Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE HANDBOOK

BA (Hons) Developing Leadership and Management

LEVEL 6

Module Name: Independent Project

Module Code: BMSW6009

Module Lecturer: Ms. Arpu Kumar

Spring/Summer Term 2025

Welcome to this generic overview handbook for the above module. This is a level 6, 40 credit module taught to Level 6 BA (Hons) Developing Leadership and Management students in the School of Business. It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module lecturer.

To get the best out of this module, it is vital that you engage with the themes explored as well as with both the in class and online activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

Module Code	**BMSW6009**
Title	**Independent Project**
Date	**06/01/2025**
Level	**6**
Credits	**40**
Pre-Requisites	**None**

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem-solving techniques applicable to this.
- Evidence of independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.

- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning	0	0%
TOTAL	**400**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project

Module Code	**BMSW6009**	
Module Title	**Independent Project**	
Classification	**Reading List entry**	**Electronic***

Essential	Cottrell S, (2015) *Skills for Success Personal Development and Employability, 3rd edition*, Palgrave. London.	☒
Essential	ASET, 2013 *Good Practice Guide for Work Based Learning and Placement Learning in Higher Education*	☒
Essential	Gray, D.E. (2018) *Doing Real World Research,* London: SAGE.	☐
Further	Gallagher K, (2016) *Essential Study and Employment Skills for Business and Management Students*, Oxford	☐
Further	Gottschall, Jonathan (2013), *The Storytelling Animal: How Stories Make Us Human,* Houghton Mifflin	☐
Further	Storr, Will (2020), *The Science of Storytelling,* William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) Research *Methods in Education, 8th edition* London: Routledge.	☒

Module Code	**BMSW6009**	
Module Title	**Independent Project**	
Classification	**Reading List entry**	**Electronic***
Further	Flick, U. (2014) *An Introduction to Qualitative Research*, London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) *Doing Interviews (Qualitative Research Kit)*. Sage	☐
Further	Gibbs, G. (2018) *Analysing Qualitative Data (Qualitative Research Kit).* Sage	☒
Further	Creswell, J. W. (2012*). Qualitative inquiry and research design: Choosing among five approaches*. Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. *et al.* Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. *Small Bus Econ* **48,** 487– 501 (2017). https://doi.org/10.1007/s11187-016- 9798-6	☒

Further	https://ec.europa.eu/jrc/en/entrecomp	☒

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APPENDIX GAxx

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	BA (Hons) Developing Leadership and Management		
Module:	Independent Project		
Module code:	BMSW6009_Cardiff	**Weighting**	100%
Lecturer:	Arpu Kumar	**Internal Verifier:**	Lisa Knight
Assignment Title:	Developing an Independent Project on an organisation or a business-related topic	**Word count (or equivalent):**	Project Proposal and Plan- 2000 Words Independent Project – 8000 Words
Submission deadline:	A Proposal and Plan - 28th February 2025 by 23:59 PM Independent Project- 11th July 2025 by 23:59 PM	**Return date of provisional marks & written feedback:**	28/03/2025 08/08/2025
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 to complete this assessment.		

Module Learning Outcomes (from module syllabus)
LEARNING OUTCOMES Upon the successful completion of this module, the student should be able to: • Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods to produce response. • Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem-solving techniques applicable to this. • Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management. • Organise their knowledge and learning through use of a range of media and present their work appropriately in a manner that can be understood by specialists and non-specialist audiences.

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 ☒ 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 rephrasing of your own work within specific standards.	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.	Yes ☐ No ☒

TASK DESCRIPTION

An Overview of the Independent Project

An undergraduate independent research project is an academic endeavour that allows students to explore a topic of their choice in depth, often within their field of study. This project typically involves identifying a research question, conducting a literature review, designing and implementing a research methodology, and analysing the results and concluding it with limitations of the present research and making future recommendations. It provides students with the opportunity to develop critical thinking, problem-solving, and research skills, while also contributing original findings to their academic discipline. For this Independent Project, students are required to undertake an in-depth study of an organisation issue or topic problem, or challenge outlined in their project proposal.

It is to contain the following chapters:

Task 1

Project Proposal and Gantt Chart- 2000 Words

The project proposal is required to offer an initial overview of the organisation issue or topic area to be examined. This overview will demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation. It will be based on an area pertinent to the field of study. This proposal must include sections on the following:

Introduction to organisation/topic area to be examined.
Inclusion of an aim/objectives for the proposed project.
Discussion of key literature linked to the proposed project research area.
A description and evaluation of the proposed methodology and sampling technique.
A conclusion which outlines the need for further research.

