explicit submission requirements, criteria, and instructions set out in the project task description.

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:

- ☐ **File Format:** Submit your work as a single Microsoft Word document (.docx).
- ☐ **Structure:** Structure your work appropriately with logical formatting.
- ☐ **Academic Tone:** Write in a formal academic style—ensure your writing is clear, accurate, concise, objective, and consistent.
- ☐ **Grammar & Spelling:** Use proper spelling, punctuation, and grammar throughout.
- ☐ **Professional Presentation:** Present your work professionally. Pay close attention to paragraph formatting, headings, alignment, line spacing, fonts, tables, and visual elements.
- ☐ **Typography & Layout:** Use **Arial font (size 12)**, **1.5 line spacing**, and include **page numbers**.
- ☐ **Title Page Requirements:** Your title page must include:
 - The University logo
 - The programme name
 - The module name and code
 - The title of your submission
 - The supervisor's name
 - The student's name and ID
 - The final word count
 - The submission date
- ☐ **Table of Contents:** Use Microsoft Word's automated feature to generate the Table of Contents.
- ☐ **Word Count Policy:** Adhere strictly to the required word count. The title page, AI use acknowledgement, table of contents, acknowledgements, lists of tables/figures, abstract, reference list, and appendices are **excluded** from the final word count.
- ☐ **Word Count Penalties:** If your word count falls outside the permitted range, please refer to the "Work over the word limit" section at the top of this document.
- ☐ **Anonymity/Metadata:** Please ensure that the **"Remove personal information from file properties on save"** setting is **switched off** in Microsoft Word before submitting your document.

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	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	30	
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)		100%
	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 (A systematic,	Major gaps in knowledge and understanding of the subject	Gaps in knowledge, with only superficial systematic	Limited knowledge and systematic understanding of	Knowledge is accurate and reasonably detailed. A	Knowledge has a well-defined focus, which is reasonably	Excellent mastery of a complex and specialised area	Exceptional mastery of a complex and specialised area

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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)	matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	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.	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.	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.	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.	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

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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	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	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	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	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.	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	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

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	unpredictable contexts.	appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	Evidence of originality and creativity.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	advanced scholarship. 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	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	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	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.	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	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	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	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

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approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH