



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LUX*
RESORTS & HOTELS

Module code: DSAW4077

Module title: Preparing for Work-based Learning

MODULE STUDY HANDBOOK

LEVEL 4

30 CREDITS

Wales Institute for Work-based Learning

FACULTY OF BUSINESS AND MANAGEMENT

CONTENTS PAGE

Page No

WELCOME.....	3
FEEDBACK	3
MODULE TUTORS AND COORDINATORS	4
FURTHER PROGRAMME INFORMATION	4
MODULE DESCRIPTOR.....	5
READING LIST	7
ASSESSMENT GUIDANCE	8
MARKING CRITERIA	12
FEEDBACK SHEET	14
STUDY SKILLS	16
APPENDICES	16
APPENDIX 1: PRESENTATION OF WORK	17
APPENDIX 2: ASSESSMENT DEADLINE DATES	17
APPENDIX 3: ASSIGNMENT – STRUCTURE.....	18
APPENDIX 4: ESSAY INSTRUCTION TERMS	19
APPENDIX 5: HOW TO WRITE A GOOD ASSIGNMENT? (Generic guidance) ..	22
APPENDIX 6: CRITICAL WRITING V'S DESCRIPTIVE WRITING	23
APPENDIX 7: GOOD AND BAD CRITICAL REFLECTION.....	24
APPENDIX 8: BLOOM'S TAXONOMY	26

WELCOME

We are delighted to welcome you to this module within the Wales Institute for Work-based Learning (WIWBL).

The modules and programmes we offer are at the forefront of practice in professional learning and provide a rich framework of development for you as an advanced practitioner in your field.

This handbook provides you with information such as:

- module descriptor
- marking criteria
- assessment and guidance
- feedback sheet
- study skills

Appendices include:

- presentation of work
- example assignment structure
- essay instruction terms
- critical writing V's descriptive writing
- good and bad critical writing
- higher level vocabulary

WIWBL has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advanced warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

The focus of our Professional Practice Framework (PPF) is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality.

FEEDBACK

Feedback on your studies is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, or through the Students' Union (<https://www.tsdsu.co.uk/>).

If there are issues, then it is important that you share these with us so that we can address them as your opinion is very much valued.

MODULE TUTORS AND COORDINATORS

This handbook covers all aspects of the **Preparing for Work-based Learning** Module.
The name and contact details of the tutors are also listed below.

Module	Module Coordinator / Tutor		E-mail
Preparing for Work-based Learning	Julie Crossman		Julie.crossman@uwtsd.ac.uk
Preparing for Work-based Learning	Sarah Loxdale		s.loxdale@uwtsd.ac.uk
Preparing for Work-based Learning	Lowri Harris		l.m.harris@uwtsd.ac.uk

Programme Director: Lowri Harris, 01267 676775, l.m.harris@uwtsd.ac.uk

FURTHER PROGRAMME INFORMATION

Please read the Professional Practice Framework (PPF) Programme of Study of Handbook which can be found on Moodle or you will have received from your tutor.

Information on the following can be found in the PPF Programme of Study Handbook:

- programmes of study and programme directors
- pastoral support
- external examiners
- the academic year
- modular terminology
- assessment
- extenuating circumstances
- additional needs in terms of assessment
- academic appeals
- assessment regulations
- your responsibilities in relation to the assessment process
- virtual learning environment (VLE)
- award in professional practice
- WIWBL attendance policy
- unfair practice and plagiarism
- library and learning resources
- student services
- study skills
- complaints

MODULE DESCRIPTOR

Every module that you will be studying with us will have the following documents to support you. This is where you will find the aims, learning outcomes, indicative content, assessment components.

MODULE CODE:	DSAW4077
TITLE:	Preparing for Work-based Learning
DATED:	31/08/2017
LEVEL:	4
CREDITS:	30
JACS CODE:	N215

AIM(S)

- To engage learners in the initial phase of work-based learning enabling them to create an individual learning plan.
- To support learners in developing academic skills for higher level study.

LEARNING OUTCOMES

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

- demonstrate knowledge and review of current competences and present, evaluate and interpret learning objectives to inform personal development plan;
- reflect and justify learning demonstrating relevant theoretical knowledge;
- using different communication skills, present the results of own study accurately and reliably with structured and cohesive arguments, adhering to academic conventions;
- evaluate and interpret knowledge and academic learning through a range of researched sources and present own work;

INDICATIVE CONTENT

- personal planning for learning and development; learners will be given guidance and advice on how to analyse their own competences to develop a programme of learning specific to the workplace.
- accessing the learning resource centre and online resources in order to source appropriate and relevant theoretical work to support academic writing.
- the requirements of a CV, job description, training needs analysis and personal development plan will be explored. Opportunities will be presented to develop evaluation skills on different topics, for example learning styles. The traditions of academic writing will be discussed and subjects such as plagiarism and referencing clarified. Various reflective models will be analysed which will support the justification of learning.
- verbal and presentation skills; opportunities will be provided for these to be individually developed through researched topics.

LEARNING AND TEACHING STRATEGY

Teaching sessions will introduce the learners to the relevant concepts, principles and practices. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning –work-based	210	70%
TOTAL	300	100%

ASSESSMENT

At this level, the learner would be expected to demonstrate the learning outcomes specified above and to evidence an awareness of the relevant underlying concepts and principles associated with their area of work. The learner would be expected to show an ability to evaluate and interpret these concepts and principles within the context of their area of work.

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Course Work (Equivalent 4,500 words) 100% The learner will need to produce a portfolio consisting of three elements of assessment. Exemplar: The learner will prepare a portfolio of work that evaluates and plans their learning within the context of their own workplace.	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

READING LIST

Module Code	DSAW4077	
Module Title	Preparing for Work-based Learning	
Classification	Reading List entry	Electronic*
Essential	As appropriate to the subject specialism	☐
Essential	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☐
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐
Further	Dawson, D. (2014) <i>The Mature Learner's Study Guide Essential Skills for Those Returning to Education or Distance Learning</i> . New York: Constable and Robinson.	☒
Further	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Further	Raelin, J.A. (2008) <i>Work-based learning bridging knowledge and action in the workplace</i> . San Francisco: Jossey-Bass.	☒
	Williams, G. (2005) <i>Handbook for Distance Learning in Tourism</i> . Abingdon: Taylor and Francis Ltd.	☒

You will also find some work-based learning books on the subject guide page on the library's website: <https://www.uwtsd.ac.uk/library/subject-guides/work-based-learning/>

ASSESSMENT GUIDANCE

General

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

You will be provided with a deadline and it is important to note that it is **not possible to extend submission deadlines**. Assignments can be accepted up to 1 week after the deadline but will be capped at 40%. Work cannot be accepted more than 1 week after the submission deadline and must be recorded as a non-submission. Late submission penalties may be lifted only with the approval of the Extenuating Circumstances Panel.

Furthermore, this module is a pass or fail module and you will not receive an actual mark.

Specific

***** For this module, you will be expected to submit a portfolio consisting of the following components:**

1. Portfolio:

- a. Personal Development Plan
- b. Reflective Essay
- c. Presentation of an evaluative study

2. Supporting appendices

- a. Annotated CV
- b. Annotated Job description
- c. Training Needs Analysis (TNA) to inform the Personal Development Plan

This section details each of the above components within the portfolio:

Portfolio

1. Personal Development Plan (PDP):

This is an opportunity to plan your learning around the skills gaps identified in the TNA above. This will be a document that you should update throughout your career, as having it written down often provides focus and increases the determination and motivation to develop the skills required.

An electronic template can be found on Moodle; however, you are more than welcome to use your own version.

2. Reflective Essay

Within your reflective essay, you will need to choose a model of reflection that works for you. This may be one of the following models: Gibbs / Dewey / Schon / Kolb / Boud / Mezirow.