Please add the following and remember they are not counted towards the final word count.

Reference list
Ethics form
Gantt chart

Task 2

Independent Project- 8000 Words

Chapter 1

Introduction

This chapter should outline the issue/problem or challenge being researched. It should offer some comment on the organisation or topic background to provide context for the study. Further, discussion should clearly define the need for the study to take place. The chapter should include the aim/objectives of the study. It will take up to 10 percent of the total word count.

Chapter 2

Literature Review

The chapter should demonstrate the ability to engage in critical research of literature that outlines previous and current thinking on the topic for the study. The literature review should offer evidence of sources of information mainly within the last five years. Sources accessed and included should be valid and reliable and offer knowledge that adds to the topic and/or the organisations ability to problem solve or resolve challenges.

Chapter 3

Research Methodology

This chapter will briefly examine the various methods of research and discuss the advantages/limitations of these methods. You will be required to discuss your own chosen methodology. It will justify the choice of methods used suitable for your research problem. You will be required to collect primary/secondary data, depending on the nature of your chosen research question. Further, the chapter will provide information on sampling technique used and explain the reasons for the inclusion in this research. Methodological literature must be cited where appropriate within this section.

Chapter 4

Analysis of Data and Discussion of Results

The chapter requires the presentation of data in an appropriate format to enable specialists and non- specialist to understand its meaning. This analysed data requires critical 'synthesis' with literature previously discussed. As students might decide to use qualitative/ quantitative or mixed methods, guidance will be provided in the classroom teaching to present data in a suitable format. Data can be presented in the form of pie charts and tables, which are clearly labelled (as figure number 1, 2 etc) and added to the appendices and within the chapter where appropriate. The tables, pie charts etc are not counted towards the final word count as are also not the Appendices, Table of Contents and a Reference list.

Chapter 5

Conclusion and Recommendations

The independent project requires a conclusion which draws on the discussion presented in each chapter. It should aim to draw from the study the key discussion points highlighting areas of strengths and weaknesses/limitations to enable recommendations for the future research in the field.

An appendix may be used to enable the inclusion of such documents as an example of a questionnaire, interview questions, ethics form and Gantt chart etc. These documents will not form part of the overall word count.

Front Page

You must present your essay with a front page, this to include:

- Your name and student number
- The module title and module code
- Your lecturer's name
- AI Acknowledgement

You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

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 provide evidence that you have accessed an appropriate *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: *The proposal and independent project should contain academic references in support of your work from a variety of current, valid and reliable sources. A minimum of 10 for the proposal and 40 for the final project. A reference list should be provided using Harvard referencing conventions.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment: *You should demonstrate knowledge and understanding of the theories/models associated with research and the organisation/topic area chosen.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw an appropriate conclusion/make recommendation.*

4. Practical Skills

At level 6, you should be able to use/deploy a range of established techniques within the discipline and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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: The proposal, and independent project should include a critical evaluation of the organisation/topic chosen. This should be undertaken by the application of models and theories to aid analysis and evaluation of the organisation/topic chosen. The reflection should include a self- evaluation of the strength/limitations of the project and the writers' performance.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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.

G***uidance specific to this assessment:*** *The proposal, independent project and reflection should be presented using a word document. The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method.*

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**
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. 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 limited range of mostly 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.
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 scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	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 by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.
Cognitive and intellectual skills (Conceptual and critical	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements.	Limited attempt at critical thinking, analysis, synthesis and evaluation,	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract	Sound critical thinking, analysis, synthesis and evaluation	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**
thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	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 appropriate and valid judgements.	information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a 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 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 between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context 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	A good and 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 appropriate solutions in complex and unpredictable contexts.	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	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**
			fully appreciating the complexity.		unpredictable contexts. Evidence of some innovation and creativity.	
Transferable skills for life and professional practice (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.)	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 graduate employment.	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). Limited evidence of the skills required in graduate employment.	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 the basic skills required in graduate employment, with some areas of minor weakness.	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 graduate employment, with some areas of strength and some of minor weakness.	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 very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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. Demonstrates excellent graduate employment skills and an appetite for further development.

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.