



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

Neuro Minds Ltd and Wales Academy for Professional Practice and Applied Research

Module Title: Independent Study Module

Module Code: BMPF7013

Level 7

30 credits

CONTENTS PAGE

	Page No
WELCOME.....	3
FEEDBACK.....	3
MODULE TUTORS AND COORDINATORS	3
FURTHER PROGRAMME INFORMATION	4
MODE OF DELIVERY	4
STUDY SKILLS.....	4
PRESENTATION OF WORK	5
ASSESSMENT DEADLINE DATES	5
THE MODULE DESCRIPTOR and READING LIST	6-7
ASSESSMENT GUIDANCE	8-12
FEEDBACK SHEET	13-14
MARKING CRITERIA	15-20

WELCOME

We are delighted to welcome you to studying this module with Neuro Minds Ltd and the Wales Academy of Professional Practice and Applied Research (WAPPAR).

The modules and programmes we offer are at the forefront of practice in professional learning and provide a rich framework of development for you as an advanced practitioner in your field. Our team are uniquely placed to support you as their expertise in academic practice is complemented by their extensive professional experience in the private, public and third sectors. Together you will be able to explore and extend practice in your field whilst attaining a credential of real value to yourself and your organisation.

This handbook provides you with information such as:

- module descriptor
- marking criteria
- assessment and guidance
- feedback sheet
- study skills
- presentation of work
- deadlines

Neuro Minds Ltd and the Wales Academy of Professional Practice and Applied Research (WAPPAR) have made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advanced warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

The focus of our Professional Practice qualifications is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality. University of Wales Trinity Saint David acknowledges the importance of student-focused courses, and has designed the Professional Practice portfolio of qualifications to maximise learning opportunities for all.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

MODULE TUTORS AND COORDINATORS

This handbook covers the **Independent Study Modules**: i.e. Modules 1, 2 and 3.

The name and contact details of the tutors are also listed below.

Module	Module Coordinator /Tutor	E-mail
BMPF7013 Fundamental theoretical framework of Neuro Coaching		

BMPF7013 Professional Coaching Skills		
BMPF7013 Mastering Cognitive Coaching		
BMPF7013 Higher Professional Coaching Skills		

Programme director: Dr Sally Vanson dr.sallyvanson@gmail.com

FURTHER PROGRAMME INFORMATION

Please read the Professional Practice Framework (PPF) Programme of Study of Handbook which can be found on Moodle.

Information on the following can be found in the above handbook:

- programmes of study and programme directors
- pastoral support
- external examiners
- the academic year
- modular terminology
- assessment
- extenuating circumstances
- additional needs in terms of assessment
- academic appeals
- assessment regulations
- responsibilities of students in relation to the assessment process
- virtual learning environment (VLE)
- programmes of study
- award in professional practice
- WAPPAR attendance policy
- unfair practice and plagiarism
- library and learning resources
- student services
- study skills
- complaints

If you have any concerns with your studies, in the first instance please contact your Course Tutor. Only contact the Programme Director if your issue cannot be resolved.

MODE OF DELIVERY

Taught sessions, blended learning via Moodle virtual learning environment, four hours of one-to-one supervision tutorials.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

Distance learning students are able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

LEARNER ZONE

Also, we have also included an area on Moodle for all of our learners called the '**Learner Zone**', this can be found in the same section as 'My Courses'. You will find items such as:

- What to expect as a learner
- Returning to learning
- References, resources and the UWTSd Library
- Plagiarism and referencing
- Study Skills and support
- Well-being and much more

PRESENTATION OF WORK

Structure

Your assignment must be well structured. Please see 'Assessment' section for further guidance.

Word count policy

Learners must adhere to the word count specified for the assignment within a margin of -/+10% of the total word count.

Font

Please use the Arial font. Text must be no smaller than font 11.

Spacing

A minimum of 1.5 spacing must be used.

Page numbering

All pages of written work must be numbered

ASSESSMENT DEADLINE DATES

Neuro Minds Ltd and the University of Wales Trinity Saint David have strict deadline dates that must be adhered to. **Please check with your tutor what your deadline is.**

The University's procedures for determining compensatory measures for students with a long-term impairment and the University's procedures for handling claims where extenuating circumstances have adversely affected a student's performance is available on the University's website at: <http://www.uwtsd.ac.uk/academic-office/>

You will be required to submit your work via Turnitin on Moodle. Your tutors will provide further information about this.

Module Descriptor and Reading List

Module Code	BMPF7013
Title	Independent Study Module (Extended) – One each from: Fundamental theoretical framework of Neuro Coaching. Professional Coaching Skills, Mastering Cognitive Coaching, Higher Professional Coaching Skills.
Date	16/6/2020
Level	7
Credits	30

AIM(S)

- To enable the student to independently study the current knowledge in a complex subject that has particular relevance to their workplace practice and their personal development. **You will repeat this module twice for PG Cert and 3 times if doing the PC Diploma using the same format but module specific content. We are looking for progression i.e. your writing and research should improve as you progress.**

LEARNING OUTCOMES

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

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

INDICATIVE CONTENT

- Establishing a rationale for a particular area of study based on its relevance to the workplace and the learner's developmental needs.
- Identifying expected learning outcomes, assessment criteria and assessment methodologies.
- Planning and implementing a study programme.
- Learning support.
- Research methods, analytical skills and critical evaluation.
- Ethical considerations.
- The application of learning.
- Critical reflection.

Study Time Allocation

Teaching sessions will introduce the learners to the relevant concepts, principles and practices of supported self-study. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning and independent learning	240	80%
Placement/ practice learning	60	20%

TOTAL	300	100%
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ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Summary

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

READING LIST

Module Code	BMPF7013	
Module Title	Independent Study Module (Extended)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university 4th ed.</i> London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

LEVEL 7 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	MA in Professional Practice (Neuro Coaching)		
Module:			
Module code:	BMPF7013 One from: Fundamental theoretical framework of Neuro Coaching. Professional Coaching Skills, Mastering Cognitional Coaching, Higher Professional Coaching Skills.	Contribution to Overall Module Assessment (%):	
Lecturer:		Internal Verifier:	
Assignment Title:		Word count (or equivalent):	Assessment 1: portfolio (4 elements) Assessment 2: 4,500 words equivalent
Submission deadline:		Return date of provisional marks & written feedback:	
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: recordings and transcripts of practical sessions to be submitted to tutor Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
- create and implement a study into a specific and complex area of the individual's own practice; - research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;			

- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

TASK DESCRIPTION

This module has two assessment components (tasks). The assessment tasks are based on coursework (100%)

Note: Tasks will be marked separately

1. A portfolio including the following elements:

- An introductory section which provides a rationale for the selected area of study, evidencing its occupational context and its relevance to the learner's developmental needs
- A planned programme of study which:
 - specifies learning and development aims and expected learning outcomes
 - specifies assessment criteria and assessment methodology to be used to measure the extent to which learning outcomes are achieved
 - identifies activities to be undertaken with methods and resources to be used
 - sets timescales and review dates agreed with the personal tutor
- A transcript in English and a recording of a practical session with a client
- A critical reflection on the whole learning experience.

2. Written Assignment (4,500 words)

A written assignment, based on research, critical analysis of relevant theories, methodologies and/or best practice, which critically evaluates the actual or potential impact of applied learning on professional practice and performance, and the achievement of organisational objectives.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria detailed as given in pages 15-20 following.

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.

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.

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.

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.

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 the FIRST assessment task:

- There are four elements to the portfolio. The first is a detailed rationale for your choice of study topic. You will need to justify your subject choice and explain its relevance to your workplace and to your own development. (It would be useful to begin with a brief introduction to give context – i.e. your organisation and your job-role)
- The second element is all about the planned programme of study. To ensure you include all of the relevant aspects of this, you should follow the sub-headings as given in the task description (include any planned taught sessions). You could use an action plan format as a summary – however, it is unlikely that this would contain sufficient detail so you will need to include detailed explanations around every aspect.

- The third element is a transcript in English and an MP3 recording of a practical session with a client.
- For the fourth element which is a written review, you are required to critically reflect on the learning experience you have undertaken, considering what you have studied, and how you studied. What was positive and difficult about your experience? What might you do differently in the future? You might find it useful to include a reflective model e.g. Kolb learning cycle as the basis of your critical and objective review.

Guidance specific to the SECOND assessment task:

For this assignment, you are required to analyse theories and methodologies that you have researched in the course of studying your selected subject. You should demonstrate that you have resourced relevant, credible and accessible material and show that you are able to provide reasoned and informed arguments having reflected on the ideas of others. You must justify your decision to apply certain concepts/methods/models to improve your practice.

From your analysis, you should then evaluate the impact that applying what you have learned has had on your practice (and the achievement of organisational objectives). You may not yet have had opportunity to apply the learning, in which case you will need to consider the potential impact. Also if you have only been able to partially apply your learning, then you will need to consider the actual and potential impact on practice and performance.

You will need to demonstrate the growing extent of your knowledge and understanding of your chosen topic of study, and that you have greater insight into developments and challenges associated with your field of work.

STUDENT FEEDBACK FORM (TASK ONE)

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.

Feedback on your practical recordings will be given separately against professional standards.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills.		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	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 (50% Max)	
	Over 1 week late (0%)	
		%

STUDENT FEEDBACK FORM (TASK TWO)

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		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	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 (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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of research-informed literature, including sources retrieved	Engagement with a wide range of research-informed literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level

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%
	non-authoritative. Referencing conventions used incoherently or largely absent.	use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of referencing.	referencing skills consistently and professionally applied.
Knowledge and 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)	Major gaps in knowledge and 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.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and 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.	Knowledge is accurate and 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.	Knowledge has a well-defined 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-	Excellent mastery of a 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	Exceptional mastery of a 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

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%
					informed by current research and scholarship.	boundaries of knowledge are advanced through research.	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 judgements in the absence of complete data.)	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 judgements. Unsubstantiated generalisations, made without use of credible evidence.	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 generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	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 but not systematically or creatively. Some evidence to support emerging judgements but these may be	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information 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%
		illogical and contradictory.	underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		sophisticated judgements.	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	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	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	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	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	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and	An advanced application of 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	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

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%
knowledge in the discipline.)	appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	unpredictable contexts. Evidence of originality and creativity.	excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	techniques applicable to own research or 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	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

Level 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%
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 approach; clarity and effectiveness in presentation and organisation	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	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 professional, postgraduate employment skills and a strong appetite for further development.

