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

Academic Discipline of Business

BA (Hons) Developing Leadership and Management

Module Handbook Spring Term 2025

BMSW6011

LEVEL 6

Developing Strategic Capability

Module Lead: Lisa Knight

Lecturer: Christine Joy

Welcome to this generic overview handbook for the above module. This is a level 6, 20 credit module taught to Level 6 BA (Hons) Developing Leadership and Management students in the School of Business

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the in class and online activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To critically evaluate the strategic capability of organisations.

LEARNING OUTCOMES

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

- Undertake strategic analysis using a variety of models and theories.
- Critically analyse the strategic position of organisations'
- Identify and discuss the strengths and weaknesses of organisations' current strategy.
- Develop a range of strategic options to ensure organisation sustainability.

Indicative content

- Strategic management in different contexts; Corporate\level strategy and business level strategy.
- Strategic management in practice; to include the strategic position, strategic choices and strategic development.
- Strategic analysis; to include micro and macro environment using SWOT, PESTLE, Five Forces framework, BCG Matrix, Stakeholder Analysis to identify critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities.
- Strategic evaluation and selection; to include various strategic development methods alliance, acquisition ,merger to ensure organisation sustainability.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Report	4000 words	100%

Spring Term 2025 – Teaching Schedule

Week	Time	Topic
1 W/C Monday 13th January 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Introduction to Module and Assessment
2 W/C Monday 20th January 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	What is strategy – key definitions
3 W/C Monday 27th January 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Strategic Analysis- Analysing the Environment
4 W/C Monday 3rd February 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Strategy Positioning Schools
5 W/C Monday 10th February 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Frameworks and Models - Boston Matrix, Stakeholder Analysis, PESTLE
6 W/C Monday 17th February 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Frameworks and Models – SWOT, Porter's 5 Forces, Porter's Generic
7 W/C Monday 24th February 2025	Reading Week ***No Lecture***	
8 W/C Monday 3rd March 2025	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Analysing and Evaluating Resource Capabilities
9 W/C Monday 10th March	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Symptoms and Causes of Decline
10 W/C Monday 17th March	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Acquisitions and Diversification
11 W/C Monday 24th March	**9-1** ***Swansea*** - *SBC* AS417 ***Cardiff*** - Studio 1B Haywood House	Strategic Options

INDICATIVE READING LIST

Module Code	BMSW6011	
Module Title	Developing Strategic Capability	
Classification	Reading List Entry	Electronic*
Essential	Exploring Corporate Strategy- Texts and Cases Richard Willington, Patrick Regner, Duncan Angwin, Gerry Johnson, Kevin Scholes 12th ed. Harlow. Pearson 2020	☒
Essential	The Fundamentals of Strategy- Springer Singapore 2021	☒
Further	Competitive Drivers for Improving Future Business Performance- Carlos Martino, Paula Rodrigues IGI Gloabal 2021	☒
Further	Strategy in 3D- Essential tools to diagnose, decide and deliver- Greg Fisher, John Wisneshis, Rene M. Baker. New York Oxford University press 2020	☒
Further	Opening Strategy: Professional Strategists and Practice change 1960 to today. Richard Wittington 1st ed. Oxford University press 2019	☒
Further	Cooperative Strategy- Managing alliances and networks. John Child 3rd ed. Oxford University press 2019	☒
Further	Morden, T. (2016). Principles of Strategic Management (3rd ed., Innovative Business Textbooks). Abingdon: Taylor and Francis.)	☐
Further	The Academy of Management Journal The Academy of Management Review The Journal of Business Journal of Organizational Behaviour Strategic Management Journal Harvard Business Review British Economy Business Week Journal of Management Studies Management Today McKinsey Quarterly	☒
Database	MarketLine Advantage	☒
Videos	Competitive strategy | HSTalks (uwtsd.ac.uk) FedEx: aligning operations strategy to the company's mission | HSTalks (uwtsd.ac.uk) Corporate judo strategy | HSTalks (uwtsd.ac.uk) iPhone: strategy-as-practice and micro-foundations | HSTalks (uwtsd.ac.uk) Scenarios and strategy | HSTalks (uwtsd.ac.uk) Harley Davidson: creating experience from strategy | HSTalks (uwtsd.ac.uk) Blue ocean strategy | HSTalks (uwtsd.ac.uk) Huawei in North America: international corporate strategies under political pressures | HSTalks (uwtsd.ac.uk)	☒

