

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MA Children and Young People's Mental Health and Additional Learning Needs		
Module:	Independent Project: Children and Young People's Mental Health and ALN		
Module code:	ECCY7014	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Dr Charlotte Greenway	Internal Verifier:	Natalie McDonald
Assignment Title:	Portfolio	Word count (or equivalent):	9,000 words
Submission deadline:	Via Turnitin: 11.59pm 16/03/27	Return date of provisional marks & written feedback:	Via Turnitin: 12:00pm 27/04/27
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark:. Work which is submitted up to 1 week late will be capped at 50% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- design and justify a coherent and feasible project plan that addresses a complex issue or question within their field/practice;

- apply appropriate methodologies and theoretical frameworks to collect, analyse, and interpret data or evidence (either for an empirical or literature-based study);
- demonstrate transferable skills of project management and problem-solving in the production of an independent piece of work;
- critically evaluate the outcomes of their project, demonstrating originality/relevance, insight, and awareness of ethical and professional standards.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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.	Yes ☐ No ☒

TASK DESCRIPTION

The Portfolio is an opportunity to explore a topic of interest in depth, demonstrating critical thinking, research skills, and applied understanding within the field of children and young people's mental health and Additional Learning Needs (ALN).

The portfolio is designed to be flexible and may take a range of formats. Regardless of format, all submissions must demonstrate:

- Engagement with relevant literature
- Critical analysis and synthesis
- Application to practice, policy, or research
- Academic rigour appropriate to Master's level

2. Portfolio Options

Students may choose one of the following formats, but some may be merged – i.e., (or discuss an alternative with their supervisor):

A. Empirical Research Study (need full ethics form)

- Design and conduct a small-scale research project
- Include abstract, introduction, methodology, data collection, analysis, and discussion
- Suitable methods: qualitative, quantitative, or mixed methods

B. Work-Based Resource / Guidebook + Literature Review

- Develop a practical resource (e.g., toolkit, intervention guide, staff handbook)
- Accompanied by a critical literature review
- Must demonstrate evidence-informed practice

C. Educational Video + Literature Review

- Produce a video resource (e.g., training material, awareness campaign)
- Include a written critical literature review and rationale

D. Critical / Extended Literature Review

- In-depth synthesis of research on a focused topic
- May include systematic or scoping review elements

E. Infographic + Critical Literature Review

- Create a professional infographic for a target audience
- Supported by a written critical review of the literature

F. Policy Analysis

- Critically analyse local, national, or international policy
- Explore implications for CYP mental health and ALN practice

G. Intervention Design and Evaluation Proposal

- Design a new intervention or programme
- Include theoretical rationale and an evaluation framework

H. Training Programme Development

- Create a structured training package for practitioners
- Include session plans, materials, and theoretical justification (literature review and rationale)

I. Case Study Analysis (need full ethics form if real-world)

- In-depth analysis of a case (real or composite)
- Integrate theory, research, and practice

J. Digital Resource or App Prototype

- Design a digital tool (e.g., app concept, online platform)
- Include evidence base, design rationale, and user considerations

K. Reflective Practice Portfolio

- Critically reflect on professional practice experiences
- Must be theory-informed and analytically rigorous

Portfolio: Empirical project

The research paper should start with an abstract setting out the topic area and aims of the project, a summary of the methods used, a couple of sentences on your main findings and conclusions or implications of your work. This may be either structured into headings (e.g., aim, method, results, conclusions) or unstructured. This abstract should be up to 250 words.

The introduction and literature review should provide a clear rationale for the study and demonstrate a critical understanding of the relevant research, theory, policy, and practice relating to the chosen topic. It should clearly define the focus and scope of the study. Explain the significance of the research and justify why the topic warrants investigation. Identify the overall aim of the study and present the research question(s) and/or objectives. Provide an overview of the structure of the study. The literature review should demonstrate comprehensive engagement with relevant and contemporary academic literature. Critically evaluate key theories, concepts, policies, and empirical research relevant to the study. Compare, contrast, and synthesise existing evidence rather than simply describing previous studies. Identify areas of agreement, disagreement, strengths, limitations, and gaps within the literature. Demonstrate how the proposed study builds upon, extends, or addresses limitations in the existing evidence base. Develop a clear rationale for the research design and methodological approach where appropriate. Lead logically to the research question(s) and objectives, showing how they emerge from the literature reviewed.

The method section should include a justification for the approach chosen as well as a description of the recruitment, data collection and data analysis methods. References should be provided for methods and any modifications made. Cross-referencing to appendices is allowed here. This section should illustrate that you understood what you were doing and made sensible decisions, rather than blindly following a particular method 'recipe'.

The results section should demonstrate the way that the research questions have been answered. As well as the results of data analysis, a description of the participants and response rate (etc.,) should be included. Remember that your sample is a "result" of the sampling method you used to recruit from your target population. The order that the results are presented in should be logical and subheadings may be useful, if appropriate.

No new data should be presented in the Discussion section. Rather, this section places the results in the context of the literature (and/or practice) and elaborates on issues arising from the findings. Avoid the temptation to simply reiterate the findings in an abbreviated form. It is a waste of words. The examiner will be looking for a discussion of the place of your findings in the context of current literature, strengths and weaknesses, implications of your findings for research and practice, suggestions for further research, and concluding remarks. The conclusion should return to your aims / research questions and demonstrate to what extent these have been achieved / answered. All of the threads of the project should be clearly brought together.

Portfolio: Non-empirical project

Students undertaking a practice-based project (B to K) are required to submit both the practical output and an accompanying academic report. The practical component must be underpinned by a critical review of the relevant literature and a clear rationale for its development.

Whilst the exact structure will vary according to the nature of the project, submissions should typically include the following elements:

Introduction: Introduce the topic and context of the project. Outline the aims and objectives. Provide a clear rationale for the chosen focus and intended audience.

Literature Review: Critically review and synthesise relevant research, theory, policy, and professional guidance. Identify gaps, needs, or challenges that justify the development of the practical output. Demonstrate how the project is informed by the existing evidence base.

Practical Output: Present the completed resource, intervention, training programme, guidebook, portfolio, infographic, or other approved output. Ensure the output is professionally presented and appropriate for its intended purpose and audience.

Critical Discussion and Evaluation:

Critically evaluate the development of the project and the decisions made throughout the process. Discuss the strengths, limitations, and potential impact of the output. Consider issues relating to implementation, feasibility, accessibility, inclusivity, and future development. Reflect on how the literature informed the design and content of the output.

Conclusion: Summarise the key points arising from the project.

Evaluate the extent to which the aims and objectives have been achieved. Provide recommendations for future development, implementation, or research.

At Master's level, students are expected to demonstrate critical analysis, synthesis of evidence, and a clear link between the literature reviewed and the design of the practical output. The submission should evidence both academic rigour and professional relevance.

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: *The portfolio must be underpinned by a comprehensive and critical engagement with relevant literature. Whether undertaking an empirical or non-empirical project, you should demonstrate extensive reading across academic research, theory, policy, professional guidance, and where appropriate, practice-based literature.*

For empirical projects, the literature review should provide a critical synthesis of current knowledge relating to the research topic, identifying key themes, debates, methodological issues, strengths, limitations, and gaps in the evidence base. The literature should clearly justify the research question(s), aims, and methodological approach.

For non-empirical projects, the literature review should provide a robust evidence base for the development of the practical output. You should critically evaluate and synthesise relevant literature to identify needs, challenges, or gaps that justify the creation of the resource, intervention, training package, guidebook, or other approved output.

At Master's level, literature should be used critically and analytically rather than descriptively. The portfolio should demonstrate a clear integration of evidence throughout, with all claims appropriately referenced using the required referencing system.

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: *The portfolio should demonstrate a systematic and advanced understanding of the chosen topic area, including relevant theories, concepts, models, policies, and contemporary issues. You should show awareness of current developments and debates within the field and demonstrate how these inform your project.*

For empirical projects, this should be evidenced through the development of a clear rationale for the study, a well-justified methodological approach, and an informed interpretation of findings within the context of existing knowledge.

