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

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Master of Business Administration**		
Module:	**Dissertation**		
Module code:	**LCMB7035**	**Contribution to overall module assessment (%):**	**100%**
Lecturer:	**Hoang Nguyen** **Masud Ibrahim**	**Internal verifier:**	**Dr Suresh George** **Dr Nathan Subramanian**
Assignment title:	**Dissertation**	**Word count (or equivalent):**	**15,000 (±10%)**
Submission deadline:	**Ethics form and Dissertation proposal:** **Week 6 – 20th March 2026 by 2PM** **Dissertation final submission:** **8th June 2026 by 2PM**	**Return date of provisional marks & written feedback:**	**17th July 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 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 Outcome (from module syllabus)

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

- Prepare a research/independent study proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities;
- Plan, manage and execute an in-depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design and appropriate methodology selection to the formulation of a research question including, where appropriate, formal hypotheses that can be tested, and the selection of appropriate research methods for answering these questions;
- Demonstrate the ability to conduct research under supervision in a business and management context including the ability to critically review published literature, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics;
- Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research-based inquiry in future employment settings.

TASK DESCRIPTION

The aim for the module is to produce a substantial, original and independent piece of scholarly work on your chosen dissertation topic.

MBA Research Projects (Part 2)

All MBA research projects in part 2 are undertaken over a period of 16 weeks. During this period, students are required to attend campus to participate in their scheduled research workshops and supervision meetings.

Research Workshops

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

Supervision meetings

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

Each student will have 8 x 1-hour individual face–to–face, once every two weeks, supervisory meeting on campus with their supervisor and receive feedback.

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

Dissertation Proposal

All students are expected to submit a dissertation proposal. The proposal demonstrates the relevance and feasibility of the research project. The dissertation proposal must align closely with the details provided in the ethics form to ensure consistency and coherence. The proposal should be between 2000 to 2,500 words. The proposal will not be marked and does not carry any formal weight toward the final grade of your dissertation, but it is a critical element in shaping a well-developed research proposal, ensuring ethical compliance. Your supervisor and program manager have to approve your proposal and topic before you proceed with your project.

Application for Ethical Approval

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

Primary data

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

Secondary data

For those choosing to collect secondary data, the ethical approval must be obtained from both the supervisor, programme manager and the University Ethics Committee. As with primary data, all relevant project documentation must be stored on the student's university-provided OneDrive and access is expected to be granted to the supervisor, programme manager and if requested, the university's quality office team and external examiner for moderation purposes.

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

USE OF GENERATIVE AI IN ASSESSMENT

RESEARCH	For this assessment, you can use Generative AI to support you in research, 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.	☐

***Please review the AI in assessment at the link below and follow the requirements.**
https://moodle.uwtsd.ac.uk/mod/page/view.php?id=589446

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:

- ❑ High-quality references, relevant to the topic is expected at this level.
- ❑ All in-text citations must be included in the reference list.
- ❑ Clear evidence of reading throughout the work.
- ❑ Tables, charts, diagrams, graphs and images should be properly cited.
- ❑ The references should be properly cited in text and listed according to the UWTSD Harvard Referencing Style (Cite them right).

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. Knowledge relates to the facts, information and skills you have acquired through your learning. You demonstrate your understanding by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

- ❑ Clear evidence of overall understanding and knowledge of the key academic concepts/theories related to the topic.
- ❑ Research questions/hypotheses are clearly explained by the relevant academic literature.
- ❑ The methodology used for the research is clearly explained and defined with the relevant academic literature.

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:

- ❑ The importance and urgency of the research is well justified. – the introduction chapter.
- ❑ The research questions/hypotheses are properly justified. – the introduction chapter.
- ❑ Evidence of a clear identification of literature gap(s) within the research topic. – the introduction chapter.
- ❑ Clear demonstration of the ability to compare, contrast and synthesize the relevant academic literature. – the LR chapter.
- ❑ The selected methodology should be clearly justified (e.g., quantitative research, semi-structured interviews, inductive analysis). – the methodology chapter.
- ❑ Clear demonstration that any primary or secondary data have been thoroughly analysed and reflected to address the research questions/hypotheses.
- ❑ The data analysis is undertaken in a critical manner and interpretation is logically made on the basis of the theoretical framework that underpins the study.