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA (Hons) Developing Leadership and Management**		
Module:	**Developing Strategic Capability**		
Module code:	**BMSW6011_Swan** **BMSW6011_Card**	***Contribution to Overall Module Assessment (%):***	**100%**
Lecturer:	**Lisa Knight – Swansea** **Christine Joy - Cardiff**	**Internal Verifier:**	**Arpu Kumar**
Assignment Title:	**Strategic Evaluation of an Organisation**	**Word count (or equivalent):**	**4000 (+/-10%)**
Submission deadline:	**3pm Monday 31st March 2025**	**Return date of provisional marks & written feedback:**	**3pm Monday 28th April 2025**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes **(from module syllabus)**
· Undertake strategic analysis using a variety of models and theories. · Critically analyse the strategic position of organisations' · Identify and discuss the strengths and weaknesses of organisations' current strategy. · Develop a range of strategic options to ensure organisation sustainability.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

TASK DESCRIPTION

Report - 4000 words (+/- 10%)

Changes in the global marketplace and the world in general have generated the need for organisations to focus on strategy to remain secure within their respective sector. To gain a competitive advantage and ensure longevity and sustainability, organisations have been compelled to diversify, expand and contract their portfolios. A strategic approach is essential.

The report requires you to choose an organisation to focus on and discuss, as a case study. It must be a company that you have not discussed for previous assessments. Please confirm the choice of organisation with your tutor.

Report Requirements

Provide a detailed background of the selected organisation, focusing on the last 3 years and any major developments that may have occurred. This is the opportunity to introduce the reader to the organisation.

Utilising a theoretical framework/s that has been discussed within the module, you are required to perform a comprehensive strategic analysis of your chosen organisation. What is the current strategy utilised? What are the advantages and disadvantages of the current strategy? What are the strengths and weaknesses associated with the current strategy – are they serving the organisation and the staff? What is the current position of the organisation? What is the current market position in relation to competitors?

You are also required to discuss the vision/mission of the organisation – has the strategic direction adopted by the company remained faithful to the vision, mission and values widely marketed? How have the vision and mission contributed to any possible successes and/or failures within, and in relation to the organisations' reputation?

Given the global economy is currently vulnerable to an unstable and quite volatile marketplace, how might your chosen organisation ensure sustainability? You are required to provide strategic options for the future of the organisation.

**Additional guidance will be provided in class*

You must present your essay with a front page, this to include:

- Your name and student number
- The module title and module code
- Your lecturer's name
- AI Acknowledgement

You must include in-text citations, along with a full Reference List of 40 references that conform to UWTSD's Harvard Referencing Guide (copy available on Moodle).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills /15

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *The work should contain at least 40 academic references in support of your work from a variety of current, valid and reliable sources. A reference list should be provided using Harvard referencing conventions.*

2. Knowledge and Understanding Skills /20

At level 6, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should demonstrate knowledge and understanding of the theories/models associated with Strategic Management. that influence the organisation in its i.e Planning, Implementation and its choice of Strategy, Strategic Capability..*

3. Cognitive and Intellectual Skills /25

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you

have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw an appropriate conclusion/offer strategic options..*

4. Practical Skills /25

At level 6, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: The report should include a critical evaluation of the success or failure of the strategy in operation at the organisation. This should be undertaken by the application of strategic models and theories to aid analysis and evaluation of the organisation.

5. Transferable Skills for Life and Professional Practice /15

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

G***uidance specific to this assessment:*** *The report should be presented using a formal business report as demonstrated within the assignment guidance notes. The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method.*

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		
	25	
4. Practical Application Skills		
	25	
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)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Student Self Evaluation Form

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

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

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

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

Student's Name		Date	
Student's Signature			

Level 6
In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (3rd / Pass)**	**GOOD (2.2 / Pass)**	**VERY GOOD (2.1 / Merit)**	**EXCELLENT (1st / Distinction)**	**EXCEPTIONAL (1st / Distinction)**
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions	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.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very	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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	used incoherently or largely absent.	Inconsistent and weak use of referencing.	accurately or consistently.	may show minor inaccuracies or inconsistencies.	good use of referencing, with no/very few inaccuracies or inconsistencies.		professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of 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 awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.

Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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 unpredictable contexts.	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 appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. 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 in complex and unpredictable contexts without fully	A good and 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 propose mostly appropriate solutions in complex and unpredictable contexts.	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. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

			appreciating the complexity.				
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	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 the skills required in graduate employment.	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 initiative (or collaboration, if relevant). Limited evidence of the skills required	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. Demonstrates the basic skills required in graduate employment, with some	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 required in graduate employment, with some areas of	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 very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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 conflict and meeting obligations. Demonstrates excellent graduate employment	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

		in graduate employment.	areas of minor weakness.	strength and some of minor weakness.		skills and an appetite for further development.	