The reflective essay could use the following questions (from Richard Boyatzis' 'Theory of Self Directed Learning') to help you structure the essay, however the questions can then be removed from the final submission.

- What am I aiming to achieve from completing the qualification? (My motivation for completing the module)

- How have I arrived at this point in my own personal development? (My journey so far - career to date and learning undertaken which has helped in current working practices)
- Where am I coming from in terms of my own personal type and preferences? (My own personal type, style and preferences - reflecting on 2 models such as VARK (<http://vark-learn.com/the-vark-questionnaire/>) and Honey and Mumford (see Moodle))
- What development do I need for my current role? (A reflection on the current skills gap)
- Where do I want to go and what development do I need to get there? (My future development)
- How I intend to get there? (Covered in your PDP)

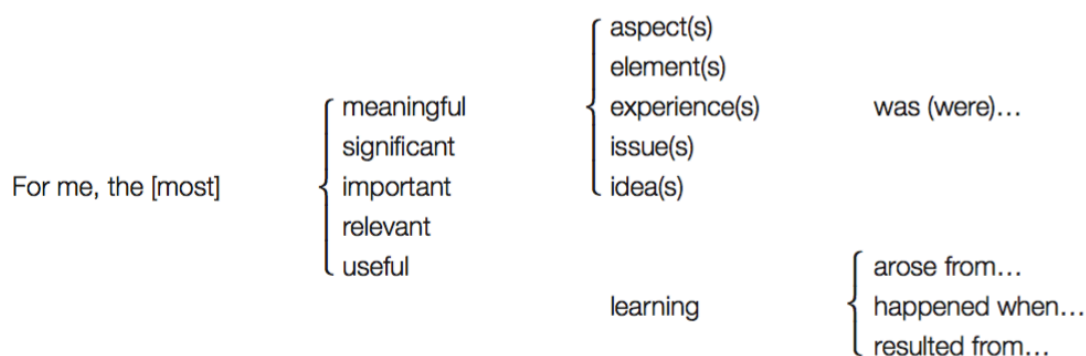
You can write the reflection in the first person, so 'me', 'myself' and 'I' are perfectly acceptable within this module.

Remember it is very important to reflect throughout this essay; describe your feelings and thoughts by using words such as: I think...I felt...I was aware...I realised...

Also, remember to include reference list (e.g. reference your reflective model, reference Richard Boyatzis' theory of directed learning, perhaps the learning styles questionnaires and any other source that you use within your submission. Remember it is a reference list and not a list of all that you have read.

TIP:

See the handout on Moodle called 'Introduction to reflection - useful sentences' – here you will find suggestions of how to start and develop a reflective sentence, e.g.



Previously, At the time, At first Initially, Subsequently, Later,	}	I	{	thought (did not think)...
				felt (did not feel)...
				knew (did not know)...
				noticed (did not notice)...
				questioned (did not question)...
				realised (did not realise)...

[Alternatively,] [Equally,]	This	{	might be is perhaps could be is probably	{	because of... due to... explained by... related to...
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This	{	is similar to... is unlike...	because...
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[Un]Like...	this	{	reveals... demonstrates...
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3. Short evaluation presented orally

This should be an evaluation of a chosen topic.

The suggested topic is 'Review and evaluate learning styles and their usefulness to an individual and a team', and this should be discussed in general terms rather than specifically to your own personal styles.

You could include:

- Definition and description
- History of learning styles
- Theories, models and instruments
- Relationship between models
- Values and benefits of knowing your learning style
- The case against learning styles (Coffield)
- Refer to literature
- Written in third person
- Include a reference list

Another topic could be 'How are reflective practices used in the workplace'.

Present your findings from the above evaluation on your chosen topic in a professional and academic manner.

A Power Point presentation is recommended.

Level 4 – circa 10 minutes (including questions) / Level 7 – circa 15 minutes (including questions).

Supporting Appendices

4. Annotated CV

This document should be a factual document with no personal statement and no reflection. Examples of what could be included:

- Personal details
- Academic Qualifications
- Personal / extra-curricular achievements
- Awards / Honours
- Publications
- Membership of official bodies
- Work / work experience
- Voluntary work
- Activities / hobbies
- Skills
- Courses / conferences attended

TIP:

Your CV should be presented in a chronological order, with the most recent work / education first. It is also important to avoid judgement. The document is designed to celebrate all of your achievements and therefore think carefully about all that you have accomplished.

5. Annotated Job description

The job description is likely to be a key source of information when you start looking at the Training Needs Analysis (TNA) and Personal Development Plan (PDP). The term 'job description' should be thought of as one which encompasses any work done, whether it is paid or unpaid.

A formal job description provided by your employer will be a starting point, but you may be undertaking duties that are not included on the job description and therefore this is an excellent opportunity to record everything that you do within your work role.

Annotating means that you will need to take each point in your job description and provide a brief commentary on each one, its relative importance within the whole job and your level of responsibility. You may wish to cluster points together if they are linked.

Remember to concentrate on the knowledge and skills which are required to do each task.

You may also wish to provide an organisation chart showing the position (use job titles only, no names).

6. Training Needs Analysis (TNA):

This is an opportunity to identify any gaps in your training and to plan for future development. This is very much focussed on your current role and where you would like to develop. Perhaps there is a job that you would like to apply for, but you may have a shortfall in some of the skills. This is an opportunity to feed in the skills gap into your personal development plan.

An electronic template can be found on Moodle; however, you are more than welcome to use your own version.

MARKING CRITERIA

The marking criteria is what the marker will use to mark your work.

Your work will be marked, moderated and subsequently reviewed by the External Examiner in order to ensure fairness and equity across all learners.

DSAW4077 – Preparing for Work-based Learning Module Specific Marking Criteria	
Result	Marking Criteria
PASS	The CV submitted illustrates professional development and career to date. The job description evidences current job role and responsibilities. These factual documents inform the training needs analysis which is used as the basis for a reflective review of work-based learning. Current competencies aligned to the requirements of the job role and future developmental needs support the recognition of gaps in knowledge, understanding and skills which are included in the Personal Development Plan. Appropriate and relevant learning gaps are identified. The reflective review demonstrates self-awareness and an understanding of current competencies, which are appropriately examined and relate to learning. The short evaluation is based on an agreed topic e.g. learning styles and provides a level appropriate discussion using relevant sources as supporting evidence. It is properly structured with a clear conclusion. The presentation of this evaluation is well structured and relevant presentation skills exemplified. The submission includes consideration of valid concepts, models and theories, which can underpin practice and refers to opportunities where learning could contribute to improved workplace performance. The learning plan produced addresses the development needs identified. Appropriately presented, styled and structured with vocabulary utilised and applied at the correct level.

FAIL	Very insubstantial with serious deficiencies; for example, some components such as CV, job description or learning plan have been omitted, treated cursorily or have significant elements missing. There is no analysis of current competencies and/or development needs in the context of the job role. There is little understanding of the meaning and level of reflection which is required in an academic work of this kind. There is no consideration of relevant theoretical aspects and little or no coherence. The learning plan is not sufficiently detailed to support learning and development. There is insufficient evidence of engagement with the subject, and no expected learning outcomes have been produced. Reflection/discussion is generally at a very low level, being essentially descriptive rather than evaluative or yields neither substantive conclusions nor recommendations. Inadequate use of learning resources and referencing. Major problems with structure and accuracy of expression, and the vocabulary used is not at an appropriate level. Very weak practical and professional skills. No work submitted.
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FEEDBACK SHEET



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Wales Institute for Work-based Learning

Assessment sheet

Module: DSAW4077		
Module title: Preparing for work-based learning		30 credits.
Name of student		
Module Tutor:		
Provisional Overall Result (to be confirmed by Examining Board) (Note: This module is not graded)		
	Pass	Fail
First Marker's Assessment		
Second Marker's Assessment		
Agree Assessment		

Module Learning Outcomes	Pass	Fail
demonstrate knowledge and review of current competences and present, evaluate and interpret learning objectives to inform personal development plan;		
reflect and justify learning demonstrating relevant theoretical knowledge;		
using different communication skills, present the results of own study accurately and reliably with structured and cohesive arguments, adhering to academic conventions;		
evaluate and interpret knowledge and academic learning through a range of researched sources and present own work;		

Marker's comments:

Name:
Dated:

Signature:

STUDY SKILLS

As a distance learner, you have access to study skills support to assist them in your studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

If you live close to our campuses, drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary.

Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

LEARNER ZONE

In addition, we have included an area on Moodle for all of our learners called the '**Learner Zone**', this can be found in the same section as 'My Courses'. You will find items such as:

- What to expect as a learner
- Returning to learning
- References, resources and the University of Wales Trinity Saint David (UWTSD) Library
- Plagiarism and referencing
- Study Skills and support
- Well-being and much more

APPENDICES

The appendices provide additional guidance on what is expected from your work.

APPENDIX 1: PRESENTATION OF WORK

Structure

Your assignment must be well structured. Please see 'Assessment' section for further guidance.

Word count policy

Learners must adhere to the word count specified for the assignment within a margin of $\pm 10\%$ of the total word count.

Font

Please use the Arial font. Text must be no smaller than font 11.

Spacing

A minimum of 1.5 spacing must be used.

APPENDIX 2: ASSESSMENT DEADLINE DATES

You are entitled to submit your work to your tutor once for written feedback, the date should be agreed with your tutor.

UWTSD has strict deadline dates that must be adhered to. **Please check with your tutor what your deadline is.**

The University's procedures for determining compensatory measures for students with a long-term impairment and the University's procedures for handling claims where extenuating circumstances have adversely affected a student's performance is available on the University's website at: <http://www.uwtsd.ac.uk/academic-office/>

You should be submitting via Turnitin which will appear as a link from Moodle (<https://moodle.uwtsd.ac.uk/>).

APPENDIX 3: ASSIGNMENT – STRUCTURE

- Ensure that you consider all the learning outcomes stated above and in the module descriptor.
- Ensure that you structure your assignment well.

Structure

- Introduction
 - Consider reflective model and explain why you have chosen the particular model.
 - Define any key terms
 - Outline how you propose to answer the question i.e. identify the key headings or topics within your discussion
- Main body
 - Follow the questions by Richard Boyatzis to help you structure
 - Make your points in order
 - Link them to form an argument or discussion point
 - Illustrate your ideas through using quotations/back up your points with academic sources (remember to follow the **Harvard referencing system**, handbook available on Moodle)
 - Keep referring back to the question at key points
- Conclusion
 - Sum up your key points relating to your learning plans for development.
 - You may wish to include what you have learned about reflective practice and how you can use it in the future.

Reference list

- Ensure that you collate your references from the start (please refer to the Harvard referencing guidebook available on Moodle).

Appendices

- You are welcome to include appendices, however only where necessary for items such as tables and diagrams to support/illustrate the main body of the text.

You will not be awarded any marks for work included in the appendices, and please do not use the appendices as an alternative location for work that should appear in the main text. It is not recommended that you include published secondary information such as annual reports and company literature, etc. within the appendices.

Writing the assignment

- Decide on key points for each section
- Collect evidence from texts
- Select and order material
- Read your work aloud and be critical of your work. Use the marking criteria and self-assess.
- Produce a first draft and submit to your tutor for review and feedback
- Produce a final version and submit through Turnitin on Moodle

APPENDIX 4: ESSAY INSTRUCTION TERMS

Writing Assignments - what's required?

Assignments require learners to demonstrate their knowledge and understanding and/or skills related to the topic being studied. They usually take the form of written instructions around the approach to be taken to address the assessment criteria. It is important that learners understand what they are being asked to do, as the misinterpretation of instruction terms can lead to the wrong approach and ultimately failure to meet the assessment criteria. Sometimes even experienced students get it wrong and can become confused between terms like “analyse” and “assess”.

