

Module Handbook

BMBM6015

Strategic Management and Sustainability

Module Co-ordinator Robyn Griffiths

Semester 2 – 2025

Contents

Module Descriptor
Aims
Learning Outcomes
Indicative Content
Study Time
Assessment
Reading List

Assessment Specifications

Study Time Allocation

The study time for the module is divided as follows: Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT
Assessment Component 1

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0
TOTAL	100%

AIM(S)

To provide students with an opportunity to identify, discuss and analyse external and internal economic forces and assess their impact on strategic decision-making processes in organisations across various industries, and enable students to critically investigate modern organisations based on different strategic models including strategy formulation and implementation within the boundaries of sustainable requirements.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:
apply relevant strategic and economic models in order to assess the impact of current economic conditions on its strategies;
analyse the major forces shaping the current business environment and critically assess their impact on the development of corporate and business level strategy;
assess markets in action based on micro-economic and macro-economic foundations, including different market structures and their influence on firm strategy.

INDICATIVE CONTENT

Fundamental micro-economic concepts such as supply and demand, elasticities and cost structures.

Essential macro-economic theory and the discussion of various economic performance indicators.

Different market structures, such as monopoly, oligopoly, perfect competition, monopolistic competition and their impact on strategy development.

The strategy process – the nature of Strategic Management and Sustainability, the strategy process, the strategic context, and the role of the management structure.

Organisational Vision, Mission, aims and objectives.

Diagnosing and analysing strategic capability – using models such as Porter's Five Forces, PESTEL etc, in order to analyse multiple markets, industries and environment.

Internal environmental analysis, resources and capabilities; the resource-based view of the firm – The analysis of the environment and strategy issues in key regions of the world – The situational analysis (the SWOT vs. TOWS matrices).

Basic Strategic Management and Sustainability tools relevant for an internal analysis of organisations, such as Porter's Generic Strategies, Boston Consulting Group Matrix, Value Chain.

Strategy formulation – functional and business level strategies, strategic positioning, competitive advantage, Generic Strategies, The Strategy Clock – Corporate level strategies – growth, direction, Ansoff's Matrix – Limited vs. substantive growth

Strategy Implementation – structures and control systems in an international context and entry routes to foreign markets. Sustainability – the impact of the ecological environment on business strategy.

Reading List

Classification	Reading List entry	Electronic*
Essential	Whittington, R, Regner, P, Angwin D, Johnson, G, Scholes, K, (2019), 12th Edition, United Kingdom, Person Education.	☒
Essential	Morrison, J, (2020) <i>The Global Business Environment</i> . 5th ed. Palgrave	☒
Essential	Sloman, J, Garratt, D, Guest, J & Jones, E. (2019)	☒
Essential	Thompson, J, Scott J, Martin, F (2022) <i>Strategic Management and Sustainability: Awareness and Change</i> , 10th Edition, London: Cengage Learning EMEA	☒
Further	Collinson, S, Narula R, Rugman, A, (2020), <i>International Business</i> , 8th Edition, United Kingdom, Pearson	☒
Further	Griffiths, A and Wall, A (2011) <i>Economics for Business and Management</i> , Pearson	☒
Further	Hamilton, L. and Webster, P. (2019) <i>The International Business Environment</i> , 4th Edition, New York, Oxford University Press	☒
Further	Johnson, G, Scholes, K and Whittington, R (2015) <i>Exploring Corporate Strategy: Text and Cases</i> , London: Prentice Hall	☒
Further	Porter, M. (2004) <i>Competitive Advantage – Creating and Sustaining Superior Performance</i> , London: Harper Collins	☐
Further	Applied Economics	☒
Further	Business Economics, Springer Link	☒
Further	British Economy	☒
Further	Business Week	☒
Further	Cambridge Journal of Economics	☒
Further	Economic Journal	☒
Further	Economic Outlook	☒
Further	Journal of Management Studies	☒
Further	Management Today	☒
Further	McKinsey Quarterly	☒
Further	Oxford Economic Papers	☒

Further	Oxford Review of Economic Policy	☒
Further	Review of Environmental Economics and Policy, Oxford	☒
Further	Socio-Economic Review, Oxford	☒
Further	Strategic Management and Sustainability Journal	☒

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Undergraduate Business		
Module:	Strategic Management and Sustainability		
Module code:	BMBM6015	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Robyn Griffiths	Internal Verifier:	Gareth Hughes
Assignment Title:	1. Strategic Management Evaluation	Word count (or equivalent):	2,000
Submission deadline:	21 st March 2025 at 11.59pm	Return date of provisional marks & written feedback:	18 th April 2025 at 11.59pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Apply relevant strategic and economic models in order to assess the impact of current economic conditions and organisations strategic approach.
- Analyse the major forces shaping the current business environment and critically assess their impacts on the development of corporate and business level strategy.
- Assess markets in action based on micro-economic and macro-economic foundations, including different market structures and their influence on strategy.

Strategic Analysis and Sustainable Strategy Development

You are required to critically analyse the strategic position of an organisation or industry, assess the economic and competitive environment in which it operates, and develop strategic recommendations within the boundaries of sustainability.

Assignment Task: Students are required to write a structured business report covering the following sections

Executive Summary

1. Introduction (300 words)

- Briefly introduce the chosen organisation/industry.
- Explain why it is relevant for strategic analysis.
- Outline the key economic and strategic challenges it faces.

