



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

SWANSEA - ABERTAWE

MODULE HANDBOOK

Global Business Challenges

BMMB7006

LEVEL 7

SCHOOL OF BUSINESS

FACULTY OF MANAGEMENT AND HEALTH

Semester 1 – 2026-2027

Lecture Schedule Semester 1 26/27

Global Business Challenges

MBA

Lecturer: Rebecca Francis-Davies
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LECTURE SCHEDULE		
Date	Week no.	Lecture Topic
2 nd October 2026	1	Introduction: the global business environment. Globalisation and its critics, regional versus global integration, the macro-economic context in 2026 (growth, inflation, interest rates, debt, geopolitical fragmentation). PESTLE as a scanning tool.
9 th October 2026	2	People's Emergency Briefing: Film screening and post-film discussion. Challenge: climate and nature
16 th October 2026	3	Challenge: protectionism and economic nationalism. Tariffs, sanctions, export controls, subsidies and industrial policy. US, EU and Chinese approaches. Reshoring, friend-shoring and the fragmentation of supply chains.
23 rd October 2026	4	Guest speaker: crisis management and communications, with decision making in global organisations as the focus. Challenge: conflict and geopolitical risk. Ukraine, the Middle East, Taiwan and the South China Sea as cases. Energy and food security, sanctions compliance, political risk assessment and how multinationals decide whether to stay, exit or hedge.
30 th October 2026	5	Challenge: technology and AI. Guest Speaker: Dr Tim Bashford, Research Lead, Wales Institute of Digital Information, UWTSd. Productivity, automation and the future of work; the concentration of AI capability in a few firms and states; data governance and divergent regulation (EU AI Act, US, China). Technology as a factor in comparative advantage.
6 th November 2026	6	Reading week: alternative business models (self-directed learning)
13 th November 2026	7	Guest speaker: Torsten Bell MP, Pensions Minister and Parliamentary Under-Secretary of State. Torsten Bell was previously CEO of the Resolution Foundation, and prior to that worked as a Treasury civil

		servant. He is an economist and politician. He was appointed as Honorary Professor at the UCL Policy Lab.
20 th November 2026	8	Challenge: inequality and demographic change. Inequality within and between nations, ageing societies, migration and labour supply, the political backlash against globalisation. Links back to the guest lecture.
27 th November 2026	9	Modes of engagement with international markets: the entry-mode spectrum, Uppsala, Dunning's OLI, CAGE distance. How the challenges of weeks 2 to 8 change the location decision.
4 th December 2026	10	Micro-economic structures and the global firm: market structure, Five Forces, global value chains (Gereffi), supply chain resilience versus efficiency, firm-level decision making under uncertainty.
11 th December 2026	11	Trade theory and internationalisation: comparative advantage, Heckscher-Ohlin, new trade theory, the WTO and its decline as an arbiter. What the trade theories can and cannot explain about the world of weeks 1 to 8. Module review.

This schedule is a guide only and may be changed by the lecturer.

Learning Strategy

The module is delivered through weekly sessions combining lecture and tutorial activity. Lectures introduce the theoretical frameworks of international business and economics; tutorials apply them to current global challenges through case analysis, structured discussion and problem-based tasks. The emphasis throughout is on critical evaluation rather than description: students are expected to test theory against evidence, weigh competing positions and reach defended judgements.

The module is organised in two movements. The first examines the major challenges shaping the global business environment, including climate and nature, protectionism and economic nationalism, conflict and geopolitical risk, technology and artificial intelligence, and inequality and demographic change. The second introduces the theory that explains how organisations respond: modes of engagement with international markets, micro-economic structures and firm-level decision making, and international trade theory. Students therefore encounter the problems before the tools, and are asked to consider what each theory can and cannot explain about the world they have already examined.

Students are expected to prepare for each session through directed reading and to engage with current developments in the global economy. Given the pace of change in the subject, contemporary sources are prioritised and students are encouraged to bring their own professional and organisational experience into discussion. The assessment, a critical report, requires students to apply the module's theoretical content to

a current global challenge and to communicate a reasoned position in a form appropriate to a professional audience.

MODULE CODE:	BMMB7006
TITLE:	Global Business Challenges
DATED:	14.12.22
LEVEL:	7
CREDITS:	20
PREREQUISITES:	NONE

AIM(S)

LEARNING OUTCOMES

- To identify, describe and critically analyse the internal and external economic forces at different regional levels with respect to decision making processes in modern organisations.
- To systematically understand and assess the nature of recent developments in the global economy with an emphasis on multinational organisations and international trade.

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

- Critically evaluate the main features which contribute to the international business environment with the focus on macro-economic conditions
- Critically evaluate the different modes of engagement with international markets and explore the interconnectedness between these and the economic, legal, political, ecological and cultural environment in which expanding companies operate.
- Assess micro-economic structures with respect to decision making in global organizations.
- Critically evaluate issues in trade theory relevant to the conduct of international business and the internationalisation of organisations.

INDICATIVE CONTENT

- Introduction to international business and globalisation including the economic, regulatory, ecological and cultural environment.
- Overview of the international economy and recent economic trends.
- Theories of international trade and market protection.
- Regional integration and trade arrangements.
- International entry strategies.
- Relationships between trade, growth and regional inequalities in terms of income and living standards.
- Emerging economies.
- International labour markets.
- Global ecological challenges, the need for sustainability and the circular economy.
- Corporate Social Responsibility in a Global Economy.
- An evaluation of guidelines for ethical organisations operating in the global market.
- Issues of sustainability and ecological responsibility.
- Relevance and changing impact of international institutions such as WTO, World Bank and IMF on global organisations.
- Micro-economic concepts such as supply and demand, price elasticities and cost-structures with respect to managerial decision making.
- The role of technology in changing the competitive position of incumbents and new entrants.

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	5,000 words	100%

READING LIST

Module Code	BMMB7006	
Module	Global Business Challenges	
Classification	Reading List entry	Electronic*
Essential	Morrison, J. (2023) <i>The global business environment : sustainability in the balance</i> . Sixth edition. London ; New York, NY ;; London ; New York, NY : Bloomsbury Academic, p. 1 online resource.	Yes
Essential	Sloman, J. <i>et al.</i> (2019) <i>Economics for Business</i> . Harlow, United Kingdom: Pearson Education Limited.	Yes
Essential	Sloman, J. (2023) <i>Economics for business</i> . Ninth edition. Edited by D. Garratt, J. Guest, and E. Jones. Harlow, England ; New York ;; Harlow, England ; New York : Pearson.	No
Essential	Whittington, R. (2020) <i>Exploring strategy : text and cases</i> /. 12th ed. Edited by P. Regnér et al. Harlow : Pearson, p. 1 online resource (xxvi, 810 p.) :	Yes
Essential	Whittington, R. (2020) <i>Exploring strategy : text and cases</i> /. 12th ed. Edited by P. Regnér et al. Harlow : Pearson, p. 1 online resource (xxvi, 810 p.) :	No
Essential	Baye, M. (2025) <i>Managerial Economics & Business Strategy</i> . 11th edn. McGraw-Hill.	Yes
Further	Baye, M. (2025) <i>Managerial Economics & Business Strategy</i> . 11th edn. McGraw-Hill.	Yes
Further	Griffiths, A. (2011) <i>Economics for business and management</i> . 3rd ed. Edited by S. Wall. Harlow : Financial Times Prentice Hall, pp. xxvi, 561 p. :	Yes

Further	Hamilton, L. (2018) <i>The international business environment</i> . Fourth edition. Edited by P. Webster. Oxford : Oxford University Press.	Yes
Further	Harford, T. (2013) <i>The undercover economist</i> . [New] edition. London : Abacus.	No
Further	Kay, J. (2011) <i>Obliquity: Why our goals are best achieved indirectly</i> . London: Profile Books.	Yes
Further	Kay, J.A. (2004) <i>Everlasting light bulbs : how economics illuminates the world</i> . London : Erasmus.	No
Further	Krugman, P.R. (2024) <i>Economics</i> . Seventh edition. Edited by R. Wells and R. Herzog. New York : Worth Publishers Macmillan Learning.	No

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	MA Leadership		
Module:	Global Business Challenges		
Module code:	BMMB7006	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Rebecca Francis-Davies	Internal Verifier:	Marie Pitson
Assignment Title:	The People's Emergency Briefing	Word count (or equivalent):	5,000
Submission deadline:	11th January 2027	Return date of provisional marks & written feedback:	9th February 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
the smaller penalty)5 mark deduction *or* reduction to the capped mark (whichever is**26%–50% over**
the smaller penalty)10 mark deduction *or* reduction to the capped mark (whichever is**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 wordlimit 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:

- Critically evaluate the main features which contribute to the international business environment with the focus on macro-economic conditions
- Critically evaluate the different modes of engagement with international markets and explore the interconnectedness between these and the economic, legal, political, ecological and cultural environment in which expanding companies operate.
- Assess micro-economic structures with respect to decision making in global organizations.
- Critically evaluate issues in trade theory relevant to the conduct of international business and the internationalisation of organisations.

TASK DESCRIPTION

In November 2025 the National Emergency Briefing presented evidence on the climate and nature crisis to more than 1,200 politicians and leaders from business, culture, faith, sport and the media at Westminster. The evidence covered the implications of climate and nature breakdown for health, food systems, national security and the economy. A 50-minute film based on that briefing was released in April 2026 and is being screened in communities and workplaces across the UK. **You will watch the film during your lecture and it is vital that you attend.**

One contributor to the film argues that it is about time the economy and business fitted around the environment, and not the other way around.

