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

APPENDIX GA36d

LEVEL 7ASSESSMENT SPECIFICATION

Module:	**Cosmology, Magic and Divination**		
Module code:	HPCA7027	**Contribution to Overall Module Assessment (%):**	**60%**
Lecturer:	**Dorian Greenbaum** **Dawn Collins**	**Internal Verifier:**	**Essays will be first marked and moderated by the module team, assisted by other MA staff as appropriate**
Assignment Title:	**A 4500 word essay written on a topic within the subject area (Assignment 2)**	**Word count (or equivalent):**	**4500 words**
Submission deadline:	**9 April 2026**	**Return date of provisional marks & written feedback:**	**30 April 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.** Work which is submitted up to 1 week late will be capped at 50% 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)
AIM(S) • To introduce students to the theory and practice of magic and divination, especially as understood within the contexts of ancient Greek and Roman ritual and religious traditions, Tibetan ritual and religious traditions,ancient cosmologies and the development of astrology. **LEARNING OUTCOMES** Upon the successful completion of this module, the student should be able to demonstrate: • a sophisticated understanding of the theory of magic and divination with particular reference to the classical world; • an ability to critically evaluate primary source documents in the context of contemporary scholarship.

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No 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 ☐

In summary, you are NOT ALLOWED to use Generative AI in any form for researching and writing your essays. Any use of Generative AI counts as unfair practice.

Essay Directions

For this assignment you should write a 4500-word essay on one of the following titles:

ESSAY QUESTIONS - Choose ONE question.

1. Analyse the roles of, and relationship between, cosmology and divination in **ONE** of the following:
    1. Ancient Egypt
    2. Ancient Mesopotamia
    3. Hellenistic astrology
    4. Ancient and Contemporary Tibetan Traditions

2. Critically analyse a text from the Greek or Demotic Magical Papyri in **ONE** of the following in terms of:
    1. its cosmology and astrology
    2. its magic and divination

3. Analyse the role of divination within the theory and practice of ancient Greek medicine.

4. Can the theory and practice of divination help distinguish between magic and religion?

5. What relevance do anthropological theories and observations have to the study of divination and magic in antiquity?

6. Explain how the insights regarding science and knowledge gained by Evans-Pritchard in his anthropological fieldwork among the Azande can assist us in our study of divination and religion in the ancient Greco-Roman world.

Use of the University Libraryand Academic Databases
You are expected to make use of the electronic resources, such as ebooks and ejournals available through the University library. You are expected to use a minimum of **four** relevant academic papers or book chapters from the University Library. You should also use other accessible academic databases, including*Culture and Cosmos*., if appropriate.

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Guidance for writing and structure is given the MA Essay Writing Guide and the MA Referencing Guide, also on the MA CAA Home Page on Moodle.

Instructions for uploading essays are in the MA Essay Writing Guide, but please note the following:

1. Please name your word document
First Name - Last Name – Module Code – Assignment
For example
Nick Campion – HPCA7027 – Essay 2
Please do not write your full essay title. First, it's not necessary and, second, long titles can make it difficult to transfer essays between different folders.

2. How to write your title for essay 2 at the top of your essay:
Write the title as given in the title list above

3.You must attach a MA Essay cover sheet to the front of your essay. This is also on the MA CAA Home Page on Moodle

4.You must upload your essay as a Word doc. NOT a PDF.

In the information that follows you need only follow the paragraphs headed *Guidance specific to this assessment:*

Your essay must:

- be clearly structured
- be fluently written, avoiding grammatical and punctuation errors
- make use of appropriate primary sources
- make good use of scholarly literature
- include a clear introduction setting out the question and your approach
- make reference to major protagonists in the field
- evaluate competing arguments
- recognise the problem of contested or incomplete evidence
- include clear and thorough referencing and bibliography according to the required format
- contain a clear conclusion
- You should stay within 5% of the required word length.

