



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

International Hotel Management – MBA

BMMB7013

Strategic Management

Level 7

(20 credit module) (full-time & part-time)

Module Lead

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2022-2023

Introduction to Strategic Management

Welcome to this generic handbook for Strategic Management which has been designed to offer an overview of the module but should be read in conjunction with supplementary information, materials and instructions will be available on the VLE.

It is intended that the module itself will look at strategy from a variety of perspectives with the aim of being informative, interesting as well as enlightening, providing useful insights into crucial and very often complex issues facing managers sometimes operating on the edge of chaos in a continually changing and unpredictable business environment. It is therefore important that managers understand the strategic direction of the organisation and are also able to communicate the strategy to those they are responsible for.

Throughout the module it is anticipated that you will develop in-depth knowledge and understanding of the strategic management process in a variety of contexts, together with the operating environment of familiar organisations, in identifying the key issues for the organisations' future success and competitive advantage.

In order to get the best out of this module it is vital that you engage with the themes explored as well as with both the online and/or offline activities 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.

Module aims and outcomes

Aims:

- To provide a comprehensive understanding of the issues and techniques of the strategic management process for organisations
- To provide insight into new perspectives and experiences of current strategic thinking which contribute to innovative decision making at all business levels for sustainable competitive advantage

Learning outcomes:

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

- synthesise the relationship between the external context of an organisation and its internal context and their impact on strategy
- critically evaluate competitive and development strategies in the context of contemporary strategic management issues
- assess the key factors for shaping and implementation of innovative strategies

- explore critically the response of management functions to ethical challenges

Indicative content

During the course of the module you will undertake the study of strategic management through the analysis of case studies as well as current practice. You will be encouraged to deal with complex systemic issues and relate their learning to relevant industry/business environments and in so doing will study the following:

- Strategic management in different contexts; to include small businesses, including start-ups, multinational corporations, manufacturing and services, public sector and not for profit.
- Strategic management in practice; taking into consideration the strategic position, strategic choices, implementation of strategy and development processes.
- Strategic analysis; macro and micro environmental analysis; defining strategic groups and sustainable critical success factors.
- Internal environmental analysis from a resource-based perspective; strategic importance of resources, core competences and an organisation's capabilities; to evaluate how strategic capability contributes to sustainable competitive advantage.
- Organisational purpose and stakeholder expectations; to include the importance of governance stakeholder mapping.
- Critical appraisal of ethical issues, sustainability, corporate social responsibility and their impact on strategic development.
- Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance, and managerial capitalism v state capitalism etc.
- Codes of Ethics: Competing approaches for managing ethical dilemmas.

Reading List

Module Code	BMMB7013 / BMMB7013D	
Module Title	Strategic Management	
Classification	Reading List entry	Electronic*
Essential	Dess, G. G., Eisner, A., McNamara, G., (2016), Strategic Management: Texts and Cases, McGraw-Hill	☐
Essential	Garner, J., Stead, W., Stead, E., (2014), Sustainable Strategic Management 2nd edition, London: England: Greenleaf Pub.	☐
Essential	Grant, R.M., (2015), Contemporary Strategy Analysis: Texts and Cases 9th edition	☐
Essential	Hayes, J., (2014), The Theory and Practice of Change Management 4th edition, Palgrave	☐
Essential	Johnson, G., Whittington, R., Scholes, K., Angwin, D., Regner, P., (2017), Exploring Strategy Text and Cases 11th edition Harlow: Pearson	☒
Essential	Lynch, R., (2015), Strategic Management 7th edition, Pearson: Harlow	☐
Further	Business Strategy Review - Full text available at: EBSCOhost Business Source Complete	☒
Further	Business Strategy and the Environment - Full text available at: EBSCOhost Business Source Complete .	☒
Further	Global Strategy Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Strategy and Leadership - Full text available at: ProQuest ABI/INFORM Collection	☒
Further	Academy of Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Academy of Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Boston Consulting Group (online), Available from: https://www.bcg.com/	☒
Further	Business + Strategy (online), Available from: http://www.strategy-business.com/	☒
Further	Business Strategy and the Environment - Full text available at: EBSCOhost Business Source Complete.	☐
Further	Business Strategy Review - Full text available at: EBSCOhost Business Source Complete	☒
Further	Global Strategy Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Harvard Business Review - Full text available at: EBSCOhost Business Source Complete	☐
Further	Harvard Business Review Digital Articles - Full text available at: EBSCOhost Business Source Complete	☒
Further	Market Research Society (online), Available from: https://www.mrs.org.uk/	☒
Further	Market Research.com (online), Available from: http://www.marketresearch.com	☒
Further	McKinsey Quarterly - Full text available at: EBSCOhost Business Source Complete	☒
Further	Mintzberg, H., Ahlstrand, B., and Lampel, J. (2009), Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, Harlow: FT Prentice Hall	☒
Further	Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Strategy and Leadership - Full text available at: ProQuest ABI/INFORM Collection	☒

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MBA		
Module:	Strategic Management		
Module code:	BMMB7013	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Robyn Griffiths	Internal Verifier:	Jayne Griffith-Parry
Assignment Title:	Report: Developing a new landscape for customer care	Word count (or equivalent):	5000 words
Submission deadline:	10 th April	Return date of provisional marks & written feedback:	(TBC)
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)

1. Synthesise the relationship between the external context of an organisation and its internal context and their impact on strategy.
 2. Critically evaluate competitive and development strategies in the context of contemporary strategic management issues.
 3. Assess the key factors for the shaping and implementation of innovative strategies.
- Work as an individual to research, write and structure a report.
 - Analyse and critique issues in the application of strategic management to a specific organisation.
 - Application and critical analysis of an organisation's operating environment.
 - Analyse complex issues and review sectional, functional, organisational and stakeholder interests within a strategic framework.
 - Critical appraisal of an organisation's application of theory and strategic business models in shaping and implementing innovative strategy.

TASK DESCRIPTION: Report

Preparation for the task:

Prior to commencing the task outlined below you should read the articles contained in The Care of One, Hyper personalisation of Customer Care, McKinsey (2020), available on Moodle.

Task:

You have been asked by senior management within your organisation to participate in a sudden onset emergency project team. As a team you have been tasked with focusing on creatively reshaping the organisation's strategic direction to discover a new way forward for delivering innovative customer care ensuring future resilience and sustainable competitive advantage.

You will first be expected to conduct a thorough strategic analysis of your chosen organisation by undertaking external and internal analyses as well as critically evaluating the strategic options for more personalised customer care. You should also take into consideration the wider implications of your proposed strategy on different areas of the organisation.

You are required to produce an individually written report (5000 words maximum). You should justify your recommended strategy by using appropriate concepts, theoretical frameworks and techniques explored within the module and provide a background of your chosen organisation in the appendices.

Please note: Before beginning your research, you should discuss your choice of organisation with your lecturer as it is expected that you will choose an organisation with which you are associated or have been introduced to during the course of the module by either examining a case study; listening to a guest speaker representing an organisation or by visiting an organisation.

In addition, you should read the useful notes below:

1. **Writing:** Written in English in an appropriate business/academic style
2. **Focus:** Focus only on the tasks set in the assignment.
3. **Length:** 5000 words (maximum)

4. **Formatting:** Typed on A4 paper in Times New Roman or Arial font 12 with at least 2.5-centimetre space at each edge, double spaced and pages numbered.
5. **Document format:** In business **report** format which should include the following sections:
 - Executive summary
 - Introduction
 - Main findings of strategic analysis and critical evaluation of the strategic options
 - Conclusions
 - Recommendations

You should also ensure you include a clear title, course, and name or ID number on a cover sheet as well as a bibliography using Harvard referencing throughout.

6. **Research:** Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive, a wide variety of articles are available on Moodle to help you begin this process.

NB. The presentation of ideas with the use of a correct report format and a wide level of reading with accurate referencing and reference list layout will enhance your responses to the above task.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK

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: *In addition to scholarly materials mentioned above, you will be expected to have demonstrated thorough industry-specific research as well as the organisation itself using a variety of current sources. As a guide a minimum of 25 credible sources should be provided.*

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: *In demonstrating in-depth knowledge and understanding of appropriate theory you are not required to provide explanation/description of the models/frameworks considered.*

In addition to evaluating the strategic challenges and options available to the organisation, there is also an opportunity for you to demonstrate your theoretical knowledge and understanding of specific topics/themes in relation to the wider implications of such strategic management decision. Topics you could consider might include the following: leadership, culture, structure, innovation, technology, corporate reputation and CSR, environmental and ethical challenges.

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: *You will need to demonstrate an ability to evaluate the organisation's current position with regard to the challenges it faces as well as the strategic options identified in relation to the development of a sustainable competitive positioning. You should also provide evidence of an understanding of the requirements of building competitive strategic capability in the implementation of innovative strategies*

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: *As mentioned above, there is no need to explain/describe frameworks used for analysis, the key is to effectively deploy and apply them within the context of the industry/organisation, providing extensive relevant examples.*

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: *Don't forget that it is also important to consider the professional appearance of your finished work by ensuring the report is appropriately presented and that all pages are secured.*

STUDENT FEEDBACK FORM – REPORT (100%)

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		
	15	
3. Cognitive and Intellectual Skills		
	25	

4. Practical Application Skills		
	25	
5. Presentation 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 (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,	Little or no evidence of reading and/or reliance on	Poor engagement with essential reading. No evidence of wider reading.	Engagement with a very limited range of relevant and credible sources. Some	Engagement with an appropriate range of research-informed	Engagement with a wide range of research-informed literature,	Engagement with an extensive range of relevant and credible	Exceptional engagement with an extensive range of relevant and

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academic conventions and academic honesty)	inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies	including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies	literature, informed by the latest research. Consistently accurate application of referencing.	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	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical	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 current	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An

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comprehensive understanding of techniques applicable to their own research)	and/or advanced scholarship within the discipline.	awareness of current problems, insights, or latest research within the discipline.	research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	awareness of current problems and/or new insights though this may be under-developed occasionally.	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.	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.	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	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where

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sound judgements in the absence of complete data.)	Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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 rather than argue a case.	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 the basis of reason and evidence.	complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	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. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of	Limited or no use of methods, materials, tools	Rudimentary application of methods, materials, tools and/or	An awareness and mostly appropriate application of well-	An appropriate application of standard methods, materials, tools	A very good application of a range of methods, materials, tools	An advanced application of knowledge, methods, materials, tools	Exceptional application skills in complex, unpredictable,

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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.)	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.	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.	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 logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of	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, with elements of originality.	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 originality and creativity.	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 advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of	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 advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of

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			unpredictable contexts.			enquiry create and interpret knowledge in the discipline.	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;	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	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	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	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	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	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	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

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systematic approach; clarity and effectiveness in presentation and organisation.)	collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	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.	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.	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.	contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	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.	within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.