The film is a piece of public advocacy. It makes a case, in a UK setting, for a government-led response on a wartime scale. Your task is not to summarise or endorse that case. It is to subject the central claim to the economic and business analysis developed in this module, and to reach a defended position of your own.

Note: You **must** use the report template on Moodle.

The task

Write a critical report in response to the following question:

Should the global economy and international business “fit around the environment, and not the other way around”? Critically evaluate this claim with reference to the macro-economic environment, the modes by which organisations engage with international markets, and international trade theory.

You must choose a multi-national company as your case study and your report should be aimed at the most senior level of the organisation.

Your report must:

1. **Examine the claim itself.** Identify what it assumes about the relationship between economic activity and ecological limits, and locate it within the relevant debates (for example, decoupling, the growth versus degrowth literature, natural capital and ecosystem services, and the economics of climate risk). Consider the strongest arguments on both sides.
2. **Analyse the macro-economic environment.** Assess how climate and nature risk are entering macro-economic conditions and policy: physical and transition risk, carbon pricing and border

adjustment mechanisms, central bank and financial regulator responses, and the fiscal position of governments asked to fund a large-scale response. Consider how these conditions differ across regions and stages of development.

3. **Assess the implications for modes of international engagement.** Take the position of a multinational organisation and evaluate how the claim, if acted on, would affect its choices between exporting, licensing, joint ventures, foreign direct investment and global supply chain configuration. Draw on at least one real organisation or sector to ground the analysis.
4. **Test the claim against trade theory.** Consider whether comparative advantage, factor endowment and new trade theory can accommodate environmental limits, or whether environmental standards operate as non-tariff barriers, and what this means for developing economies whose comparative advantage lies in carbon-intensive or extractive activity.
5. **Reach a conclusion.** State clearly whether, and in what form, you accept the claim, and set out what would need to change in policy, corporate strategy or trade governance for the position you defend to be realised.

Scope and expectations

- The film is UK-centred. This is a global business module and your analysis must extend beyond the UK. Use the film as a starting point, not as evidence.
- This is a Level 7 assessment. Theory must be applied and evaluated, not described. Assertion is not analysis; every judgement should rest on reasoned argument and cited evidence.
- The subject moves quickly. The majority of your sources should be from the last five years, with seminal works the exception. Peer-reviewed literature, reports from international institutions (for example the IMF, World Bank, WTO, OECD, IPCC and the Network for Greening the Financial System) and primary corporate and policy documents are expected. Journalism and advocacy material may be cited for context but cannot carry the argument.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	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.	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.	No
WRITING	For this assessment, you can use Generative AI to create text for submission.	No
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	No
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	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 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, 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: A minimum of 50 references is required. The majority of your sources should be from the last five years, with seminal works the exception. Peer-reviewed literature, reports from international institutions (for example the IMF, World Bank, WTO, OECD, IPCC and the Network for Greening the Financial System) and primary corporate and policy documents are expected. Journalism and advocacy material may be cited for context but cannot carry the argument.

1. 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: The film is UK-centred. This is a global business module and your analysis must extend beyond the UK. Use the film as a starting point, not as evidence.

1. 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: Theory must be applied and evaluated, not described. Assertion is not analysis; every judgement should rest on reasoned argument and cited evidence.

1. 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: *Treat the film as a prompt, not as the evidence itself. Use a real global organisation to apply your knowledge and ground it in reality.*

1. 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: *Your executive summary should be should be written as briefing a board that they can act upon. Managers are increasingly presented with campaign reports, consultancy decks and NGO briefings that carry a position. Being able to read one respectfully, separate the evidence from the framing, and reach an independent view is precisely the skill this assignment tests. Show it by treating the film fairly rather than dismissively. You must use the report template on Moodle. Please proofread carefully prior to submitting.*

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		
	20	

2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	15	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% 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	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	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very	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.

	incoherently or largely absent.	class contact. Inconsistent and weak use of referencing.	accurately or consistently.	inaccuracies or inconsistencies.	good use of referencing, with no/very few inaccuracies or inconsistencies.		
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and 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.	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	Knowledge has a well-defined 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.	Excellent mastery of a 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	Exceptional mastery of a 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.

						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 absence of complete data.)	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 generalisations, made without use of credible evidence.	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 made with scant evidence and	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 creatively. Some evidence to support emerging judgements but	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 but not fully systematically or creatively. Ability to make judgements based on data	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 judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.

		unsubstantiated opinions. Ideas sometimes illogical and contradictory.	these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	(that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	
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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 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 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 logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	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 propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	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 originality and creativity.	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 advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	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 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.
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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 approach; clarity and effectiveness in presentation and organisation.)	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 the skills required in professional, postgraduate employment.	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 initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	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 some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	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 required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	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 employment skills.	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 conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	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 professional, postgraduate employment skills and a strong appetite for further development.
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