Essay Topic Guidance

(1) Analyse the roles of, and relationship between, cosmology and divination in **ONE** of the following:

1. Ancient Egypt
2. Ancient Mesopotamia
3. Hellenistic astrology

This essay focuses on the roles of and relationship between cosmology and divination. You must select **one** of the following topics to focus on: ancient Egypt, ancient Mesopotamia, Hellenistic astrology or theurgy. When examining the roles of divination within this culture (ancient Egypt or Mesopotamia) or within this set of practices/system (Hellenistic astrology or theurgy), please ensure that you discuss the cosmological concepts or ideas underlying this form(s) of divination, and the broader cosmological 'worldview' of this culture or system. It would be useful to consider the following questions: how was the relevant form – or forms – of divination practised? How important or significant was divination within the culture or system that you have chosen to examine - and why? What roles and functions did divination have in the culture or system under examination? What cosmological notions and concepts underlie the theory and practice of divination in this culture or system? What is the broader cosmological 'worldview' of this culture or system and how does this relate to the use of divination?

(2) Critically analyse a text from the Greek or Demotic Magical Papyri in terms of its cosmology, magic and divination.

In this essay, you are required to select a specific text (containing instructions for a specific ritual) from the Greek or Demotic Magical Papyri (*Papyri GraecaeMagicae* or *PGM*; *Papyri DemoticaeMagicae* or *PDM*) and analyse this text in relation to ancient cosmological, magical and divinatory concepts, ideas and practices. Please ensure that you specify which text from the Magical Papyri you are focusing on within the introduction of your essay (such as, for example, *PGM* IV.3209-54, Saucer divination of Aphrodite). Within the essay, you should discuss and analyse the nature, approximate dating and provenance of the Greek/Demotic Magical Papyri as an ancient collection of texts and any associated methodological issues related to interpreting the *PGM*. You should then examine the cosmological, magical and divinatory concepts, notions and practices – both explicit and implicit – contained within the text under examination.

(3) Analyse the role of divination within the theory and practice of ancient Greek medicine.

In this essay you will examine the role of divination in ancient Greek medicine and medical practice. In your introduction, you should include definitions of both divination, and what is considered to be medicine, in ancient Greece. You must use ancient sources to provide examples of the role of divination in medicine, and analyse these examples as primary sources along with the secondary scholarship related to the topics in question. How important or significant was divination to the practice of medicine in ancient Greece, and why? The conclusions you come to should be supported by evidence from both primary and secondary sources.

(4) Can the theory and practice of divination help distinguish between magic and religion?

This essay focuses on the practices, theoretical concepts and cultural frameworks linked with ancient divination. It requires consideration and analysis of these practices and theoretical frameworks in relation to the contested relationship between ancient magic and religion. You should primarily consider the following question: to what extent (if any) can the theory and practice of ancient divination assist with distinguishing in any way between ancient magic and religion?You will need to examine, analyse and assess scholarly debates (from the disciplines of classics, history and anthropology) concerning the contested and complex nature of the relationship between magic and religion. You should focus primarily on **ancient** divination, magic and religion. However, you may also analyse historical and anthropological material relating to the relationship between magic and religion in later periods (medieval and modern) where relevant, and cross-cultural examples drawn from anthropological scholarship and fieldwork, provided that you relate this material carefully and sensitively to the relevant ancient context(s) (Greek, Roman, Egyptian or Mesopotamian – it is fine to focus on just one of these cultures).

(5) What relevance do anthropological theories and observations have to the study of divination and magic in antiquity?

In this essay you will need to define anthropology, outline some anthropological theories and observations you will be highlighting in relation to divination and magic and case-study the work of some anthropologists that have application here. You will need to briefly problematise definitions of magic and anthropological debates around this. You will also need to define and explain what is meant by divination in antiquity. It would be useful to look at two case studies, exploring the relevance of anthropological methodologies for the study of the ancient Hellenistic, the Greco-Roman, Egyptian or Indo-Tibetan worlds. Something to consider is that, whilst ancient historians and classicists cannot live and undertake ethnographies amongst the peoples and cultures they are studying, there may be ways they can apply similar lines of questioning.

(6) Explain how the insights regarding science and knowledge gained by Evans-Pritchard in his anthropological fieldwork among the Azande can assist us in our study of divination and religion in the ancient Greco-Roman world.

This essay focuses on the insights gained by Evans-Pritchard during his anthropological fieldwork amongst the Azande. You will, therefore, first need to describe and explain what these insights were, as socio-historically contextualised in Evans-Pritchard's time and anthropological background. The essay then needs to explore what these insights can offer to the study of divination and religion in the ancient Greco-Roman world. You will, therefore, need to define and describe what was understood by divination and religion for this world. It would be helpful to take some case studies, for example, of particular oracular traditions to apply Evans-Pritchard's insights to. A core question to consider is how the anthropological approaches practiced byEvans-Pritchardcould be useful in understanding divination and religion for the Greco-Roman world, and what would an anthropologist be considering when looking at these studies.

GUIDANCEFOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews andprimary sources, as appropriate (for example, refereed research articles and/or original materialsappropriate 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, includingin-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 this essay you are expected to use a wide range of both primary and secondary sources, recognising the difference between the two.
You must make effective use of primary sources, which provide the raw evidence for your examination of the question. Please ensure that youread, examine and assess primary sources directly (i.e. do not just rely on or cite quotations, paraphrases or summaries of ancient sources from secondary scholarship). Please ensure that you draw on and cite a wide range of ancient evidence (that is to say, primary sources) and examples within your essay.
Secondary sources may be drawn from the required reading for the module but please note that you **must** also use **at least four** academic papers. You may use required or recommended books in the MA, as well as digital resources available through the University (such as JSTOR, Oxford Scholarship and e-books which are accessible through the UWTSD Library catalogue). You are expected to use some secondary sources published within the last five years, but the scholarship related to the subject area is slight and it will not always be possible. Your markers will understand this. It is much more important that you can evaluate, assess and consider the secondary sources you are using, as part of your essay.
Consult the MA Essay Writing Guide for advice on evaluating the reliability of secondary sources.

Regarding the statement in the guidance that '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 are expected to be aware of current developments and if you use older works it is important to be aware in your writing of the date of publication as this provides context for past ideas and the development of the field. For example, a work published in 1940 may include important ideas of information, but which may have been superseded.

2. Knowledge and Understanding Skills
At level 7, you should be able to demonstrate asystematic understanding of knowledge, and a critical awareness of current problemsand/or new insights, much of which is at, or informed by, the forefront of your academicdiscipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research oradvanced 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 this essay you are expected to report historical and other information accurately and to represent primary and secondary sources fairly. You are expected to frame primary sources within the theoretical perspectives presented in the secondary sources, and consider whether evidence from the primary sources gives grounds for questioning assumptions and conclusions in the secondary sources.In order to accomplish this effectively, you should engage with primary sources directly and extensively.

3. Cognitive and Intellectual Skills
You should be able to:evaluate critically current research and advanced scholarship inthe discipline; evaluate methodologies and develop critiques of them and, whereappropriate, 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:
In this essay you are expected to reach conclusions on the basis of the evidence. Such conclusions can occur throughout the essay as you comment on the primary and secondary sources, and will also be summarised in the final conclusion to your whole essay. You are also expected to critique the secondary sources, showing a critical and analytical attitude, debating and discussing competing evidence, theories and opinions.

4. Practical Skills
At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding ofhow established techniques of research and enquiry are used to create and interpretknowledge in the discipline.This includes acting autonomously in planning and implementing tasks at a professional orequivalent 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 edgesubject-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 ofhow the boundaries of knowledge areadvanced through research and/or application. This is likely to involve, for instance, the use of real worldartefacts, 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:
In this essay the need for practical skills will be satisfied by a demonstration of your use of academic archives and databases, and your ability to search for and locate primary sources.

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, personalresponsibility 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:
In this essay you will be marked on your writing skills, as these are the basis of your ability to communicate. We therefore expect your essay to

- be clearly structured
- be fluently written, avoiding grammatical, spelling and punctuation errors
- include a clear introduction setting out the question and your approach
- include clear and thorough referencing and bibliography according to the required format
- contain a clear conclusion

You should follow the guidance in the MA Writing Guidelines

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, whichin 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.

PLEASE NOTE. All Feedback will be given on Turnitin, not on the form below

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	30%	
2. Knowledge and Understanding Skills		
	20%	
3. Cognitive and Intellectual Skills		
	20%	
4. Practical Application Skills		
	0%	
5. Transferable Skills for Life and Professional Practice		
	30%	

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)**		**50%**
	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 studyinformed 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.
Cognitiveand 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

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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 skillsin 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. Can identify	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 solutionsin complex and unpredictable contexts. Evidence of	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

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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.	problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	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 effectivelyand 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. Demonstrates	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.	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.