

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Leadership and Management		
Module:	Emergent Leadership Skills in the Workplace		
Module code:	BMSW6101	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Tayo Korede	Internal Verifier:	Yohan Mendis
Assignment Title:	Portfolio	Word count (or equivalent):	Task 1 – Video 5 Minutes video (individual) Task 2 – Essay 2500 Words Case Study Analysis 1000 Words Reflective Essay
Submission deadline:	Task 1 – 19.02.2021 Task 2 – 29.03.2021	Return date of provisional marks & written feedback:	May 2021
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 40%. 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. Critically evaluate personal ability to fulfil the key responsibilities of the leadership role within the context of established leadership styles; 2. Analyse and critically assess strategies for leadership in relation to others; 3. Plan for the leadership of change of an appropriate level of complexity within the workplace.

TASK DESCRIPTION

Portfolio of work comprising Task 1 and Task 2:

- **Task 1 (5 Minutes video) - 25%**

Individual video discussing and analysing your leadership traits and style. You should also consider the value and limitation of your leadership style.

- **Task 2 (3500 Words Essay) – 75%**

Part 1 - Case study analysis on change leadership (2500 words $\pm$ 10%)

The case study is attached bellow. This case will enable students to critically explore the leadership styles of one female leader, some of the challenges faced by female leaders, and solutions to those challenges. You are also expected to conduct your own research in addition to the case study to support your argument within the essay.

Part 2 – Reflective essay (1000 words $\pm$ 10%)

Reflecting on your learning about emergent leadership skills module. Here you should try to synthesise your learning experience in this module about leadership overall. You may also wish to consider if there are any significant aspects of leadership which have not been touched on in the module.

You also need to reflect on personal leadership styles and abilities with reference to workplace examples.

Since this is a reflective piece, your discussions/reflection could be written in the first person. However, you still need to provide evidence to back up claims.

Please Note:

1. The TWO different parts of TASK 2 should be submitted as a single file, with the tasks clearly sectioned as Part 1 and Part 2 respectively.
2. Parts 1 and 2 of Task 2 should be written in essay format. Correspondingly, you are expected to include title, introduction and conclusion for both parts. You have the option to use section titles for these parts of the task.
3. ALL references used for the different parts (1 and 2) should be reported alphabetically at the end of the document. In other words, you only to have one "References List" section at the end of the final document.

Transformational/Visionary Leadership Case Study

Female Leadership: The Case of Ursula Burns

Abstract

This case discusses women's leadership traits, personalities, leadership styles, and the challenges that women face in their role as leaders. To illustrate some of these challenges, this case explores the experience of Ursula Burns, ex-Chief Executive Officer (CEO) of Xerox. Evidence shows that she is honest, straightforward, communicates her thoughts and ideas to others, and leads by example. However, like many women, she faced diverse challenges, including discrimination and projected stereotypes. What are some short-term and long-term solutions to the challenges such women face?

Introduction

In spite of women's impressive performance at the workplace, educational, and community level, the number of women in leadership positions is still low. Studies indicate that, from corporate boards to religious institutions, men dominate the leadership positions because men are seen as better leaders than women. However, ample evidence suggests that women have always played an important role in the development of communities and organizations, as they frequently fill roles involving participation, nurturing, and care. Empowering women to participate in communities greatly enhances productivity and fosters economic growth. In addition, the WorldWatch Institute reported that women are responsible for 50% of agricultural output in Asia, while nearly 80% of the agricultural labourers in sub-Saharan Africa are women.

In the United States, the role of women changed as a result of their work in the First World War. After this war, women were given the right to vote and divorce was made easier. Since then, the number of women working has increased by more than 25%. The rise of feminism in the 1960s also led to an influx of women into the workforce in the 1980s and 1990s; until then, most women were limited to housekeeping while men worked for an income. Currently, the numbers of women working, attending college, and graduating from universities have increased. Many women spend their lives being informal leaders in their community and family roles. However, due to many stereotypes and discrimination, these roles do not result in women being seen as equally capable leaders as men in the workplace.

Ursula Burns

Ursula Burns is the first African-American woman to lead a Standard and Poor's (S&P) 500 company that generated over \$10,771 million in revenue in 2016. She pursued a strategy of growth for Xerox to expand its market reach and profits.

Burns was raised by a single mother in a low-income housing community in Manhattan. Her mother worked very hard to ensure her three children got a good education. Burns truly believes that it is not where you start out in life that matters but where you end up. She graduated with a BSc in mechanical engineering and got a master's degree from Columbia. In 1980, Burns got an internship at Xerox that offered her an entry-level engineering job. In 1990, Wayland Hicks, then a senior executive at Xerox, asked her to become his executive assistant, and the following year, she became the executive assistant to the chairman, Paul Allaire. Her role as an executive assistant exposed her to different leadership qualities, such as sharp perception and responsiveness to the team's organizational needs. The next step in her career was working closely with Anne Mulcahy, the CEO at the time, in what both women described as a true partnership.

Ursula Burns married Lloyd Bean in 1988 and became a mother to two children. From 1992 through to 2000, Burns managed several business teams, including the office of network printing and the office of colour and fax businesses. In 2000, she was made senior vice president of corporate strategic services, in charge of manufacturing and supply chain operations. In 2002, Burns was named as the 50th most powerful black woman executive in America by Fortune magazine. Her skills and demeanour led her to be named the president of Xerox in 2007, and in 2009, she became the CEO, succeeding Anne Mulcahy. She was asked to help lead the White House national program on science, technology, engineering, and mathematics (STEM) education, a priority of the Obama Administration that gives every American student access to a high-quality education to help better their future and that of the nation.

Since Ursula was nominated as CEO of Xerox in 2009, she has been described by many people as being self-aware and authentic. According to Blazek, her personality seems to echo well with her employees and the business environment. An editorial by The Huffington Post Ella Edmondson bell. described Burns as an open, grounded, down-to-earth person who is loved by her employees. Bloomberg Business Week authored by Nanette Byrnes reported that executives inside and outside of Xerox describe her industry knowledge and technical prowess as second to none. She is noted for her frankness and ability to take risks.

Leadership Traits

Traits theory was established based on the characteristics of born leaders, including intelligence, self-confidence, integrity, empathy, and sociability. Ursula Burns asserted that her personality was formed by the influence of her mother. She is a charismatic speaker, approachable, compassionate, and empathetic leader. She believes that dreams can come true with a good education, strong work ethics, and the courage to lean in. She knows how to take advantage of opportunities that come her way and is willing to take risks.

She learned to manage her emotions earlier in her career, which has enabled her to develop social-awareness of her environment. She is empathetic and listens attentively but can also engage and get along with team members from diverse ethnic backgrounds. Her self-management competency allows her to achieve and constantly seek performance improvement. She is honest and encourages ethical behaviour. She stands up for her values and speaks up for herself. She once said it is critical for women to have the confidence to speak in formal situations as if there is no one to speak for them. If you do not speak, no one will ever know what you are thinking and will assume you have nothing to say.

In one of the executive meetings, Burns was not satisfied with the executive's answer to why Xerox had few workers from different ethnic backgrounds. She stood up in front of everyone and exchanged some arguments with the executive. Her outspokenness allowed her to come to the notice of management, which earned her many promotions prior to her promotion to CEO.

Coaching is part of leadership development. Coaching leaders who have personal conversations with their employees manage to establish relationships and trust as they show a genuine interest in their staff. They are good at delegating and giving employees work that challenges them. Mr Allaire was a good mentor to Ursula Burns. Because of him and other mentors that Burns had throughout her career journey, she was always ready to undertake the next step in her career as they helped her see outside the box surrounding her daily experience. The relationship between her and her mentor benefited both of them as well as the organization. Although it was found that people prefer to have a mentor of the same gender, as they believe that they will understand the challenges predominantly faced, in the case of Burns this was the opposite.

Leaders are ambassadors of their organizational values to the rest of the world. This is evident in Burns' leadership style; she spends her time wisely as it indicates her priorities. Most of her time has been spent encouraging and empowering other women to pursue their careers, and she is also involved in championing women's courses through the STEM initiative and the Lean In movement in the United States.

The Leadership Styles

Leaders are supposed to be flexible and should be able to adapt to different situations instead of searching for one best way to lead under all circumstances. Burns established the right mix of directives and supportive leadership behaviours. Her leadership styles seem to resonate well with her employees and the business community. According to one report, her deep industry knowledge and willingness to take necessary business risks set her apart from other leaders. A meta-analysis by Alice Eagly and Blair Johnson showed that female leaders do not fall into the typical stereotypes of female versus male leadership behaviours, but that feminine characteristics of care and support could be a strategic advantage for organizational effectiveness and wellbeing.

According to Robert Blake and Jane Mouton's managerial grid model, leaders' roles can be either people-oriented, in which the leader behaviour is based on high sensitivity to workers' feelings and openness, or task-oriented, in which leaders focus on the jobs that need to be performed to meet goals. Burns' style leans towards "people-concern" as she tries to establish relationships and consider and emphasize her teams' interests.

Moreover, studies on transformational leaders have demonstrated that female leaders tend to be more participative and democratic, while according to the American Psychological Association, male leaders appear to be more task-oriented, directive, command, and control driven.

Nowadays, the social leadership style of women has gained more value and acceptance worldwide. Demonstrating a concern for her followers' needs, Burns is perceived as trustworthy, but these traits do not stop her from being concerned with the tasks and specific goals of the organization. She had an interest in integrating and uniting all workers as members of one big family.