We hope that the following glossary of commonly used instruction terms will help you to understand the approach to take when completing your assignments.

Instruction term	What's required
Analyse To examine something in great detail in order to understand it better or discover more about it	Begin by breaking an issue into its constituent parts. Then look closely at each part, considering how they are linked. Use relevant evidence and supporting arguments (for and against) to back up your overall view of the issue or subject.
Assess To examine something in order to judge or evaluate it	Examine closely, in a balanced way the strengths and weaknesses of a theory/practice or situation. State your conclusion, and justify your judgment clearly.
Compare and contrast To look for similarities <i>and</i> differences between two or more things.	Present the similarities and the dissimilarities between two or more things – these may be theories or practices or approaches. Identify and consider reasons for significant similarities and differences. <i>Note: Compare and contrast often feature together but may be asked for separately.</i>
Consider To think carefully about something in order to form an opinion	Look at the topic from alternative viewpoints and express your own opinions based on relevant evidence and your personal experience.
Critically evaluate To question information and opinions in the text in order to evaluate or judge its worth overall.	This involves considering research texts, propositions and statements and the extent to which they are valid and/or the extent to which you agree with them. It is important to look at evidence taken from a wide range of sources which both agree with <i>and</i> contradict an argument. You should come to a final conclusion which must be based on your judgment about the most important factors, and which you can justify
Define To give a precise meaning to something	Clearly express and/or describe what is meant by something, and discuss any limitations of the definition
Demonstrate To show, explain or describe how something works or how to do something	You may be asked to demonstrate a skill by performing a task under observation. This could also involve providing a written explanation or description of how something works or how something could be done. If asked to demonstrate through writing it is useful to provide concrete and practicable examples
Describe To give an account of something	You may be asked to briefly describe or to give a detailed description of something or some event. Take note of how much detail is required and provide

	information about what something is, or what is done and how it is done, as appropriate.
Discuss A written consideration of a topic	Think of discussion as a written debate. Present arguments for and against a proposition or advantages and disadvantages of a given approach. You will need to show that you can present a reasoned argument backed up by evidence and you must include your conclusion/s.
Evaluate To assess the value or worth of something	This involves looking at how well or successfully something has been done or carried out. This could refer to theories, policies or practice. Use qualitative and quantitative data and independent assessments as measures of success where appropriate.
Examine To inspect or study something in detail	Look at the topic closely in order to establish the most important facts and information related to it. Explain why you think these are important and also acknowledge any possible alternative interpretations of the facts.
Explain To make the meaning of something clear	Give an account of something with sufficient clarity and detail to be understood by someone else. You may be asked to briefly explain or give a detailed explanation, but the overall aim is to help the reader to understand. Focus on the how and why, define key terms, and clarify context. Break down complex procedures so that they can be understood. It is sometimes useful to give an example to provide further clarity.
Explore To make a careful investigation or study of something	This involves consideration of a range of views, and raising questions about them. It is not always possible to come up with definitive answers, but, if possible, draw conclusions based on the weight of supporting evidence.
Identify To be able to determine what something is	Usually asked for in the context of identifying key features or characteristics of something. Unless specifically asked to do so, do not simply produce a list as you need to state the relevance and/or function of the thing/s you have identified.
Illustrate To clarify through the use of explicit examples or comparisons	If you are asked to illustrate your answer, you are required to clarify something by providing concrete example/s. These are used to show how something works or happens in reality.
Outline To convey the main points of a topic	Provide a general account or plan of something, concentrating on the main features or points and inter-related themes, but ignoring fine detail.
Review To look at something critically	This could involve studying and assessing something e.g. books, articles, and presenting an opinion on them. It could also involve surveying past (and/or on-going) actions, performance or events to measure outcomes and success. Reviews should not be merely descriptive, but should be a critical assessment of the topic
State To express clearly and briefly	Write in clear terms the key points related to the subject. Be factual rather than descriptive and avoid adjectives.
Summarise	Provide a brief statement of the key facts or points of the subject, avoiding unnecessary information or detail.

To concisely state or re-state the main points of something	You might be asked to summarise something that you have covered in detail earlier in an assignment. A summary is often used at the beginning of a substantial report to provide a shortened version of what has been written.
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This list is not exhaustive. If you are unsure of what is required of you, speak to your tutor who will provide clarification for you.

APPENDIX 5: HOW TO WRITE A GOOD ASSIGNMENT? (Generic guidance)

Good marks are awarded for work which: -

- Meets the set criteria (learning outcomes in the module descriptor) and follows appropriate conventions
- Shows understanding of the key issues and reflects on them
- Is well structured and organised
- Demonstrates good background reading
- Develops a strong argument and presents a clear position on the issue
- Uses evidence and examples to support arguments, points and conclusions
- Indicates the relationship between issues and concepts within the subject area
- Reveals some thought and reflection
- Is succinct, well-expressed, properly referenced and error-free

APPENDIX 6: CRITICAL WRITING V'S DESCRIPTIVE WRITING

(Taken from: Cottrell, S. 2011. Critical Thinking Skills. 2nd Ed. Palgrave, Hampshire.)

Descriptive writing	Critical writing
States what happened	Identifies the significance
States what something is like	Evaluates strengths and weaknesses
Gives the story so far	Weights one piece of information against another
Outlines the order in which things happened	Makes reasoned judgements
Instructs how to do something	Argues a case according to the evidence
Lists the main elements of a theory	Shows why something will work (best)
Notes a method used	Identifies whether something is appropriate or suitable
States when something occurred	Identifies why the timing is of importance
States the different components	Weights up the importance of component parts
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in an order	Structures the information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information or reports findings	Evaluates information and draws conclusions

APPENDIX 7: GOOD AND BAD CRITICAL REFLECTION

(Taken from: Cottrell, S. 2011. Critical Thinking Skills. 2nd Ed. Palgrave, Hampshire.)

Aspect	Good critical reflection	Poor critical reflection
1. Experience	Draws on personal, group or workplace experience as a means of testing out theory or learning new lessons, looking at experiences with a critical eye.	Assumes 'experience' is an end in itself; that one's own experience is typical of others' without good evidence that this is so; that experience equates to 'insight', without bringing a critical eye to it.
2. Personal responsibility	The best critical reflection demonstrates integrity both in focussing on one's personal role, such as the assumptions brought to a situation or actions taken or omitted, and in taking responsibility for the consequences of these.	Poor critical reflection finds ways of deflecting blame onto other people or the context itself for the way events unfolded. Alternatively, personal responsibility is addressed in a superficial way, so that the relation of action and consequence is not considered in depth. It is also poor practice to assume personal responsibility and guilt for matters that are not simply down to oneself.
3. Focus	Selects a focus such as a particular time-period, set of events, specific kinds of incident or examples of interactions.	Rambles around or covers too many dimensions so it isn't clear what is the focus of the reflection.
4. Scale	The focus is broad enough to offer challenge and meaningful insights but can be reasonably explored in the timescale and word limit.	Is either too narrow to provide the insights needed or too broad to look at things in any depth.
5. Direction	However it may start, good critical reflection beings to take direction as the person starts to identify, and then focus on, selected themes for closer attention.	Rambles or hops about rather than finding a direction.
6. Depth	Delves below the surface: it picks up on initial thoughts and insights, analysing these further with the aim of gaining deeper insights or broader applications.	Is superficial. It doesn't demonstrate any interest in burrowing beneath the surface to understand more.
7. Challenge	Usually tackles a difficult area or enters difficult terrain, such as matters that are personally difficult, or issues that are complex and don't lent themselves to easy answers	Tends to stay within safe territory or deals with difficult issues in a superficial way or doesn't seem to take the person forward in their understanding.
8. Theory	Draws on relevant theoretical standpoints, research, or established professional practice in ways that demonstrate how	Draws only on the person's own ideas experiences and anecdotes, or makes superficial

