



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

Module Handbook: BMHP5014 - BIRM

Changemakers: Creativity and Value Creation

May 2021 Level 5

ASSESSMENT 1 OF 2 (50% of the overall grade)

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**LEVEL 5 ASSESSMENT SPECIFICATION
FIRST ASSESSMENT E-PORTFOLIO**

Student name:		Student ID number:	
Programme:	BSc Health and Social Care		
Module:	Changemakers: Creativity and Value Creation		
Module code:	BMHP5014_BIRM	Contribution to Overall Module Assessment (%):	50% (Part 1 of 2)
Lecturer:	Dr Azora Hurd	Internal Verifier:	Dr Mark Gallagher-Read
Assignment Title:	E-Portfolio evidence of learning comprising of 4 separate items	Word count (or equivalent):	2000 words equivalent (50% of the overall grade)
Submission deadline:	Choose only 4 tasks from the list. Submission to Turnitin by Friday 9th July 2021 at 15:00 GMT.	Return date of provisional marks & written feedback:	
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. Penalties for late submission: Up to one week late, 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 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)**

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

TASK DESCRIPTION

You are expected to create an e-portfolio which comprises of 4 items from the following list of 8 tasks. The e-portfolio items should follow through an idea to either:

- Develop a new project plan that is unique and which you have identified a gap in a service, product or campaign; or
- Advocates in support for an existing project, which you will demonstrate your active role and leadership skills in supporting the project to a potential new audience; or
- You will develop a campaign of your own that you will promote, or advocate a given cause, or mission for which you are passionate about.

CHOOSE FOUR FROM THE FOLLOWING TASKS TO EVIDENCE YOUR E-PORTFOLIO

TASK 1. Create a mind map of your choice of no more than 6 interconnecting links that demonstrates how the ideas and concepts are formulated in either your new project, or advocates support of, or the development of a campaign. You should provide a short explanation of your mind-map of no more than 400 words. You can use supporting imagery, and it can be hand drawn or produced using MS Word, PowerPoint using Office 365 or an appropriate technology such as Mind Meister available at: www.mindmeister.com/ The mind map should be referenced appropriately.

TASK 2. Using a medium of your choice, create a summary that outlines how you came up with your idea and how it adds value, based on the concepts from the e-learning material. You should use a medium appropriate to your subject discipline in health and social care. This can be written as blog of no more than 400 words with supporting visualisation imagery and website links to entice your potential audience to seek further information. A list of sources used to inform your blog should be included in a reference list, using the appropriate referencing standard.

TASK 3. Create a 3-minute elevator style pitch (short written piece which you could present to an audience) of your idea and concepts of either your new project, or advocates support of, or the development of a campaign. The pitch should be written in a format that enable you to present it to a new potential audience and should be no more than 400 words. In your pitch you are promoting your idea and concepts to engage with them so that they will offer support to you in a proactive way either by being actively involved or by offering support such as crowdfunding.

TASK 4. Create a flyer/leaflet which supports your idea and concepts of either your new project, or advocates support of, or the development of a campaign. Your flyer/leaflet can be produced using PowerPoint using Office 365. The flyer/leaflet should be double sided A5 with a front and back. It should be designed to engage your potential audience or contributors. It should benefit your idea and concepts of either your new project, or advocates support of, or the development of a campaign. For example, if you have an awareness raising idea, your flyer/leaflet should concisely portray the issue and how you would like people to get involved. A list of references should be included outlining both the images you use and the academic source material you include.

TASK 5. Create a conference poster showcasing your idea and concepts of either your new project, or advocates support of, or the development of a campaign. Your poster should refer to the learning covered from the on-line material. A list of references should be included with the poster. Consider your potential audience when designing the poster and the kind of messages you wish to portray to promote your idea to encourage individuals to attend. Please be as creative as possible in the design

of your conference poster. You can use PowerPoint Office 365 format. Ensure you use images, colours, boxes and written text to make it visually appealing.

TASK 6. Write a letter to a potential funder requesting them to financially back your new project, or advocates support of, or the development of a campaign. The letter should be no more than 400 words. You must outline what your idea is clearly, indicate why you need their support and backing and explain what you plan to do to take forward your idea and how it will be sustained into the future. You can provide fictitious contact details and any additional supporting material which will help promote your idea.

