

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	PGCert Professional Practice (Leadership in Emergency Services)		
Module:	Leadership and Change		
Module code:	BMPF7309/D	Contribution to Overall Module Assessment (%):	
Lecturer:	Julie Crossman	Internal Verifier:	
Assignment Title:	Written assignment (1) (60%) Presentation (2) (40%)	Word count (or equivalent):	4500 words (1) 60% 18 minutes (2) 40%
Submission deadline:	15.04.2027	Return date of provisional marks & written feedback:	14.05.2027
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): n/a Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 50% for the first attempt. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Postgraduate):

- A mark of **54%** would be reduced to the pass mark of **50%** if the work is 10–25% over.
- A mark of **67%** would be reduced by 5 marks to **62%**.
- A mark of **59%** at 25–50% over would be reduced to **50%**.
- A mark of **64%** at 25–50% over would be reduced by 10 marks to **54%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)**

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

- critically evaluate the influence of organisational culture in the context of change initiatives;
- critically examine the complex nature of challenges for the leadership role within times of organisational change;
- identify and critically analyse a range of strategies for leading change in the context of challenges to the organisation from within.

TASK DESCRIPTION**Use of Generative AI in Assessment**

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒

PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

Please remember, whenever you are using AI tools, you must always keep a copy of your drafts, notes, and other resources from both before and after you used them, and include them in your appendices.

Guidance can be found on this page within the Learner Zone on Moodle:

[Tile: Learner Cafe Resources and Recordings | Learner Zone | Home](#)

Please note the guidance for *Writing with AI* is excluded from this module.

The assessment for this module are two components, one comprising a written assignment and the other being a presentation of 18 minutes duration.

Written element (4500 words) – component 1 (60%)

This should be an academic assignment where you **critically evaluate organisational culture** and its **influence in the context of change initiatives**. You will also be expected to **critically examine** what the **complex nature of challenges** are **for the leadership role within times of organisational change**. It is useful to start with a brief outline to give context to your work. For this module a brief introduction to yourself, your job role and your organisation will suffice for the first assessment component. When reading more widely around the subject of organisational culture and leadership in times of change, much of the material may be quite dated. If this is the case, the expectation is that you also seek and incorporate current views relevant to your area of professional practice into your work. Always remember to include any anecdotal evidence from experience in leadership and change management to justify arguments presented.

You could structure the work as follows (learning outcomes are in italics):

- Introduction (as above), including your role and responsibilities and an overview of the current environment within which you are working. This will help to provide a brief background to the change you introduce later in this work.
- A critical evaluation of *the influence of organisational culture in the context of change initiatives*. This could include a critical appraisal of theories or models of organisational culture and an appreciation of the influence of organisational culture on the success (or not) of change initiatives.

- A critical examination of *the complex nature of challenges for the leadership role within times of organisational change*. Introduce wider reading to consider the following questions:
 - What are the common issues and failings leaders and organisations face when planning and implementing change? For example, the current situation, stakeholder engagement, communication issues, etc.
 - What are the possible external factors that can influence the imperative for organisational change?
 - With regard to the change you wish to implement - why is it needed?
 - How is your choice of change management theory/model justified and why have you discounted others?
 - Does your change management plan (appended) include SMART objectives?
 - What are your conclusions and recommendation(s)?

Individual Presentation (18 minutes) - component 2 (40%)

In this second component you are expected to develop and present a reflective presentation **identifying and critically analysing the range of strategies** you have considered for leading a specific change project in the **context of challenges to the organisation from within**. You should also reflect on the change management theories, models and tools studied and utilised (or discounted).

This reflection should consider progress on the change project to date. This is *in the context of challenges* experienced from within the organisation and includes consideration of the needs of a range of stakeholders. This reflection should answer the following questions:

- What strategy have you identified as the best way forward, and why?
- Were there other strategies that you discounted, and, if so, why?
- What challenges have you faced/are you facing to your planned change from within the organisation?
- What personal learning can you take from this experience (use a model of reflection to frame your reflection around)?

Please remember that this is an academic presentation and, as such, all sources should be cited throughout the slideshow and slide(s) of references recorded at the end of the presentation.

Referencing page (not included in word count)

All works cited should conform to the university's Harvard Referencing System.

INDICATIVE READING LIST

Module Code	BMPF7309 / BMPF7309D	
Module Title	Leadership and Change	
Classification	Reading List entry	Electronic*
Essential	Burnes, B. (2004) <i>Managing Change</i> . (4th ed) Harlow: Pearson Education Limited.	☒
Essential	Cameron, E. and Green, M. (2012) <i>Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change</i> . (3rd ed) London: Kogan Page.	☒
Essential	Senior, B. and Fleming, J. (2006) <i>Organizational Change</i> . (3rd ed) Harlow: Pearson Education Limited.	☒
Further	Alvesson, M. and Sveningsson, S. (2016) <i>Changing Organizational Culture: Cultural Change Work in Progress</i> . (2nd ed.) Abingdon, Oxon: Routledge.	☐
Further	Butler, L. and Leach, N. (2011) <i>Action Learning for Change: A Practical Guide for Managers</i> . Cirencester: Management Books 2000 Ltd.	☐
Further	Guirdham, M. (2005) <i>Communicating Across Cultures at Work</i> . (2nd ed) Basingstoke: Palgrave Macmillan.	☒
Further	Marquet, L. (2015) <i>Turn Your Ship Around</i> . New York: Penguin.	☐
Further	Mullins, L. (2010) <i>Management and Organisational Behaviour</i> . (9th ed) Harlow: Pearson Education Limited.	☒
Further	Revans, R. (2011) <i>ABC of Action Learning</i> . Farnham: Gower Publishing.	☒
Further	Schein, E. (2004) <i>Organizational Culture and Leadership</i> . (3rd ed) San Francisco: Jossey-Bass.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>Journal of Organizational Behaviour</i> <i>Leadership</i> <i>Management Today</i>	☒
Further	https://www.geert-hofstede.com/ https://www.prosci.com/	☒

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: Please see guidance recorded in the 'Task Description' section above (page 3-4). Your submission must demonstrate rigorous academic engagement, underpinned by appropriately referenced scholarly sources. All sources should be drawn from credible, peer-reviewed, and authoritative literature.

You are expected to critically engage with existing academic discourse relevant to your area of study. This includes the ability to interrogate key theories, frameworks, and concepts, and to synthesise insights from a diverse range of sources. Your work should reflect an awareness of scholarly debates, identifying areas of consensus as well as contention within the literature.

A high level of critical analysis is required, including the identification of limitations, gaps, or tensions in the literature. You should use this critique to inform and propose thoughtful, evidence-based approaches to leadership within your organisational context. Please refer to the university's Harvard Referencing Guide to ensure your citations and references are recorded correctly [click here](#).

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: In the first component, you are expected to demonstrate a comprehensive understanding of a range of theories from the disciplines of change management and organisational culture. You should critically evaluate their relevance and pertinence to your leadership role within the organisational setting. Drawing upon both your professional experience and extensive academic reading, you should propose a theoretically informed approach to leading change that is appropriate for your organisational context.

In the second component, you are expected to develop a presentation that evidences a thorough understanding of recognised theoretical tools, techniques and model(s) that are aligned with the practice of change management. You are expected to reflect on your experiences of the implementation of different stages of your change plan and your analysis should be grounded in reflective inquiry, with particular emphasis on identifying and articulating learning events during the process of undertaking your change project.

Your reflection must go beyond description to demonstrate a nuanced understanding of how this learning has influenced your knowledge of leading change within the culture of your organisation, and offer a clear understanding of the challenges these present.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You are expected to demonstrate a critical and sophisticated engagement with current change management practices within your discipline. This includes the ability to evaluate existing methodologies, develop informed critiques, and, where appropriate, formulate new hypotheses or conceptual approaches that align with your organisational needs.

Your work should reflect the capacity to address complex issues both systematically and creatively, which involves breaking down information into component parts, drawing inferences, comparing and contrasting perspectives, and constructing coherent arguments. Demonstrating that you have critically reflected on the contributions of established experts in the field and on your own leadership practice is vital to presenting a reasoned and informed academic debate.

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment: You are expected to demonstrate a high level of autonomy in your learning, taking responsibility for directing and managing your own academic and professional development. Critical self-reflection is a fundamental component of this process, requiring you to engage thoughtfully with your experiences to extract meaningful insights that inform your practice. Developing self-awareness through reflective inquiry should enable you to identify patterns, evaluate the impact of your actions, and articulate the learning derived from your professional journey. This reflective capacity is essential for deepening your understanding and enhancing your effectiveness as a leader within your organisational context.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Your work should demonstrate advanced critical thinking and reflective capabilities. This includes the ability to engage in sustained self-reflection, identifying personal strengths and areas for development through thoughtful analysis of your experiences at identifying, proposing and initiating a change project within your organisation.

