

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Master of Business Administration		
Module:	Strategic Management		
Module code:	LCMB7003	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Hoang Nguyen (London) Ejike Udeogu (Birmingham)	Internal Verifier:	Vasilios Tavlaridis
Assignment Title:	Individual report	Word count (or equivalent):	5,000 words (± 10%)
Submission deadline:	2 nd December 2026 by 2 PM	Return date of provisional marks & written feedback:	4 th January 2027
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Postgraduate):

- A mark of **54%** would be reduced to the pass mark of **50%** if the work is 10–25% over.
- A mark of **67%** would be reduced by 5 marks to **62%**.
- A mark of **59%** at 25–50% over would be reduced to **50%**.
- A mark of **64%** at 25–50% over would be reduced by 10 marks to **54%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

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

- Synthesise the relationship between the external and internal environments of an organisation and their impact on its strategies;
- Critically evaluate competitive and development strategies, in the context of contemporary strategic management issues;
assess the factors that must be considered in strategy implementation

TASK DESCRIPTION

A strategy adviser helps organizations define, plan, and implement long-term goals to enhance competitive advantage, growth, and profitability. Working with senior leadership, they diagnose business problems, conduct market research, and provide unbiased, high-level advice on strategic initiatives.

1. The task and your role:

Assume the role of a strategy adviser. You have been asked to analyse one specific, real and recent strategic issue facing an organisation of your choice, and to recommend how the organisation should respond. Your work takes the form of a strategic analysis report (Part A) supported by a short reflective account of how you researched and produced it (Part B).

This is not a general profile of a company. Your report must be anchored to a single, clearly defined strategic issue or decision the organisation is currently facing, and everything in the analysis must earn its place by helping the reader understand and resolve that issue.

1.1 Choosing your organisation and strategic issue

You must select both the organisation and the strategic issue yourself and briefly justify both choices. Your selection must meet all the following conditions:

- Real and established: the organisation has operated for at least five years and discloses enough information (reports, filings, credible reporting) for you to analyse it with evidence.
- A specific, recent issue: the strategic issue or decision is current and has been visible in credible sources within roughly the last 12–24 months (broadly, since 2024–25).
- Scoped: if the organisation operates in several markets or product areas, focus on one business unit, product line or geography, and justify that boundary.
- Non-trivial: the issue must involve at least one of – competing stakeholder priorities, an ethical or sustainability dilemma, or significant uncertainty / rapid change in the environment. State which applies.

Indicative types of strategic issue (choose one, or justify an alternative):

- How to respond to a disruptive technology, new entrant or shift in industry dynamics.
- Whether and how to enter, exit or reposition within a particular market or geography.
- Whether to grow through acquisition, alliance or organic development.
- How to defend or rebuild competitive advantage that is being eroded.
- How to reconcile a sustainability, ethical or governance pressure with commercial performance.

2. What you must produce:

Your submission has two parts, each with their own word allocation recommendations. The word count excludes the title page, contents page, in-text tables and figures, reference list and any appendices.

Part A in detail (≈ 4,200 words)

A1 – The strategic issue (≈ 700 words)

- Briefly introduce the organisation and the scoped unit, product or geography, and state the single strategic issue in one or two sharp sentences.
- Justify why you selected this organisation and issue, and identify which layer of complexity applies (competing stakeholders, an ethical/sustainability dilemma, or rapid change/uncertainty).
- Make clear why a sound answer is not obvious – this frames the analysis that follows.

A2 – Strategic analysis (≈ 2,500 words)

- Analyse the external context (macro-environment and industry) and the internal context (resources, competences and capabilities), then integrate the two into a clear diagnosis of the organisation's strategic position in relation to the issue. Use at least four relevant strategy frameworks.
- Bring in business- level strategy concepts where relevant.

A3 – Recommendations (≈ 1,000 words)

- Make clear, prioritised, evidence-based recommendations that follow logically from your analysis and resolve the issue.
- Justify your chosen direction against at least one realistic alternative, acknowledging the trade-offs.
- Address implementation – capabilities, resources, structure, governance, leadership and change – and identify the main risks and how you would manage them.

Part B in detail – Reflective account (800 words)

Part B is not a description of how you completed the assignment. Write as the manager or consultant who produced Part A and must now justify your professional judgement to a sceptical senior audience – for example a board, a client, or an engagement partner who was not involved in the work. The commentary must be critical and analytical, yet practical and

connected to the workplace: it explains and defends the decisions behind your analysis and recommendations, rather than recounting your process or your feelings.

Address the following analytically:

- **Reasoning behind your choices** – why you framed the issue as you did, why you selected those frameworks, and why you favoured your recommendation over the alternatives you considered.
- **The evidence base** – which evidence you relied on most heavily, how reliable it was, its limitations, and how that affects your confidence in your conclusions.
- **Your assumptions** – the explicit and implicit assumptions you made, how they shaped your recommendations, and what would happen to your conclusions if they proved wrong.
- **The role of theory** – how strategic theory informed, sharpened or constrained your thinking, and where you had to depart from ‘textbook’ answers to fit the realities of this organisation.
- **Professional judgement** – what the exercise reveals about how you make strategic decisions, the limits of your analysis, and what you would defend, revisit or do differently if challenged by stakeholders.

Reflective approach: you may draw on recognised models of critical reflection and reflective practice to structure your commentary – for example Schön’s reflective practitioner (reflection-on-action), Argyris and Schön’s single- and double-loop learning, Brookfield’s four lenses of critical reflection, or Mezirow’s critical (transformative) reflection. Do not use Gibbs’ reflective cycle or Kolb’s experiential learning cycle. The emphasis throughout must be on professional reasoning and judgement, not on a chronological account of what you did.

3. Additional guidance:

- Apply a minimum of four recognised strategy frameworks across Part A, used analytically. Suitable choices include: PESTEL; Porter’s Five Forces; competitor and strategic-group analysis; the resource-based view and VRIO; SWOT; the value chain; core competences and dynamic capabilities; generic competitive strategies; Ansoff’s matrix; and corporate-level, international and cooperative (alliance) strategy frameworks.

USE OF GENERATIVE AI IN ASSESSMENT

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

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:

- ☐ **Strategic Issue Evidence:** The strategic issue itself must be supported by recent, dated sources (broadly within the last 12–24 months).
- ☐ **Breadth of Reading:** Engage with a wide range of reading by utilizing a minimum of 15–20 credible literature sources informed by the latest research.
- ☐ **Source Diversity:** Draw on more than one type of source (e.g., company disclosures, regulatory or industry data, credible journalism, and academic literature) and corroborate important claims rather than relying on a single source.
- ☐ **Visual Elements:** Ensure all tables, charts, diagrams, graphs, and images are properly cited and captioned.
- ☐ **In-Text Citations:** Support your claims, arguments, and data with in-text citations wherever necessary.
- ☐ **Referencing Style:** Accurately cite all sources within the text and compile them in a reference list conforming strictly to the UWTSD Harvard Referencing Style (*Cite Them Right*).

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:

- ☐ **Subject Knowledge:** Demonstrate a deep knowledge and understanding of the relevant models and concepts within the subject area.
- ☐ **Subject Knowledge:** Examine the concepts of PESTLE, VRIO, Porter's 5 Forces, Balanced Scorecard, CSR, three generic strategies, Ansoff's Matrix, and BCG Matrix, among others.
- ☐ **Contemporary Awareness:** Display a clear awareness of current problems and emerging insights in the field.

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:

- ☐ **Critical Evaluation:** Demonstrate a critical evaluation and critique of current research and methodologies.
- ☐ **Synthesis of Complex Issues:** Provide a systematic and creative synthesis of complex issues related to the assessment tasks.
- ☐ **Critical Analysis & Judgement:** Investigate contradictory or incomplete information to form balanced arguments and judgements.

- ☐ **Evidence-Based Reasoning:** Provide robust evidence to support all arguments and judgements.
- ☐ **Grounded Self-Reflection:** Ground your self-reflection in your current personal and professional experiences.

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:

- ☐ **Tool Application:** Properly implement the appropriate tools and approaches required to fulfil the assignment tasks.
- ☐ **Task Focus:** Focus exclusively on the specific tasks and questions set in the assignment briefing.

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:

- ☐ **File Format:** Submit your work as a single Microsoft Word document (.docx).
- ☐ **Structure:** Structure your work appropriately with logical formatting.
- ☐ **Academic Tone:** Write in a formal academic style—ensure your writing is clear, accurate, concise, objective, and consistent.
- ☐ **Grammar & Spelling:** Use proper spelling, punctuation, and grammar throughout.
- ☐ **Professional Presentation:** Present your work professionally. Pay close attention to paragraph formatting, headings, alignment, line spacing, fonts, tables, and visual elements.
- ☐ **Typography & Layout:** Use **Arial font (size 12)**, **1.5 line spacing**, and include **page numbers**.
- ☐ **Labels & Captions:** Ensure all tables, charts, diagrams, graphs, and images are clearly named, numbered, and referenced within the text.
- ☐ **Title Page Requirements:** Your title page must include:
 - The University logo
 - The programme name
 - The module name and code
 - The title of your submission
 - The lecturer's name
 - The student's name and ID
 - The final word count
 - The submission date
- ☐ **Table of Contents:** Use Microsoft Word's automated feature to generate the Table of Contents.
- ☐ **Word Count Policy:** Adhere strictly to the required word count. The title page, table of contents, acknowledgements, lists of tables/figures, reference list, and appendices are **excluded** from the final word count.
- ☐ **Word Count Penalties:** If your word count falls outside the permitted range, please refer to the "Word Count" section below for penalty details.
- ☐ **Anonymity/Metadata:** Please ensure that the **"Remove personal information from file properties on save"** setting is **switched off** in Microsoft Word before submitting your document.

Note: Evidence for each criterion should be demonstrated across all sections of your work.

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	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		100%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

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

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

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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)	matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	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.	systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	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.	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.	of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the	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 judgements. Unsubstantiated	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 generalised statements	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 but not systematically or	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative

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absence of complete data.)	generalisations, made without use of credible evidence.	made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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.	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.	judgements based on data (that may be incomplete)	investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making	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 problems and	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or

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	unpredictable contexts.	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.	propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	Evidence of originality and creativity.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary

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approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH