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

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**MSc Public Health and Social Care in Practice**		
Module:	**Practice-Based Research**		
Module code:	**LCHS7008**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Dr Junaid Shaikh**	**Internal Verifier:**	**Dr Hamdi Hussain**
Assignment Title:	**Component 1** **Poster Presentation**	**Word count (or equivalent):**	**10-minute poster presentation**
Submission deadline:	Submit Poster slides to Turnitin: **11th of October 2026 14:00 (2PM)** In-Class Individual Poster Presentation w/c: **12th of October (Week 6)**	**Return date of provisional marks & written feedback:**	**9th of November 2026**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:.** 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		

<table>
<tr><td></td><td>if offered by an Examining Board or if there is an approved extenuating circumstances claim.</td></tr>
<tr><td>Academic honesty / referencing:</td><td>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.</td></tr>
<tr><td>Work over the word limit:</td><td>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.<table><tr><th>Amount Over Limit</th><th>Penalty Applied</th></tr><tr><td>Up to 10% over</td><td>No penalty</td></tr><tr><td>10%–25% over</td><td>5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)</td></tr><tr><td>26%–50% over</td><td>10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)</td></tr><tr><td>Over 50%</td><td>Mark capped at the pass mark</td></tr></table>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.</td></tr>
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Module Learning Outcomes (from module syllabus)
• Upon the successful completion of this module, the student should be able to: • Engage in practice-based research in public health and social care settings and identify areas for improvement in terms of physical and/or mental health of the target group or community of interest. • Develop critical reflection skills, including skills of critical analysis, appraisal, and evaluation of research findings and provide relevant recommendations for health and social care professionals, policymakers, services, practice, and/or the wider population.

- Critically analyse the data collection and findings from quantitative, qualitative or mixed methods research.
- Develop knowledge and understanding of professional integrity and ethics in research and potential risks for participants and how to prevent them.

Assessment Grid

Type of assessment	Module Learning Outcome(s)	Presentation Time	Pass mark	Weighting
Poster Presentation	LO1, LO3, LO4	10 minutes	50	50%

TASK DESCRIPTION

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 and data analysis.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including	Yes ☐

	creating a draft argument structure, identifying parts and headings, etc.	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.	☐

Task – Poster Presentation - 50% of module mark (10 minutes)

Your task is to individually develop and present a poster that captures the critical elements of your research proposal and will give evidence of the topic area you will research for your dissertation in Term 3.

Topic:

- You will need to identify your topic centred within Public Health and Social Care in Practice.
- You will need to discuss your identified topic first with your lecturer to have it approved.

The poster design should include the following:

1. **Title of the proposed research**
   - This must be a focused sentence highlighting the main idea of your research.
   - For example, it must include your target population, HSC practice, location.

2. **Student details**
   - Below your title write your Student name, Student e-mail address, Name of supervisor, and programme details.

3. **Prevalence**

- Describe the prevalence of the problem(s) identified in this area of health and/or social care.
- Use statistical information to describe the number of individuals that are affected by this problem.
- Make sure to draw from relevant sources such as national governments, international non-governmental organisations, relevant charity organisations, and health and social care organisations.

4. **Rationale of your research**

- Describe your reason for conducting this research.
- Highlight the importance, urgency or need for conducting this research.
- Make sure the originality of your research is highlighted.

5. **Research question, aims and objectives**

- Formulate a clear research question (clear, focused and specific).
- Formulate a clear aim of the research (the purpose for conducting this research).
- Formulate 3 objectives (a breakdown of your aim).

6. **Research impact**
   - Describe the ways in which your research will benefit your target population, public health and/or social care services/programmes, policies, HSC professionals, etc.

7. **References**

- You will use Harvard referencing in text to support your discussions.
- In your poster you will present a section listing all references that are used in text.

Make sure your poster is engaging (by including relevant images, charts, colors, etc), effective, and will make an impact by using, for example, relevant diagrams, images, colours, font size, clear headings and subheadings.

The Poster Presentation

- You are expected to present your poster in class which will be displayed on the interactive whiteboard.
- You must explain and present each section of your poster to your audience.
- As the presenter also engage with your audience by asking them questions while presenting the content of your poster.

