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

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Programme:	**MSc Public Health and Social Care in Practice**		
Module:	**Health Care System Organisation and Leadership**		
Module code:	**LCHS7002**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Shaila Hussain** **Tonia Babalola**	**Internal Verifier:**	**Dr Hamdi Hussain**
Assignment Title:	**Case Study Analysis Report**	**Word count (or equivalent):**	**5000 words (+/- 10%)**
Submission deadline:	**21st April 2026** **14:00 (2 pm)**	**Return date of provisional marks & written feedback:**	**19th of May 2026**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** 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)
LO1- Understand key concepts in health leadership including, governance, health systems, systems thinking, service development and efficiency measurement. LO2- Demonstrate knowledge on how leadership influences the planning, functioning, and structuring of local and global health systems and policy and influence outcomes in various health and social care systems. LO3- To show an application of systems thinking and analysis which can improve health and social care outcomes.

Assessment Grid

Type of assessment	Module Learning Outcome(s)	Presentation time	Pass mark	Weighting
Case Study Analysis Report	LO1, LO2, LO3	5000 words	50	100%

TASK DESCRIPTION

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 and data analysis.	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 getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐

		No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

TASK DESCRIPTION

Assessment Task Detail and Instructions:
You are required to prepare a maximum of **5,000-word-long Case report** on a transformation which took place within a health and social care organisation of your choice, aiming at improving its performance. The report must be submitted via Moodle. The Assignment MUST contain evidence that ALL learning outcomes (LOs) have been achieved. Make sure you read the following criteria carefully and address all sections to the best of your ability. These criteria have been designed to help you address the LOs set for this module.

You can either choose a case study of your own choice **OR** choose one from the case studies below (see table) for your assignment. **You must inform your lecturer by week 2 of your chosen case study.**

The report should have distinct and clear sections such as **introduction**, the **main section, recommendation** and provide a summary of findings which act as the **conclusion**.

Introduction (400 words)

- Introduce the background and purpose of your chosen case study.
- Explain what leadership means- influencing others to achieve shared goals in health and social care.
- Describe centralization and decentralization and key leadership theories and styles e.g. transformational, transactional, situational etc.
- Discuss why selecting the right leadership style matters for success in change or crisis situations- Importance of leadership
- Additionally, specify the various points that the report will address.

Main Body and Analysis (3700 words)
The main body applies leadership theory, governance, systems thinking, and data analysis directly to the chosen case study.
Students should describe, analyse, and critique the issue identified, using statistics and evidence to support every argument.
Data may come from the World Health Organization (WHO), NHS, OECD, government reports, or credible academic studies.

a. Identifying the Problem and Setting the System Context- Applying Systems Thinking and the Rich Picture (900 words)

Start by describing the central problem in your chosen case study for example, 12 patients died following a delay in medication administration due to communication breakdown and poor oversight.
Support the local incident with national and global data to establish relevance.

Students should:

- Explain what global statistical information reveal about the problem (e.g., WHO figures)
- Explain what national statistical information reveal on the problem (e.g., NHS figures).
- Explain what figures from national organisations reveal on the problem in connection to worldwide presentation (e.g., the Institute for Healthcare Improvement, IHI figures).
- Explain how this problem reflects systemic weaknesses (e.g., in communication, accountability, or leadership).
- Identify the level of governance (local, regional, or national) that influenced the problem.
- Provide data on underlying challenges (e.g., staff shortages, patient safety outcomes, or budget constraints) to illustrate underlying challenges.
  Use these statistics to position the problem as both locally significant and globally relevant.

  USE a Rich Picture to help visualize and clarify the complex issue- construct a Rich Picture of your case study to show how people, processes, and structures interacted.
  Identify feedback loops, communication gaps, and dependencies that influenced outcomes

b. Centralisation or Decentralisation within the Case Study (900 words)

Analyse whether your case study organisation operates in a centralised or decentralised system and support the discussion with data.

Centralised systems:

- Explain how decision-making is concentrated and give a clear example.
- Explain the advantages and disadvantages in connection to your case study.
- Support this discussion with relevant data.

Decentralised systems:

- Explain how authority is distributed and give a clear example.
- Explain the advantages and disadvantages in connection to your case study.
- Support this discussion with relevant data.

Critical analysis:
Students should compare how the chosen case study's system structure either supported or hindered crisis management, decision-making, and accountability.
Use numerical evidence (e.g., staff ratios, policy compliance data, or safety performance metrics) to support your evaluation.

c. Leadership Theories and Application to the Case Study (900 words)

Apply and critique leadership theories relevant to your case. Support your arguments with performance data, safety statistics, and staff engagement evidence.