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:

- ❑ A clear implementation of the selected methodology.
- ❑ Students that select systematic literature review (SLR) as method of analysis are expected to source a reasonable number of levant academic journal articles for use as data. In addition, a literature summary table indicating detailed analysis of the sources (e.g. author, purpose of the study, country/region, type of research paper – theoretical/empirical, themes and any relevant aspect of data) must be included in the findings chapter.
- ❑ For primary data, students are expected to collect a minimum of 50 valid responses for quantitative research and 12 valid responses for qualitative research. However, the number of responses may differ depending on the nature of data sourcing (e.g. cluster sampling that may require a fair representation from each cluster).
- ❑ Effective use of relevant techniques.
- ❑ Findings are well discussed, and linked to the academic literature and conclusions are drawn from such findings in a logical manner.
- ❑ The research questions / hypotheses are clearly addressed. The objectives and aims are achieved. The literature gaps are addressed.
- ❑ The contribution, limitation, recommendation, and future research are properly presented.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment:

- ❑ Submit your work in the form of a single Microsoft Word file.
- ❑ Structure the work appropriately.
- ❑ Write the work academically, i.e., it should be clear, accurate, concise, objective, formal, and consistent.
- ❑ Use proper spelling and grammar.
- ❑ Present the work professionally, including but not limited to the paragraphs, headings, alignments, line spacing, fonts, tables, illustrations, and images.
- ❑ Apply Arial font style, size 12, 1.5 line spacing, and page numbering.
- ❑ The title page should include the University's logo, the programme name, the name and code of the module, the name and title of the assessment item (e.g., Assessment: Individual report – your selected company), the supervisor's name, the name and ID of the student, the word count, and the submission date.
- ❑ Illustrations: Incorporate tables, charts, and graphs created using Microsoft Excel (as applicable)
- ❑ Table of Contents & List of Figures/Tables: Include a dedicated page for the table of contents and a separate page for the list of figures (and/or list of tables). The table and the list should be automatically generated by MS Word.
- ❑ Name and mention the tables, charts, diagrams, graphs and images appropriately.
- ❑ Follow the word count requirement. The title page, table of contents, reference list, and any appendices will not be included in the final word count of your report.
- ❑ If the word count is outside of the required range, please refer to the Word count section below.
- ❑ The evidence of this criterion should be found across all the different sections of your work.
- ❑ Please ensure that the Personal Information Removal setting is switched off in your Word document before submission.

Word count (Source: Chapter 7 of the Academic Quality Handbook)

7.7 Work over the word limit

(i) Different assessments have varying word lengths specified for them; it is important that the student keeps to the word length specified for each assessment at all times on the following grounds:

• To encourage succinct and clear writing by students.

• To ensure equity between all the students doing that particular assessment.

(ii) If the specified word limit for an assessment has been exceeded, the following penalties would normally apply. The penalty cannot take the work into the fail category.

• Up to 10% above the word limit – No deduction off final mark

• Between 10% and 25% above the word limit – Deduction of 5 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty. For example, for an undergraduate student achieving a final mark of 44%, the mark would be reduced to the capped mark of 40%; whereas for an undergraduate student achieving a final mark of 49%, the mark would be reduced to 44%. For a postgraduate student achieving a final mark of 54%, the mark would be reduced to the capped mark of 50%; whereas for a postgraduate student achieving a final mark of 67%, the mark would be reduced to 62%.

• Between 25% and 50% above the word limit – Deduction of 10 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty. For example, for an undergraduate student achieving a final mark of 47%, the mark would be reduced to the capped mark of 40%; whereas for an undergraduate student achieving a final mark of 55%, the mark would be reduced to 45%. For a taught postgraduate student achieving a final mark of 59%, the mark would be reduced to the capped mark of 50%; whereas for a postgraduate student achieving a final mark of 64%, the mark would be reduced to 54%.

• 50% or more over length – Maximum mark of capped mark

(iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

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	15	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	15	

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

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%**
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 making	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or

Level 7 Category	FAIL 0-29%	FAIL 30-44%	MARGINAL FAIL 45-49%	SATISFACTORY (Pass) 50-59%	GOOD to VERY GOOD (Merit) 60-69%	EXCELLENT (Distinction) 70-84%	EXCEPTIONAL (Distinction) 85-100%
	unpredictable contexts.	appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	Evidence of originality and creativity.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary

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

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH