PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

Doctor of Business Administration

Module Handbook: LCDB7008

Visions for the future: Theoretical Perspectives on Management

Summer (June) 2026

Module Lead: Dr Helen Lee

Updated on 22nd May 2026

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MODULE CODE: **LCDB7008**
TITLE: **Visions for the future: Theoretical Perspectives on Management**
DATED: **3rd June 2026**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N200**

MODULE AIMS

- To critically reflect on the evolution of contemporary management theory and the relevance of management theory to management practice.
- To apply current academic and theoretical knowledge to contemporary management challenges in a critical and rigorous manner.

LEARNING OUTCOMES

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

- critically analyse the philosophical underpinnings of contemporary management practice and the different contexts, perspectives and paradigms on management;
- critically examine and evaluate and the views of major academic and management theorists;
- critically apply underpinning management theory to current and emerging debates in management practice.

INDICATIVE CONTENT

- The development and relevance of theory and philosophical understanding to management practice,
- The different contexts, perspectives and paradigms that contribute to management understanding and views on the challenges of 21st Century management.
- The management theory jungle and the views of different theorists and their theories to contemporary management issues.
- Theoretical understandings applied to selected current discussions and debates in management practice, examining the changing external and internal business environment, and the influence of political, economic, social, technological, environmental, legal and regulatory pressures on contemporary management practice.

LEARNING AND TEACHING STRATEGY

Learning will be delivered online via MS Teams. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). learning will take place over a period of 6 weeks and the learning strategy will look to design and deliver activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge

- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and networking skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences, including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1 ***(Tick one)***

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Report	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	LCDB7008	
Module Title	Visions for the Future – Theoretical Perspectives on Management	
Classification	Reading List entry	Electronic*
Essential	Argyris, C., (2010) Organisational traps: leadership, culture, organisational design, Oxford: Oxford University Press	☒
Essential	Hamel, G., (2007) The future of management: a new era of management, Boston, Mass.: Harvard Business School Press.	☐
Essential	Jones, G., George, J., (2011) Contemporary management 7th ed., New York: McGraw-Hill/Irwin.	☐
Essential	Maitland, A., Thomson, P., (2011) Future Work How Businesses Can Adapt and Thrive in The New World Of Work 1st ed. London: Palgrave Macmillan UK.	☒
Essential	Meister, J., Willyerd, K., (2010) The 2020 Workplace: How innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today HarperCollins	☐
Essential	Senge, P., (2006) The fifth discipline: the art and practice of the learning organisation Rev. and updated., London: Random House Business.	☐
Essential	Stacey, R., (2011) Strategic management and organisational dynamics: the challenge of complexity to ways of thinking about organisations, Financial Times Prentice Hall 2011	☒
Essential	Williams, C., (2007) Rethinking the future of work : directions and visions, Basingstoke: Palgrave Macmillan.	☐
Further	Wren, D., Bedeian, A., (2020) The Evolution of Management Thought, 8th Ed. John Wiley & Sons	☐
Further	Handy, C., (1989) The age of unreason, London: Hutchinson Business.	☐
Further	Handy, C., (1995) Gods of management 3rd ed., London: Arrow.	☐
Further	Handy, C., (1994) The empty raincoat: making sense of the future, London: Hutchinson.	☐
Further	Hofstede, G. Hofstede, J., Minkov, M., (2010) Cultures and organisations: software of the mind. 3rd ed. McGraw-Hill Education.	☐
Further	Kuhn, T., Hacking, I., (2012). The structure of scientific revolutions 4th Ed., The University of Chicago Press.	☐
Further	Taylor, F., (2004) The Principles of Scientific Management, Project Gutenberg.	☒
Further	Mayo, E., (2003) The human problems of an industrial civilisation, London: Routledge.	☒
Further	Luthans, F., (1981) Organisational behaviour 3rd ed. London: McGraw-Hill.	☐

Further	Mintzberg, H., (1989) Mintzberg on management: inside our strange world of organisations. New York Free Press.	☐
Further	**Journals** Academic Research Journals Academy of Management Journal (AMJ) Academy of Management Perspectives Academy of Management Review African Journal of Business Management Business perspectives and research Business Research California Management Review European Journal of Management and Business Economics International Journal of Management Reviews Journal of Business Research Journal of Management Journal of Management Studies Management and Organisation Review Management Learning	☒

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APPENDIX GA36d

ASSESSMENT BRIEF 1

Student name:		**Student ID number:**	
Programme:	**Doctor of Business Administration**		
Module:	**Visions for the future: Theoretical perspectives on Management**		
Module code:	**LCDB7008**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Helen Lee**	**Internal Verifier:**	**Caroline Jawad**
Assignment Title:	**Report**	**Word count (or equivalent):**	**7,500 words**
Submission deadline:	**7th October 2026**	**Return date of provisional marks & written feedback:**	**November 2026** **(To be confirmed)**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 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.		
Work over and word limit	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 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 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

Module Learning Outcomes (from module syllabus)
• critically analyse the philosophical underpinnings of contemporary management practice and the different contexts, perspectives and paradigms on management; • critically examine and evaluate and the views of major academic and management theorists; • critically apply underpinning management theory to current and emerging debates in management practice.

TASK DESCRIPTION

Analysis of Contemporary Transformation on Organisational Management Practice: Solutions for Management Challenge

Word count: 7500 words

This assignment requires utilising your Doctor of Business Administration training to develop evidence-based and theoretically-grounded management solutions for a contemporary issue in your industry of focus.

Select an important management challenge currently impacted by contemporary transformation in your field. The potential topics include but are not limited to leadership, digitisation, innovation, organisational culture, management decision, operational efficiency, employee management, employee behaviour and well-being, sustainability etc.

Conduct a study through extensive literature review to critically analyse key theories and models related to your chosen issue from both seminal and recent management practice literature. Synthesize this theoretical foundation to provide context.

Analyse how the management challenge manifests specifically in your industry, utilising examples of practices adopted by real-world companies, specific industry or sector. Identify current debates and recent developments surrounding the issue.

Drawing on your literature analysis and contemporary application, propose an innovative management solution to address this challenge. Demonstrate how your solution is supported by rigorous theoretical frameworks and tailored to the modern industry context.

Outline how your solution can be implemented through appropriate strategies and practices. Develop measures to assess its potential impact if applied in actual organisational settings.

Overall, this assignment assesses your ability to blend management theory and evidence with industry insights to develop novel yet practical solutions grounded in cutting-edge DBA knowledge. The focus is on exhibiting critical analysis, synthesis, and application skills to address a live management issue through research-informed approaches.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to search for bibliography.	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 ☒

Student number : _____

Name of student : _____ Date : _____

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: *All sections should be appropriately referenced using the UWTSD Harvard referencing standard, with one combined list of references at the end of the document.* ***A minimum of 50 credible and relevant sources*** *should be cited across the report.*

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: *Demonstration of knowledge and understanding of the concepts outlined in the learning outcomes of the module with reference to the essential reading included in the reading list. Evidence of wider reading and engagement with contemporary issue on transformation and innovation affecting management practice will be awarded higher marks.*

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:

Here are some practical tips to help meet the expectations described:

- *Thoroughly research your topic from multiple angles and perspectives. Gather sufficient background information before making judgments.*
- *Critically analyse and evaluate sources you reference. Don't just describe the literature, but weigh the evidence, question assumptions, and identify limitations.*
- *Justify your positions and arguments with logical reasoning and evidence. Ask yourself probing questions to understand implications in depth.*
- *Consider alternate hypotheses, explanations, and conclusions. Don't settle for surface-level analysis.*
- *Synthesize information from various sources to uncover deeper meanings and insights. Make connections between concepts.*
- *Master methodologies common in your discipline to rigorously collect and analyse data if required.*
- *Adopt an objective mindset. Question your own assumptions and avoid biases influencing your evaluations.*
- *Aim for clarity in writing. Use precise language and avoid ambiguities. Define key terms.*
- *Maintain coherence and flow in structure. Use transitions between ideas and provide context.*
- *Ground claims in cited academic sources and facts. Follow ethical citation practices.*
- *Discuss limitations of your analysis. Identify areas needing further research.*
- *Offer original perspectives grounded in evidence. Move beyond restating others' ideas.*
- *Define practical implications and applications of your work. Offer implementable recommendations.*

The key is to exhibit rigorous analysis, critical thinking, synthesis, and attention to logic, detail and evidence when constructing arguments. Strive for depth over breadth by justifying, interrogating and contextualizing ideas.

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: *All elements of the report should draw on the full range of academic practice related to writing, referencing and evidencing.*

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:

- The 3 parts should be compiled into one document.
- Written in **UK** English in an appropriate business/academic style.
- Length: 7,500 words (equivalent) +/- 10% (Marks will be taken off for skills for professional practice where the word count is exceeded)
- Document format: Report with a clear title page and each section clearly labelled.

The structure of the report
1. Title and Abstract
An abstract **(150 words and it is not included in the word count)**
2. Article Text
Guideline lengths for key sections include but are not limited to:
- Introduction : Research background and gap, aims
- Research Objectives and Research Questions
- Literature Review : Conceptual territory and context
- Methodology :Data gathering, analytical techniques, and process of data analysis
- Findings and Discussion: Literature review results and discussion
- Conclusion: Contributions, limitations, recommandations

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The module handbook & reading list
- UWTSD References Guide https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf
- The below assessment criteria.

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	20	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (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 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	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems,	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights.	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An

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 are advanced through research.	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 illogical and contradictory.	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 underdeveloped or with a little	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 incomplete) but with some	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 make strong, persuasive, arguments and sophisticated, 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%
complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	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 logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	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 advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application 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 with assimilation and 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%
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.)	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.	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 initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	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.	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.	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.	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.

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 understandi ng (A	Major gaps in knowledge and understanding of the subject	Gaps in knowledge, with only superficial	Limited knowledge and systematic understanding	Knowledge is accurate and reasonably detailed. A	Knowledge has a well-defined focus, which is reasonably	Excellent mastery of a complex and specialised	Exceptional mastery of a complex and specialised

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			insights, but often under-developed.	developed occasionally.	views, and the work is, at least in part, well-informed by current research and scholarship.	insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	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 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 illogical and contradictory.	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 underdeveloped or with a little inconsistency / mis-interpretation. May assert	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 incomplete) but with some tendency to assert/state opinion rather than argue on	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 sophisticated judgements.	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 make strong, persuasive, arguments and sophisticated, nuanced, judgements.

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situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	considered, and insightful. Can identify complex problems and propose excellent solutions. An 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.	identify complex problems and propose sophisticated, original solutions. An outstanding application 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 with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction,	Communicatio n medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communicatio n medium is poorly designed and/or not suitable for the audience. Work is poorly	Can communicate in a suitable medium but with some room for improvement. Mostly	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent	Can communicate well, confidently and consistently in a suitable format. Work is	Can communicate professionally confidently and consistently in a suitable format. Work is	Can communicate with an exceptionally high level of professionalis m. Work is

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in presentation and organisation.)	required in professional, postgraduate employment.	independent 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.	Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

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