Effective time management is essential and should be evidenced through your capacity to prioritise tasks strategically and manage competing demands with efficiency. Your reflection should not only describe your actions but also critically evaluate their rationale and impact, demonstrating a clear link between self-awareness and professional growth.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	25	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	15	
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 are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

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

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

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

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judgements in the absence of complete data.)	judgements. Unsubstantiated generalisations, made without use of credible evidence.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	creativity. Ability to make sound judgements based on data (that may be incomplete)	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or

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	unpredictable contexts.	making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	Evidence of originality and creativity.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary

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approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

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

The University of Wales Trinity Saint David 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/>

APPENDIX 3: Referencing and Misconduct FAQ

The University has procedures to support your knowledge of referencing and misconduct, and the Student Union offers a range of resources and responses to frequently asked questions [here](#)

APPENDIX 4: 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 (***Tell them what you're going to tell them***)
 - Open the doors to your discussion
 - Explain the implications of the question
 - Define any key terms
 - Outline how you propose to answer the question ie identify the key headings or topics within your discussion
 - Keep it general
- Main body (***Tell them***)
 - Make your points in order
 - Link them to form an argument
 - Illustrate your ideas through using quotations/back up your points with academic sources
 - Keep referring back to the question at key points
- Conclusion (***Tell them what you've told them***)
 - Sum up what your discussion has proved
 - Don't be afraid to admit that some issues cannot be solved
 - Make your (evidence-based) opinion clear

Bibliography

- Ensure that you collate your references and bibliography from the start (please refer to the module handbook guidance notes for further assistance).
- Referencing – (in the main text and in the bibliography) – please use the Harvard Referencing System. See handout or Moodle for further guidance.

Appendices

- You are welcome to include appendices, however only be 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

- Unpack the question and identify lines of enquiry
- Collect evidence from texts
- Select and order material
- Consult criticism
- First draft
- Final version

APPENDIX 5: 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 To concisely state or re-state the main points of something	Provide a brief statement of the key facts or points of the subject, avoiding unnecessary information or detail. 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.

This list is not exhaustive. If you are unsure of what required of you, speak to your tutor who will provide clarification for you.

APPENDIX 6: HOW TO GET A GOOD MARK?

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 reflect 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

Even better marks for these in addition to the above:

- Engages actively with subject-related debates in a thought-provoking way
- Demonstrates a deeper and more subtle understanding of the significance of the issues and evidence, drawing out complexities or nuances
- Synthesises material well.

APPENDIX 7: CRITICAL WRITING V'S DESCRIPTIVE WRITING

Descriptive writing	Critical writing
States what happened	Identifies the significance
States what something is like	Evaluates strengths and weaknesses
Gives the story to 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 8: 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 these have helped understanding. Where relevant, it relates the particular incident to broader social and political issues.	Draws only on the person's own ideas experiences and anecdotes, or makes superficial 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 are addressed; no thought is given to how to make the reflection manageable for others to read.

APPENDIX 9: 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.

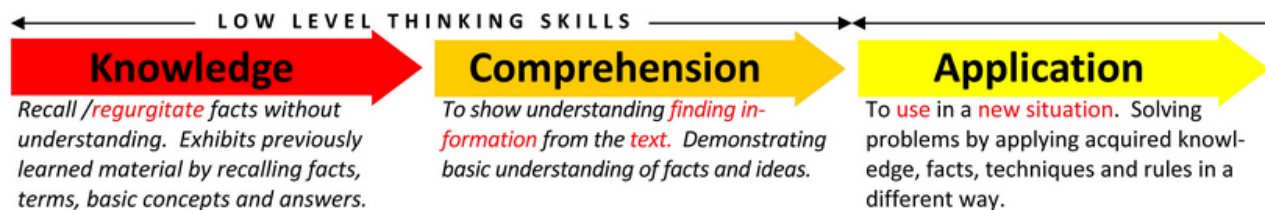
The next stage, synthesis, takes things that extra step further. Here, it is demanded that the pupil uses more of their own initiative, introducing their own ideas to provide solutions to a problem. This requires planning, through which the student has to consider how best to put together pieces of information.

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. (Teachnology, ND).

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

*****The tables below show the different words that can 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



Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Illustrate	Relate
Contrast	illustrate	Rephrase
Demonstrate	Indicate	Report
Discuss	Infer	Restate
Estimate	Interpret	Review
Explain	Match	Show
Express	Observe	Summarise
		Translate

Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ...?

Questions:

Can you explain what is happening . . . what is meant . . . ?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?



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...?