

LEVEL 4 ASSESSMENT SPECIFICATION

Programme:	BA Business Management		
Module:	Community Engagement		
Module code:	LCBB4002	Contribution to Overall Module Assessment (%):	50%
Module Coordinator/ Lecturer:	Dr Molly Jack	Internal Verifier:	Dr Anupam Mazumdar
Assignment Title:	Component 1: Coursework: Essay	Word count (or equivalent):	2000 Words (+/- 10%)
Submission deadline:	Weekday: 01/12/23 @ 14:00:00 Weekend: 02/12/23 @ 14:00:00	The return date of marks & written feedback:	Weekday: 21/12/23 Weekend: 22/12/23
Submission method:	Where practical and possible, all written assessments must be submitted via Turnitin unless 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 assessment submission will result in a late penalty mark -penalties for late submission: Up to one week late, with the maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must credit authors on whose research and ideas your work is based on. In addition, append a reference list to your submission that indicates the books and articles you have cited or quoted to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Understand and evaluate the concept of community engagement; adopt principles and standards that will enable you to engage with stakeholders across different organisations.
- Develop and evaluate interpersonal skills that stimulate creative thinking and apply logical thinking in real-world situations (Praxis - theory to practice).

TASK DESCRIPTION

Component 1 – 50% - 2000 Words Essay [+/- 10%]

Community Engagement Process in Projects: Students are to submit a Report as Community Engagement Practitioners.

Identify a recently completed social development project in your local community in the UK; as a community engagement practitioner, prepare a report that will cover the following;

- What is the project? What problems does the project aim to address? What are the objectives, the target stakeholders, and potential benefits?
- You are to evaluate how the local community conducted community engagement (research and implementation).
- Identify the areas they were most active in and why?
- Discuss what approaches were adopted.
- Discuss the options to engage the community members through the planning process.
- What were the lessons learned from the project?
- Provide any post-project plan that was considered.

You should explore published, relevant, credible literature and personal experiences. You will be expected to conduct in-depth research detailing community consultations, community development, empowerment, diversity and inclusion, and collaborations with other agencies.

Assessment Guidance

- **Introduction:** Set the scene for the reader and provide a logical narrative of the assessment and how you intend to approach it [**10% of the total work count**].
- **The Body:** Describe the project, and analyse the best practices that were adhered to, including community engagement principles, standards, and stakeholders' participation.

Identify the relationship between the stakeholders and the strategies suitable for engaging them. Provide a detailed narrative of how different social media platforms can be used as an outreach to support the project.

Your analysis should explore relevant avenues to promote community participation, collaboration, diversity and inclusion to enable socio-cultural integration and multi-culturalism/ multi-agency collaboration. In addition, you will need to consider why the community engagement practitioner needs to adopt a forward-looking approach to educate community members on internal and external factors that influence community development [**75% of the total work count**].

- **Conclusion:** Provide a cogent summary of community engagement and make relevant recommendations [**15% of the total word count**].
- **Professional Practice:** The report should have synthesis; the paragraphs should be coherent and logical; You should incorporate relevant headings/subheadings and references using Harvard [Refer to Harvard Referencing Handbook on the Library Resource, **do not** include uncited resources].

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 *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources: academic, governmental and industrial; these sources may include scholarly journal articles, textbooks, current news articles, organisational documents, and websites. It would help if you considered the *credibility* of your sources; academic journals usually are 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, primarily published within the last five years, though seminal/essential works in the field may be older. You must provide *evidence* of your research/own reading throughout your career, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end.

2. Knowledge and Understanding Skills

At level 4, you should demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you must select and include the concepts, techniques, models, theories, etc., appropriate to your work's task(s). In addition, you should be able to explain the theories and demonstrate your understanding. Your mark/grade will also depend upon how much you demonstrate your knowledge and understanding.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate, and interpret qualitative and quantitative data to develop lines of argument and make sound judgements following fundamental theories and concepts of your subject(s) of study. You should evaluate the appropriateness of different approaches to solving problems related to your area(s) of research and work. Your work must contain evidence of logical, analytical thinking. For example, you examine and break information into parts, make inferences, and compile, compare, and contrast information. This means not just describing what but also justifying: Why? How? When? Who? Where? Justify your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you can make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should demonstrate how the subject-related concepts and ideas relate to real-world situations and a particular context. How do they work in practice? You will deploy models, methods, techniques, and theories in that context to assess current situations, perhaps to formulate plans or solutions to solve problems or to create artefacts. This is likely to involve, for instance, using real-world artefacts, examples and cases, applying models within an organisation and benchmarking one theory or organisation against others based on stated criteria.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, determining your mark. In addition, the marks available for each category of skill are shown. Lecturers will use the space provided to comment on the task(s) achievement, including areas where 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 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 (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

Following the Framework for Higher Education Qualifications, at the end of Level 4, students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject and evaluate and interpret these within the context of that area of study. They should present, evaluate, and interpret qualitative and quantitative data to develop lines of argument and make sound judgements according to basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems and will be able to communicate the results of their study/work accurately and reliably and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and reliance on inappropriate sources. Views and findings are 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 indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of most relevant and credible sources but reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with a superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas are sometimes illogical and contradictory.	A limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence supports emerging arguments and judgements, but these may be underdeveloped or with a little inconsistency/misinterpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make the most appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based on evidence. An outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of teaching, basic methods, materials, tools and techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of teaching, basic methods, materials, tools and techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and techniques. A basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and techniques. A clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of teaching, basic methods, materials, tools and techniques. The context of the application is well-considered and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.

						appropriate solutions.	
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and confusingly expressed. Very weak use of language and very inappropriate style. Failure to work effectively individually or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas/concepts are reasonably expressed. Work may lack coherence and accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and as part of a team, with a clear contribution to group activities. Demonstrates the skills for employment requiring some personal responsibility, with some areas of strength and some minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and as part of a team, with a very good contribution to group activities. Demonstrates very good employment skills requiring some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.