



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

LEVEL/ LEFEL 4

MODULE CODE/ COD Y MODIWL: LCBB4002
COMMUNITY ENGAGEMENT

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESIAID/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 50 %

WORD COUNT/ NIFER Y GEIRIAU: 2000 Words

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**



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BACHELOR'S DEGREE ASSIGNMENT SPECIFICATION

Programme:	BA Business Management		
Lecturer:	Molly Jack	Internal Verifier:	Gregory Cowan
Assignment Title:	Community Engagement Assessment 1		
Hand Out Date:	Week 2 of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle

• Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted to complete this assignment. Harvard Style (e.g. for books: surname of author and initials, year of publication, <u>title of book</u>, edition) publisher: place of publication).
Late submission will result in a late penalty mark, as follows:	
Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline (Academic Quality Handbook 2016/17 7.5 (5))	
LEARNING OUTCOMES Upon the successful completion of this module, the student should be able to demonstrate the ability to: 1. Understand and evaluate the concept of interpersonal skills and how to adapt them to an organisation (Organisational analysis and Reflective evaluation). 2. Evaluate concepts of community engagement and personal development, reviewing and extending interpersonal skills by applying theoretical concepts and creative thinking to real situations (Praxis - theory to practice).	

TASK DESCRIPTION

Assessment Component 1 – 50%; 2000 Words Report [+/- 10%]

Part A: Analysing the best practices of community engagement in a project/ business environment.

Students to submit a report on a selected social programme or business (approval by the module tutor); This can be from your work or any social project you are aware of. Students will be expected to explore published literature relating to their chosen project or Organisation; the literature should be relevant, credible, and current. The initial literature review and consultation exercise will enable students to conduct in-depth research that will reflect core community issues that emerge from lack of community engagement, specify how the identified challenges were resolved, and produce an evaluative management report, highlighting how employees can add value to the project or Organisation through exceptional interpersonal skills.

Guidance

Follow the structure below, and the Organisation **MUST** be traceable

- Introduction (*set the scene for the reader*) [10% of the total work count]
- Analysis of the project / Organisation's best practices particularly on community engagement and stakeholder's participation (*provide relevant headings/subheadings*) [75% of the total work count]
- Conclusion (*cogent summary*) and Recommendation [15% of the total word count]
- Your report must be referenced using Harvard Referencing conventions [Refer to Harvard Referencing Handbook on the Library Resource]

Assignment Guidance Note:

The report should contain the following:

- Comprehensive introduction of a social programme/ business and explain its expected benefit to society.
- Identify and establish the sort of relationship they have with the stakeholders and how they engaged with them (social media platforms).
- You should evaluate the different eras of the Organisation and highlight how their community engagement has evolved, explaining the range of skills, knowledge and strategies employees require to carry out their jobs effectively and efficiently.
- Provide a detailed narrative of how they use different social media platforms as an outreach to support the programme/ business (bearing in mind the interpersonal skills required to foster the level of success achieved, which should include a range of creative thinking and professional skills).
- Explain the training and development required to equip employees in dealing with socio-cultural issues within society.
- You will need to consider why the organisations need to adopt a forward-looking approach in training their employees on multiculturalism, and the external factors that should be considered in building and sustaining business relationship between the Organisation and its network partners.
- Include a persuasive conclusion on your findings and make recommendations to how they can improve their community engagement to achieve competitive advantage.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

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 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, typically published within the last five years or so, though seminal works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

2. Knowledge and Understanding of the Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you may have acquired through your learning. You must demonstrate your *understanding* by interpreting the meaning of 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 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.

3. Analysis

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 all times, you must justify 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 can make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new idea presented in your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real-world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world examples and cases, the application of a model within an organisation and/or benchmarking one Organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and Organisation.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; Organisation of ideas and evidence	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	30	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media. presentation and Organisation.	10	

Assignment 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 ONE week late		
	First Attempt?		

BACHELORS COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	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 use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well-structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.