TASK 7. Write an email from an interested party who wants to be actively involved in your idea or concept for the new project, or advocates support of, or the development of your campaign. In this email put yourself into the mindset of the interested party who is seeking more information about your idea and who is keen to support you. Then write an email response from yourself confirming that you want them to be involved and requesting them to send you an outline of their skill set, and experiences which will help support and promote your idea. In your email communication between yourself and the interested party do not forget to show some fictitious contact details, logo or slogan which presents your idea or concept in a professional way. Both these email exchange should be no more than 200 words long each (400 words in total).

TASK 8. Build a Personal Development Plan (PDP) which identifies your skills, experiences and knowledge base within the field of health and social care. You should include fictitious contact details relating to your idea or concept for the new project, or advocates support of, or the development of your campaign. The PDP should be set out in a way which is logical and evidences your ability to draw out your learning style, leadership skills, personality, and openness to work with others. The PDP should be no more than 400 words long.

IMPORTANT INFORMATION

It is important that you create one document for that covers only four of your chosen tasks and submit it into Turnitin on **9th July 2021 by 3pm.**

- You must indicate which task number you are covering in the production of your work.
- It is essential that you provide one reference list at the end of producing all four tasks and that you use the University's Harvard referencing guidance.
- Ensure that you spell check your work, that you have correctly referenced the websites used for the imageries in your work and that you have used paragraphs (where appropriate) to break up your narrative.
- Your work should have flow and be logically presented. You can add relevant images, website links, blogs, YouTube videos such as TED material, governmental website links, or other documentary information to help enhance your idea and concepts that formulates either your new project, or advocates support of, or the development of a campaign.
- Please be as creative as possible in the design of your work. Ensure you include any pictures, graphs, tables, colours, boxes and written text to make it visually appealing.

PARTICIPATION AND CONTRIBUTION IN THE ONLINE ACTIVITIES

In the final assessment criteria **Transferable Skills for Life and Professional Practice** you will be able to attract up to 10 marks for demonstrating that you have been proactive with the online e-learning material. It is confirmed that the academic tutor for the module will be monitoring your involvement and the achievement of the activities and postings of material in the notice board, blogs

and Padlet. These 10 marks will be awarded based on your tutor's assessment of your active participation in, and contributions to, the learning activities throughout the module.

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 provide evidence that you have accessed an appropriate *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 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: *Your portfolio should include reference to at least 8 such sources and the referencing standard for you course applied throughout.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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 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.

Guidance specific to this assessment: *You should refer to learning from the relevant units in the module. Your response to the tasks should demonstrate knowledge of relevant concepts, theories and models relating to innovation, creativity and the resources required to bring your ideas into being.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid 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: *Your selection of material should demonstrate critical awareness of thinking in the field. Arguments should be regularly underpinned with reference to evidence which has been judiciously selected.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. 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 based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *It is essential you demonstrate application of the module concepts in the development of your ideas in each of the four tasks.*

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist 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: *E-portfolio consisting of 4 tasks and evidence of your online e-learning activity. Provide evidence that you have:*

- *Written in UK English in an appropriate business/academic style using an appropriate medium for the e-portfolio. Please refer to additional Moodle resources for guidance on the production of your material through the lecture PowerPoint slides and any advice given by the module tutor.*
- *Focus only on producing 4 tasks set in the assignment and ensure that there is a link between them that demonstrates how the ideas and concepts are formulated in either your new project, or advocates support of, or the development of a campaign.*
- *Length: 2000 words (or equivalent) +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).*
- *Check spelling and grammar before submission.*

Essential Resources:

- Resources listed on Moodle
- The module handbook & reading list
- UWTSD Referencing Guide
- The below assessment criteria

STUDENT FEEDBACK FORM GENERIC ASSESSMENT CRITERIA

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice (including 10 marks for e-learning participation in the online material)	30	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Referencing conventions used incoherently or largely absent.	on information gained through class contact. Inconsistent and weak use of referencing.	applied accurately or consistently.	Referencing may show minor inaccuracies or inconsistencies .	good use of referencing, with no/very few inaccuracies or inconsistencies .		consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills	Wholly or almost wholly descriptive	Largely descriptive work, with	Limited attempt at critical evaluation and	Some critical evaluation and analysis of	Sound critical evaluation and analysis of	Excellent critical evaluation and	Outstanding critical evaluation and

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
(Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
							influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the context in	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated,

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	which they were first studied.	the two. Weak problem-solving skills outside the context in which they were first studied.	solutions outside the context in which they were first studied.	appropriate solutions outside the context in which they were first studied.	problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	excellent, creative solutions outside the context in which they were first studied.	creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal	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. Failure to work effectively as part of a	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	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
responsibility and decision-making.)	group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.