



Academic Discipline of Business

BA (Hons) Developing Leadership and Management

Module Handbook Spring Term 2026

BMSW5013

LEVEL 5

Creativity and innovation

Module Lead: Chris Wilkin

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Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught to Level 5 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 tutor.

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.

AIM(S)

- To develop the concepts and practice of creativity and value creation to aid innovative organisational operations.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of organisation logistics, innovation and creativity to develop value creation within an operations context; Critically analyse the strategic position of organisations'
- Apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation to an identified operational problem;
- Write a report which investigates an identified problem within the operations of an organisation and offers innovative and creative solutions which add value.

Indicative content

- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra- and inter-organisational level.
- The process of innovation management and creative thinking.
- The role of creativity within the innovation process, including emergent and prospective models of innovation
- Innovation in individuals and groups including the factors that drive individual, group/team innovation, innovation implementation and creativity, and models of team innovation.
- The determinants of organisational innovation and organisational design
- The concepts and processes of closed v. open innovation.
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications
- The process of innovative organisation logistics to add value to operations.
- The impact of increasing costs and complexity of Research and Development. Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment	4000 words or equivalent	100%

Spring Term 2026 – Teaching Schedule

Week	Time	Topic
1 W/C Monday 12 th January 2025	9AM-1PM Swansea – IQ002 Cardiff – UW Registry	Introduction to Module and Assessment
2 W/C Monday 19 th January 2025	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	What is Creativity and Innovation?
3 W/C Monday 26 th January 2025	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Developing Creativity & innovation
4 W/C Monday 2 nd February 2025	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	The Importance of critical thinking and self development in C&I
5 W/C Monday 9 th February 2025	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Clarity, Reasons and Person's, Biases and Sources (Assessment case study release)
6 W/C Monday 16 th February 2025	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Debate and Critical Inquiry/ Possible BBC/AU Trip
7 W/C Monday 23 rd February 2025	Reading Week – No Taught session	Reading Week – No Taught session
8 W/C Monday 2 nd March 2025	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Frameworks, Models and the Business Case/Possible BBC/AU Trip
9 W/C Monday 9 th March	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Applied and AI enhanced C&I
10 W/C Monday 16 th March	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Organisational Growth through C&I

11 W/C Monday 23rd March	9AM-1PM Swansea – IQ002 Cardiff - UW Registry	Assessment feedback/drop in. <u>This will be the only opportunity to have your assessment read and receive feedback</u> (Emailed assessments will not be read and will not receive feedback!)
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INDICATIVE READING LIST

Module Code	BMSW6011	
Module Title	Developing Strategic Capability	
Classification	Reading List Entry	Electronic*
Essential	Tidd, J. (2018) Managing Innovation: integrating technological, market and organizational change. 6 th edn. Hoboken: Wiley	☒
Essential	Manners-Bell, J. and Lyon, K. (2022) Logistics and Supply Chain Innovation: A practical guide to disruptive technologies and new business models. 2nd edn. London: Kogan Page	☒
Further	Turner, E. (2020) Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people. Chichester: Wiley	☒
Further	Trott, P. (2016) Innovative management and new product development. 6 th edn. Harlow: Pearson	☒
Further	Chesbrough (2014) New Frontiers in Open Innovation. Oxford: Oxford University Press.	☒
Further	Foss, N. J. (2015) Business Model Innovation: the organisation dimension, 1st edn. Oxford: Oxford University Press.	☒
Further		☐
Further	The Academy of Management Journal The Academy of Management Review The Journal of Business Journal of Organizational Behaviour Strategic Management Journal Harvard Business Review British Economy Business Week Journal of Management Studies Management Today McKinsey Quarterly	☒
Database	MarketLine Advantage	☒
Videos	Competitive strategy HSTalks (uwtsd.ac.uk) FedEx: aligning operations strategy to the company's mission HSTalks (uwtsd.ac.uk) Corporate judo strategy HSTalks (uwtsd.ac.uk) iPhone: strategy-as-practice and micro-foundations HSTalks (uwtsd.ac.uk) Scenarios and strategy HSTalks (uwtsd.ac.uk) Harley Davidson: creating experience from strategy HSTalks (uwtsd.ac.uk) Blue ocean strategy HSTalks (uwtsd.ac.uk) Huawei in North America: international corporate strategies under political pressures HSTalks (uwtsd.ac.uk)	☒

LEVEL 5 ASSESSMENT SPECIFICATION

Programme:	BA (Hons) Developing Leadership and Management		
Module:	Creativity and Innovation		
Module code:	BMSW5031_Swan BMSW5031_Card	<i>Contribution to Overall Module Assessment (%)</i>	100%
Lecturer:	Chris Wilkin	Internal Verifier:	Scott James
Assignment Title:	Critically detailing and discussing an innovative/creative solution to an operational problem	Word count (or equivalent):	4000 (+/-10%)
Submission deadline:	Tuesday 31st March 23.59 2026	Return date of provisional marks & written feedback:	Monday 19th May 23.59 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 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes

(from module syllabus)

- 1. Demonstrate knowledge and understanding of organisation logistics, innovation and creativity to develop value creation within an operations context.
- 2. Apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation to an identified operational problem.
- 3. Conduct an investigation of an identified problem within the operations of an organisation and offers innovative and creative solutions which add value.

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

Assessment Type: Individual Report

Word Count: 4000 words (+/- 10%)

Part 1

This assignment requires you to analyse a fictitious organisation's case (the organisations brief will be provided to you in February).

You will provide an innovative/Creative solution to the to the case study that adds value and helps achieve the organisation's goals.

The report needs to include the following:

1. An introduction to your organisation and the issue.
2. A critical analysis of creativity and innovation and the issues when applied to the capitalist methodology of business growth.
3. A detailed explanation of your innovation with links to the '4 P's of innovation' your idea falls into and why.
4. The creativity process and or the context/situation in which you arrived at your concept/idea
5. A critical evaluation of your idea's viability, using Lewin's Force Field analysis, as a tool, If your idea does not fit the viability from a capitalist methodology justify your idea from a value creation perspective or a reframing of the business concept.
6. A critical discussion of the extent to which your organisation's climate would and would not be supportive of innovation.

You should include relevant models and theories in your report and explain how you have applied them in the above context. You should also make regular reference to specific detail regarding your organisation.

Part 2

Once Part 1 is complete you will apply an AI LLM to your solution to help you develop your innovation or creative approach/ concept.

You will write a 1500 word supplement to the report detailing your use of AI to develop your original creative innovation, you will critically appraise the AI's recommendations and changes to your creative innovation and document your issues and successes when applying AI to the issue.

Screen shots of all of the AI responses and recommendations along with a list of prompts you have asked the AI will need to be included in an appendix of the work.

Your work should include sufficient critical analysis and be robustly underpinned by credible sources, including peer reviewed articles. The report should be structured appropriately and include an appropriate title, executive summary, your main findings, conclusion, a reference list and appendix, using Harvard Referencing. You may choose to write parts of your assignment in the first person (for example, when describing your interactions with AI in Part 2).

Presentation and Academic Requirements

A front cover page containing:

- Student name and student number
- Module title and module code
- Lecturer's name
- AI Acknowledgement
- Clear report formatting with headings and sub-headings

You must include in-text citations, along with a full Reference List of a minimum 40 references that conform 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 /10

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: *Your work should be robustly underpinned with at least 40 credible sources, including books and peer reviewed articles. a full appendix should be included with Screen shots of all of the AI responses and recommendations along with a list of prompts you have asked the AI.*

2. Knowledge and Understanding Skills /20

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 difference between creativity and innovation, plus key models and theories. You should also demonstrate knowledge and understanding of your own personal approaches to C&I including biases and knowledge limitations.*

3. Cognitive and Intellectual Skills /25

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 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/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: *Your work should contain clear and logical arguments which are underpinned by credible sources. Your conclusion should be comprehensive. Your work should cover all the tasks set in the assignment. You should critically analyse the models and theories and approaches you refer to, stating their advantages and disadvantages and comparing/contrasting them.*

4. Practical Skills /25

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: You should include relevant models and theories in your report and explain how you have applied them to your context. You should also include organisational examples when explaining key models and concepts. Your idea should be practical and realistic to implement, as demonstrated by your analysis of the barriers and risks.

5. Transferable Skills for Life and Professional Practice /20

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.

Guidance specific to this assessment: *The report should be structured appropriately and include an appropriate title, executive summary, your main findings, conclusion and a reference list, using Harvard Referencing. It should be free from spelling and grammatical errors. It should also be evident that examples relate to your personal experiences and skills.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	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)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Student Self Evaluation Form

Student name:		Student number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	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 understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

Level 5	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%
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement ; the limits of their knowledge , and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. 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 evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / misinterpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness of the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and

Level 5	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%
						wider concepts.	how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical

Level 5	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%
problems arising from analysis.)	the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	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 outside the context in which they were first studied.	the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent,

Level 5	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%
audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	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 for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weaknesses.	organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weaknesses.	fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.