Week 2 – 6

While developing the content for your poster you will need to consider the feedback from your supervisor**.** You will create this poster and present it in **week 6.**

General Submission Guidance

1. Your poster must include a title heading that clearly states your research title, your names, your student number, program and your supervisor's name.
2. For your poster consider a word count between 300 – 600 words.
3. For printing use ***A3 poster size*** (297x420mm) and you can use either Portrait or Landscape orientation.
4. All your submissions should be typed in a font size and style appropriate for a poster presentation.
5. The academic poster must include a ***reference list*** and in text citations should be used in your poster using Harvard referencing.
6. Ensure to make your poster ***engaging*** to impact on your audience by using clear text, bullet points, graphics, colour, clear headings and subheadings and font size.
7. When having used an AI tool for this assignment for the purpose as indicated in the above AI grid, you must acknowledge this and use the universities AI guidance instructions available on the module Moodle page, under **the AI guidance for students tile**.
8. Presentations assessments are expected to be delivered in front of the whole class. If a student has specific compensatory measures in place, please discuss this with the lecturer so that appropriate arrangements can be made in advance.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these

sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- *Students must find references and utilise credible and reliable sources of information including books, journals and appropriate websites which should be contemporary.*
- *Students must cite literature.*
- *A minimum of 15 references is required.*
- *Please use Harvard Referencing in text and ensure that a separate reference list is included in your poster. All citations must be mentioned and referred to.*

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:

- *Students must demonstrate an understanding of the research topic.*
- *A secure understanding should be demonstrated by means of consistent reference to relevant published information sources.*
- *You should elaborate upon the ideas and concepts identified within the literature you have read.*
- *With the inclusion of various sources, you should aim to construct your academic poster by writing using your own words and avoid the direct quotation of that of others demonstrating your own understanding of such ideas and clarifying and contextualising the information.*

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:

- *Engage in sound critical thinking and develop logical judgement and argument.*
- *From the literature you have amassed, you should aim to define a perspective for your argument(s) and from this draw sensible academic conclusions.*
- *You should aim to include both supporting and contrasting statements to elucidate a complete picture.*
- *You will ideally draw conclusions from the concepts covered within your work and consequently provide implications in research.*

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:

- *The poster must include all aspects that are outlined in the assignment brief.*
- *All points must be made relevant to the developed poster and the presentation regarding the selected research topic.*
- *You will demonstrate your understanding of research practices in addition to that of your ability to present and reference included information.*
- *Show your ability to identify and analyse problems/issues and propose possible solutions.*
- *Demonstrate knowledge of the application of concepts and theories into practice of relevance to the selected research topic.*
- *Support your discussions by the use of statistics/data, real life examples and highlighting best practice.*
- *Use A3 poster size (297x420mm) for printing and create either a Portrait or Landscape poster.*

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:

- *Ensure that your academic poster is clear, informative and well structured*
- *Your poster should be written in a fluent and logical manner and be presented at an academic level appropriate for level 7.*
- *Use key sentences constructed appropriately and supported by bullet points and ensure you use academic language throughout.*
- *Proofread your work to avoid spelling and grammatical errors.*
- *Follow the guidance given in the assignment brief and guidelines.*
- *Deliver your poster presentation in a professional manner displaying good pitch and pace and demonstrating an understanding of the selected research topic.*

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		
Students must provide 15 references throughout the poster. Students must cite literature in text, supporting the points that they make and referencing any images or diagrams used. Your sources should include books, journals and appropriate websites. You need to use Harvard Referencing in text and ensure that there is a reference list included within your poster.	20	
2. Knowledge and Understanding Skills		
Make sure to demonstrate an understanding of the research topic. Students must demonstrate a secure understanding of relevant published information sources. Make sure to elaborate upon the ideas and concepts identified within the literature you have read. Using various sources, you should aim to construct your academic poster by writing using your own words. Avoid the direct quotation of that of others demonstrating your own understanding of such ideas and clarifying and contextualising the information.	20	
3. Cognitive and Intellectual Skills		
Engage in sound critical thinking and develop logical judgement and argument. From the literature you have amassed, you should aim to define a perspective for your argument(s) and from this draw sensible academic conclusions. You will ideally draw conclusions from the concepts covered within your work and consequently provide implications in research.	20	
4. Practical Application Skills		
Clearly identify and explore the context of this assignment. Make sure the poster includes all aspects that are outlined in the assignment brief. Make sure to demonstrate your understanding of research practices and show your ability to identify and analyse problems/issues and propose possible solutions. Make sure to demonstrate your knowledge of the application of concepts and theories into practice and support your discussions by the use of statistics/data, real life examples and highlighting best practice. Make sure to demonstrate your understanding of the importance of the need for change and recommendations for improvement.	20	
5. Transferable Skills for Life and Professional Practice		
Ensure that your academic poster is clear, informative and well structured. Use A3 size for printing. Your poster should be written in a fluent and logical manner and be presented at an academic level appropriate for level 7. Use key sentences constructed appropriately supported by bullet points. Deliver your poster presentation in a professional manner displaying good pitch and pace.	20	

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	Major gaps in knowledge and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

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%**
understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound	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	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	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	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and

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judgements in the absence of complete data.)	judgements. Unsubstantiated generalisations, made without use of credible evidence.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	but not systematically or 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.	Can deal with complex issues 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.	creativity. Ability to make sound judgements based on data (that may be incomplete)	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	creative 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	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.	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.	making 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.	Can identify problems and 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.

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