	these have helped understanding. Where relevant, it relates the particular incident to broader social and political issues.	passing references to theory and research.
9. Critically	Brings a searching, critical eye to the focus of the reflection, to emerging insights, and to any theories or sources of information. This critically is used to take the person forward in their understanding of the core emerging issues, such as by challenging their own ideas and actions, or showing how their experiences supports or challenges existing knowledge.	Is preoccupied mainly with describing situations, content or events. May include critical analysis but this doesn't seem to be used in a way that really develops an understanding of the core emerging issues.
10. Insight	The reflection takes the person forward in their understanding, such that they can make more sense of their situation, work or study, manage better within it, do things differently, apply understandings to new contexts etc.	The reflection gives little indication that the person has moved forward in their understanding of the context or issue, or self-knowledge.
11. End-points	The process of reflection may take the person in many different directions. However, by the end, they have stood back, drawn out the key messages of what they have learnt, and summarised these as conclusions or recommendations.	The reflection reads more as description of a process or rambling free association. The lessons learned are not drawn out clearly as conclusions or recommendations.
12. Audience	If this is to be used in academic, work or public contexts, the writing up of reflection demonstrates a sound understanding of ethical considerations and stylistic or academic contentions that may apply. Issues of confidentiality have been addressed appropriately.	The reflection is handed in or made public without all due care being taken to ensure that confidentiality and other data protection issues area addressed; no thought is given to how to make the reflection manageable for others to read.

APPENDIX 8: BLOOM'S TAXONOMY

Bloom's taxonomy can be used in improving academic writing from the purely descriptive to more evaluative thus addressing the higher-level writing requirements.

Bloom's taxonomy was created by a group of psychologists in 1956, with Benjamin Bloom at the helm. A mechanism for the classification and categorization of different levels of learning, teachers can apply the six-staged diagram's principles to intellectual learning in the typical classroom environment.

The six levels of bloom's taxonomy, in order (lowest to highest), are knowledge, comprehension, application, analysis, synthesis and evaluation. All of these stages slot into the cognitive domain, which relates to how the brain processes information and thoughts.

Knowledge, the bottom level, is the ability to show memory of topics that have been studied in the past, by recalling facts; using related terminology; knowing patterns and trends; and having an awareness of different attitudes and theories on the subject.

To progress from here, the ability to make comparisons through pinpointing similarities and differences is required, whilst being able to interpret information more readily - comprehension. The third stage, application, requires the pupil to use pre-learned information in a slightly different way, perhaps by applying it within a variety of new circumstances.

Analysis is a key stage - a platform that enables students to access the higher-end of bloom's taxonomy. Information must be looked at and broken down - rather like picking something apart. By doing this, reasons for an event and new evidence to support it happening can be unveiled.

The next stage, synthesis, takes things that extra step further. Here, it is demanded that the pupil uses more of their own initiative, introducing their own ideas to provide solutions to a problem. This requires planning, through which the student has to consider how best to put together pieces of information.

Finally, the highest level of this classification is applied: evaluation. This typically involves looking at other people's ideas and being a critique of them - in addition to assessing your own perspective. Evaluating something is about making judgments, based on a given brief, theory or statement. Here, it's essential that the student gives reasons for and against - making a more balanced argument than is required further down the pyramid. (Teach-nology, ND).

<http://www.teach-nology.com/tutorials/teaching/blooms.html>

*****The tables below show the different words that can be used to write at a higher level, and the questions underneath each column can be considered as a way of progressing an academic discussion.***

BLOOM'S TAXONOMY – USEFUL WORDS TO IMPROVE ACADEMIC WRITING



Analysis

To **examine** in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relation-
Categorise	Highlight	ships
Cause and	In-depth	Reorganise
effect	discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To **change** or **create** into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To **justify**. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we	Select
Convince	know?	Support
Criteria	Importance	Test
Criticise	Infer	Useful
Debate	Influence	Validate
Decide	Interpret	Value
Deduct	Judge	Why
Defend	Justify	
Determine	Mark	

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?