Having been at Xerox since 1980, she is seen by followers to be a charismatic leader who has knowledge and expertise in the digital printing industry. She prides herself on looking for people who have empathy and who can work with people from all different ethnic and functional backgrounds. Victor Harold Vroom and Philip Yetton suggested that the extent to which followers are involved in decision-making is critical to leadership effectiveness, and it is important to have the capacity to learn from others. Thus, leadership behaviour involves moving followers towards accomplishing the mission and vision of the organization. Burn's vision inspired Xerox's mission statement, and this is communicated throughout the organization. Her moral principles and integrity provide credibility to her vision. Peter Ferdinand Drucker mentioned how management should acknowledge the importance of business policy and actions upon society for the company's stability and success. After Burns became the new CEO, she changed the operations process, which made the company successful and profitable, thereby increasing its dividends.

Literature on leadership has indicated that there are many complex reasons why men are considered better leaders than women. These include work-life balance issues, stereotypic leadership views, politics, and organizational culture at the top management level. Societal stereotypic views about the roles of men and women is another reason identified as the cause of underrepresentation of women in leadership. For example, men are considered to be more competitive and tough, presumably making

them “good leaders,” while women are considered as transformational leaders; considerate and affectionate, thus making them weak leaders.

Challenges Faced by Women Leaders

Although there is an increased number of women graduating from universities and in elite positions, the number of female CEOs is still low, with increasing inequalities and challenges constantly present. Society has a hard time letting go of the stereotype of the emotional and sensitive woman who would struggle in a leadership position, as opposed to men who are seen as competitive and in control. This glass ceiling is a societal barrier that hinders not only women but minority groups from reaching top leadership positions, despite having the requisite qualifications and capabilities. Thus, this perpetuates the unequal distribution of job roles across organizations' hierarchical structure. These stereotypes are issues socially and culturally ingrained around child-bearing responsibilities, assuming that women seek less full-time employment or leave their career. Burns faced a little of some of this type of discrimination, but the majority concerned her age. She was seen as too young to have the types of responsibilities she had.

Regardless of her family and financial situation, Ursula Burns had the chance to receive an education where she earned a Bachelor of Science degree in mechanical engineering from Polytechnic Institute of NYU and a Master of Science in Mechanical Engineering from Columbia in 1981. Researchers have shown that the educational choices made by women explain the low number of executive or female leaders in science and engineering fields. Women are still under-represented in science and engineering fields as these disciplines are seen as male-dominated fields. Women tend to be seen to congregate more in positions associated with human resources, education, and community relations. If leadership development is not on the agenda of those in top leadership positions, it will not go far. Xerox was one of the first firms that understood the importance of a diverse workforce in the early 1980s, which increased creativity and innovation and provided a larger pool of potential talent. To develop leadership skills, early work experiences are key. Burns had these experiences when she started her career as an intern at the age of 22. This allowed her to reveal her interests and dislikes, abilities, and talents. She did not let globalization be a barrier to her as she would travel anytime requested.

Conclusion

Although we are seeing more and more women become successful in politics and the private sector, there is still a long way to go. It should be the norm that such women exist in the top lists of CEOs instead of having a specialized “top women” list. It is hoped that leaders and their respective boards take up the responsibility to promote gender equality and give women the opportunities that they deserve and merit.

Exemplary leaders challenge the process and enable others to act. Taking the case of Rwanda, a country where more than 60% of its parliament are women, its commitment to gender equality pushed it forward in leading the way for advancement in opportunities for women. To progress in developing a world that promotes gender equality and no discrimination against women, women's education is crucial in bridging the gender inequality gap as well as supporting and encouraging them to pursue their careers. It is important to continuously raise awareness and pressure for gender equality through campaigns.

Questions to consider for the assignment task:

1. Critically analyse the leadership traits. Out of all the traits necessary for strong leadership, which ones did Ursula Burns most represent?
2. What are the gender stereotypes Ursula would have had to combat in her leadership role at Xerox? Evaluate the challenges faced by female leaders at the top management level.
3. Which long-term solutions to gender discrimination in leadership do you think would be most effective, and why?
4. Based on this case study and your own additional research critically evaluate the relationship between transformational leadership and organisational performance.

References

American Psychological Association. (2006, November 22). When the boss is a woman: Men and women are equally effective in setting that match gender roles. Retrieved from <http://www.apa.org/research/action/boss.aspx>

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GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where 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 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:

Evidence of engagement with 20 -25 relevant and credible sources in Task 2.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles 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 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:

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 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 others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for 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 and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

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		
Task 2 – Essay 15%	15%	
2. Knowledge and Understanding Skills		
Task 1 – Video 10% Task 2 – Essay 15%	25%	
3. Cognitive and Intellectual Skills		
Task 2 – Essay 15%	15%	
4. Practical Application Skills		
Task 1 – Video 10% Task 2 – Essay 15%	25%	
5. Transferable Skills for Life and Professional Practice		
Task 1 – Video 5% Task 2 – Essay 15%	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)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions 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 limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and	Wholly or almost wholly descriptive work. Little or	Largely descriptive work, with superficial use	Limited attempt at critical thinking, analysis,	Some critical thinking, analysis, synthesis and	Sound critical thinking, analysis, synthesis and	Excellent critical thinking, analysis, synthesis and	Exceptional critical thinking, analysis, synthesis and

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language	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	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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