2. External Analysis (600 words)

- Apply PESTEL Analysis to evaluate macroeconomic factors affecting the industry.
- Use Porter's Five Forces to assess the competitive landscape.
- Identify key economic trends influencing business strategy.

3. Internal Analysis (500 words)

- Evaluate the organisation's resources and capabilities using the Resource-Based View (RBV).
- Use Value Chain Analysis to assess operational efficiency.
- Apply SWOT/TOWS analysis to link internal strengths/weaknesses to external opportunities/threats.

4. Strategy Formulation & Competitive Positioning (400 words)

- Discuss the organisation's current strategic positioning using Porter's Generic Strategies or the Strategy Clock.

- Explore potential growth strategies using Ansoff's Matrix.
- If applicable, assess past or potential Mergers & Acquisitions (M&A).

5. Sustainability & Strategic Recommendations (400 words)

- Evaluate the company's sustainability initiatives and their strategic implications.
- Provide recommendations on how the firm can improve its strategic positioning while aligning with environmental and social sustainability.
- Consider internationalisation strategies, ethical considerations, and long-term sustainability trends.

6. Conclusion (200 words)

- Summarise key findings.
- Reflect on the importance of strategic management in a sustainable business environment.

You should choose an organisation or industry you are passionate about or have a connection with. However, if you do not have a specific preference, you are encouraged to look at selecting from the following suggested industries/companies:

1. Renewable Energy & Sustainability

Companies: Ørsted (Denmark), Tesla Energy (USA), Vestas (Denmark), Iberdrola (Spain)

Why? The shift toward clean energy solutions, decarbonisation, and government incentives for renewables make this a highly strategic industry.

Key Strategic Themes: Market forces driving clean energy, supply chain challenges, competitive positioning, and sustainability in corporate strategy.

2. Automotive & Mobility Innovations

Companies: Tesla (USA), Volkswagen (Germany), Rivian (USA), Toyota (Japan), Hyundai (South Korea)

Why? The automotive industry is undergoing transformation with EV adoption, autonomous vehicles, and new business models like mobility-as-a-service (MaaS).

Key Strategic Themes: Competitive forces in EV vs. traditional automakers, supply chain risks (e.g., semiconductor shortages), regulatory impacts, and long-term sustainability strategies.

3. Fast-Moving Consumer Goods (FMCG) & Sustainable Packaging

Companies: Unilever (UK/Netherlands), Nestlé (Switzerland), Procter & Gamble (USA), Danone (France)

Why? Sustainability in FMCG has become a strategic necessity, with companies facing consumer-driven demand for eco-friendly products, ethical sourcing, and waste reduction.

Key Strategic Themes: Competitive pressures, supply chain sustainability, regulatory trends, and innovation in sustainable packaging.

4. Technology & AI Innovation

Companies: Microsoft (USA), Google (USA), NVIDIA (USA), SAP (Germany), Intel (USA)

Why? AI and tech innovation are reshaping industries, from cloud computing to automation, AI ethics, and digital transformation strategies.

Key Strategic Themes: Market disruptions, AI-driven business models, ethical considerations, sustainability in cloud computing, and global regulatory frameworks.

5. Pharmaceuticals & Global Healthcare Strategy

Companies: Pfizer (USA), Moderna (USA), AstraZeneca (UK/Sweden), Roche (Switzerland), Johnson & Johnson (USA)

Why? The pharmaceutical sector has been under strategic scrutiny due to global health crises, vaccine development, regulatory approvals, and R&D sustainability.

Key Strategic Themes: Innovation strategies, global market access, sustainability in drug manufacturing, and competitive positioning through M&A.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: *ou should demonstrate extensive reading (20-25 references) from diverse sources, including textbooks, academic journals, and reputable industry reports. Given the focus on strategy and sustainability, incorporating real-world business reports, market analysis, and sustainability frameworks is encouraged. Ensure sources are credible and up-to-date, with proper in-text citations and a reference list in an appropriate academic format.*

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *Select and apply relevant strategic and economic models. Your focus should be on application and analysis, rather than simply explaining the models. Demonstrate an understanding of how these models shape business strategy and sustainability within your chosen organisation or industry.*

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking,

evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Your analysis should go beyond description—critically assess why and how specific strategies are chosen, evaluating their impact, advantages, and limitations, using models that ensure both comparative and contrasting narratives are established. Use real-world data to support arguments, explore alternative strategic directions, and propose 3-4 practical recommendations for sustainable competitive advantage.*

4. Practical Skills

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

Guidance specific to this assessment: *Apply the chosen models to real-world organisational strategy, using case-specific data and examples. Consider the limitations of these models in today's business environment and sustainability challenges. Where possible, benchmark the selected organisation against industry trends and competitors.*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *Your report should follow a structured, professional format, including an executive summary, introduction, findings, conclusions, and recommendations. Use formal, concise, and academic writing. All figures, charts, and data must be clearly referenced and incorporated within the text, ensuring readability and clarity.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	25	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	15	
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 (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. 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.	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 (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	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.	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.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			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 fully appreciating the complexity.	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 unpredictable contexts. Evidence of some innovation and creativity.	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.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.)	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.	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.	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.	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.	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.	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.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.