- Consider three points to be used for your critical analysis:
- 1) discuss relevant leadership theories, 2) connect each theory to examples of their application, 3) and use supporting data.

- **Other points to be considered during the discussion:**
- Was the leadership style chosen appropriate for the situation?
- Were leaders reactive (command-driven) or proactive (purpose-driven)?
- What did data (e.g., staff surveys, safety outcomes) reveal about the leadership's effectiveness?
- What could have been done differently e.g., more distributed or emotionally intelligent leadership?

d. Improvement, and Lessons Learned (900 words)

Critically evaluate how leadership and governance interacted to produce the outcomes seen in your case study.

Identify missed opportunities and evidence-based solutions and present a discussion highlighting the problems, solutions and relevant data to support it.

For example:

- *Problem:* Delayed reporting and weak accountability in a centralised hierarchy.
  Data: Audit showed 40% of medication errors were unreported for more than 48 hours.
  Improvement: Introduce digital reporting and empower local teams (decentralisation).

  End this section by linking all findings:
- How did system structure (centralised/decentralised), leadership style, and system feedback interact?
- What lessons can other health organisations learn from this case?
- How can evidence and data be used to ensure continuous improvement and accountability?

Recommendation (600 words)

- Summarise what should be done next in the chosen organisation.
- Recommend the most effective leadership style(s) for sustaining improvement.
- Suggest ways to strengthen governance, communication, and systems integration.
- Propose actions to enhance technical and allocative efficiency.
- Include methods for continuous learning, stakeholder engagement, and co-production.
- Ensure recommendations are practical, evidence-based, and linked to your analysis.

Conclusion (300 words)

- Summarise the main findings of your case study and analysis.
- Highlight the importance of leadership, governance, and systems thinking in driving change.

Overview of Case Studies:

Case Study Number 1:

A 4 week-old baby from the North East and Yorkshire region was recently treated in the Accident & Emergency department following an overdose of morphine sulphate oral solution, administered at a dose 20 times higher than the intended dose. The parents of the baby were supplied with a bottle of 10mg/5ml oral solution instead of the 100 micrograms/ml oral solution. The 100 micrograms/ml oral solution is a 'RED DRUG- HOSPITAL ONLY DRUG' AVAILABLE AS A 'SPECIALS' PRODUCT on most regional formularies. RED drugs should be initiated by specialists only, and the prescribing and dispensing retained within secondary care. The baby survived following treatment with naloxone. A review of national incident data indicates that this is now the fifth incident where this has occurred since 2018 and in one case it led to the death of a baby.

Link- https://northyorkshireccg.nhs.uk/wp-content/uploads/2023/09/11.07.23-NHS-NEY-INFANT-MORPHINE-OVERDOSE-CASE-STUDY.pdf?utm_source=chatgpt.com

Case study Number 2:

Len, an 89-year-old man with CMT disease, fell and developed chest pain and breathlessness. After GP and hospital visits, he was later prescribed morphine oral solution, but he and his wife misunderstood the label and he took much more than the intended dose. The next morning he was found unresponsive and was taken to hospital with a suspected morphine overdose, pneumonia and worsening CMT. Although he briefly improved, Len deteriorated and died, and only afterwards did the family realise the correct dose had been missed.

Link- https://www.hssib.org.uk/patient-safety-investigations/unintentional-overdose-of-morphine-sulfate-oral-solution/investigation-report/?utm_source=chatgpt.com

Case study Number 3:

At Kota Medical College Hospital (Rajasthan, India) on 12 April 2025, an elderly man awaiting his son's surgery was mistakenly taken to the operating theatre, anaesthetised and given an incision for a dialysis fistula procedure intended for another patient. The mix-up happened when the patient raised his hand after being called by a name similar to the intended patient and was taken into surgery without proper identity verification. The error was uncovered when the son emerged from his surgery and found his father missing.

Link- https://www.scmp.com/week-asia/health-environment/article/3307457/indian-hospital-probed-after-man-mistakenly-operated-while-waiting-sons-surgery?utm_source=chatgpt.com

Case Study Number 4:
"The Lewis Blackman story is a case of medical malpractice and negligence that resulted in the death of a 15-year-old boy after surgery. His mother, Helen Haskell, has spoken publicly about the events that led to his death and the failures of the hospital system to prevent it. The story illustrates the effects of cognitive biases, power dynamics, and fragmented care delivery on patient safety and quality."
For further details please refer to this link: https://psmf.org/story/lewis-blackman/

Supporting guidance for the report is available on the module Moodle page. You must ensure you have reviewed the guidance.

General Submission Guidance

1. All your case study analysis report must include **a title page** that clearly states **your names, your student number, the module code and title, your lecturer's name, and your assignment title**.
2. Your submission should be typed in ***Arial*** font size 11, using 1.5/2.0 line spacing.
4.Your report must have a ***reference list*** and citations should be used throughout your work using Harvard referencing.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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:

- *Students must find references and utilise credible and reliable sources of information including books, journals and appropriate websites which should be contemporary wherever possible throughout the entire report. Make sure to include publications about relevant policy, health systems, (crisis) leadership and management, public health, and epidemiology.*
- *Students must provide a minimum of 30 references throughout the assignment.*
- *Students must cite literature throughout their report (i.e. in-text citation), supporting the points that they make and avoiding plagiarism.*
- *Please use Harvard Referencing and ensure that a separate reference list appear at the end of the report. All citations must be mentioned and referred to*

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:

- *• Has the problem been clearly and critically formulated (e.g. using Rich Picture/relevant elements of CATWOE)? Have the root causes been identified? Use of appropriate evidence from 'the chosen organisation' (e.g. statistics etc.)?You should elaborate upon the ideas and concepts identified within the literature you have read.*
- *With the inclusion of various sources, you should aim to construct your works in your own words and avoid the direct quotation of that of others demonstrating your own understanding of such ideas and clarifying and contextualising the information.*

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:

• Has the impact of management and leadership on human resources clearly identified? Have the models, principles and/or theories been critically applied demonstrating a good understanding of both theory and addressed issue (e.g Leadership models etc.)?

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:

Has the new strategy been designed according to theoretical model/principle? Does the new strategy address the problems identified previously? Has the strategy been communicated clearly? Has the strategy been evaluated thoroughly (e.g. Soft system, hard system, SSM analysis etc.)? Has the risk mitigation strategy been discussed?

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:

- Ensure that your submission is clear, informative and well structured

- Your public health analytical report should be written in a fluent and logical manner, include relevant leadership theory and health policy information for the selected country.
- Is the gross structure (sections, subsections) of the work suitable/informative? Are presentation elements such as tables and figures clear in themselves, labelled appropriately and referred to in main text? Has the

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		
Students must find references and utilise credible and reliable sources of information including books, journals and appropriate websites which should be contemporary wherever possible throughout the entire report. Make sure to include publications about relevant policy, health systems, (crisis) leadership and management, public health, and epidemiology. Students must provide a minimum of 30 references throughout the assignment. Students must cite literature throughout their report (i.e. in-text citation), supporting the points that they make and avoiding plagiarism. Please use Harvard Referencing and ensure that a separate reference list appear at the end of the report. All sources must be cited and referenced.	20	
2. Knowledge and Understanding Skills		
Students must clearly and critically define the problem, for example by using a Rich Picture or relevant parts of CATWOE. They must identify the root causes and support their points with suitable evidence from the chosen organisation, such as statistics. Students must also explain and develop the ideas and concepts found in the literature they have read. Students must write in their own words when using information from different sources, avoiding direct quotations where possible. They must show their understanding by explaining the ideas clearly and relating them to the context of their work.	20	
3. Cognitive and Intellectual Skills		
Students must clearly identify the impact of management and leadership on human resources. They must critically apply relevant models, principles, and/or theories (e.g., leadership models) to show a strong understanding of both the theoretical concepts and the issue being discussed.	20	
4. Practical Application Skills		

Students must design the new strategy using a relevant theoretical model or principle. They must show clearly how the new strategy addresses the problems identified earlier. Students must communicate the strategy in a clear and structured way. They must also provide a thorough evaluation of the strategy using appropriate methods (e.g., soft systems, hard systems, SSM analysis). Finally, students must discuss the risks involved and outline an appropriate risk-mitigation strategy.	20	
5. Transferable Skills for Life and Professional Practice		
Ensure that your submission is clear, informative and well structured . Your public health analytical report should be written in a fluent and logical manner, including relevant leadership theory and health policy information for the selected country. Students must provide a suitable overall structure, using clear sections and subsections. Presentation elements such as tables and figures must be clear, correctly labelled, and directly referred to within the main text.	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)**		**100%**
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and	Major gaps in knowledge and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
judgements in the absence of complete data.)	judgements. Unsubstantiated generalisations, made without use of credible evidence.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	creativity. Ability to make sound judgements based on data (that may be incomplete)	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or

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

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

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