For non-empirical projects, you should demonstrate a comprehensive understanding of the topic area and explain how relevant theory, evidence, policy, and professional guidance have informed the design and development of the practical output.

High-quality portfolios will demonstrate mastery of subject knowledge and provide clear evidence of the relationship between theory, evidence, research, policy, and professional practice.

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: *The portfolio should demonstrate critical analysis, synthesis, evaluation, and independent judgement throughout.*

For empirical projects, you should critically evaluate existing literature, justify methodological choices, analyse findings systematically, and discuss the significance of the results in relation to current research and practice. The discussion should move beyond description to evaluate implications, limitations, strengths, and areas for future research.

For non-empirical projects, you should critically evaluate the evidence informing the project and justify the decisions made during its development. The critical discussion should evaluate the strengths, limitations, feasibility, potential impact, and practical application of the completed output.

Across both project types, you are expected to demonstrate the ability to synthesise diverse sources of evidence, consider alternative perspectives, develop coherent arguments, and reach well-supported conclusions. Critical reflection on limitations, challenges, and implications is expected throughout.

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: *The portfolio should demonstrate the application of advanced research and professional skills appropriate to the chosen project.*

For empirical projects, this includes the design and implementation of a rigorous research study. The methodology should be clearly justified, appropriate to the research questions, and implemented systematically. Data collection and analysis procedures should be described accurately and critically evaluated. The project should demonstrate ethical awareness and adherence to professional standards throughout.

For non-empirical projects, the practical output should be professionally produced, evidence-informed, and appropriate for its intended audience and purpose. The design and development process should be clearly explained and justified with reference to relevant literature and professional practice. The output should demonstrate originality, creativity, and practical relevance.

In both project types, students should demonstrate their ability to apply theoretical knowledge to real-world contexts and produce outcomes that are academically rigorous and professionally meaningful.

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: *The portfolio should demonstrate the qualities expected of an independent postgraduate researcher and reflective practitioner. This includes the ability to plan, manage, and complete a substantial project autonomously, while exercising professional judgement and responsibility. Students should demonstrate effective project management, organisation, and communication skills throughout the portfolio. The work should be clearly structured, logically organised, and written in an academic style appropriate for postgraduate study.*

For empirical projects, this includes demonstrating competence in research design, ethical practice, data handling, and scholarly communication.

For non-empirical projects, this includes demonstrating professional skills in resource development, project planning, evaluation, stakeholder awareness, and the translation of research evidence into practice.

High-quality portfolios will demonstrate initiative, intellectual independence, critical reflection, and the ability to communicate complex ideas effectively to both academic and professional audiences. The portfolio should be presented to a professional standard and demonstrate readiness for advanced professional practice and/or further research.

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		
Demonstrates the ability to critically engage with a wide range of relevant academic, policy, and practice-based literature including accurate formatting of referencing.	20	
2. Knowledge and Understanding Skills		
Demonstrates comprehensive and critical understanding of key policy frameworks, theoretical perspectives, and practice contexts related to children and young people's mental health and additional learning needs, including their historical and socio-political development.	20	
3. Cognitive and Intellectual Skills		
Applies critical thinking to analyse, synthesise, and evaluate the relationship between policy, practice, and outcomes, developing well-reasoned, evidence-based arguments that reflect independent judgement.	30	
4. Practical Application Skills		
Effectively applies theoretical, policy, and research-informed knowledge to a range of professional and service contexts, critically evaluating the real-world impact of policy and practice on outcomes for children, young people, and their families.	20	

5. Transferable Skills for Life and Professional Practice		
Communicates ideas clearly and persuasively through well-structured academic writing.	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)		%
Up to 1 week late (50% Max)		
Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

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

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

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understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	reasonably detailed. A systematic understanding of the field of 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.	focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
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	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and

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judgements in the absence of complete data.)	judgements. Unsubstantiated generalisations, made without use of credible evidence.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	creativity. Ability to make sound judgements based on data (that may be incomplete)	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving 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	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.	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.	making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	Can identify problems and 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.

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