

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	BA Leadership and Management Skills in the Workplace		
Module:	Design Thinking and Innovation		
Module code:	LCLM 6002	Contribution to Overall Module Assessment (%):	100%
Module Leaders:	Rexon Nting Seyed Nasirpourosgoei	Internal Verifier:	Md Kalam Samuel Ofori
Assignment Title:	Design Thinking and Innovation through Digital Transformation	Word count (or equivalent):	Written portfolio – 4000 words (±10%)
Submission deadline:	Individual report 21/08/2026	Return date of provisional marks & written feedback:	Tuesday, September 22, 2026
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. 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)

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

- Critically explore and differentiate design thinking from other types of thinking
- Critically investigate the real-world problems and challenges and identify solutions to address the challenges
- Critically assess the desirability, viability and feasibility of the solutions

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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.	☐

Assessment brief:

Background Scenario

E-commerce expansion is not limited to major urban centres in this contemporary business world. Suburban and rural communities, which had previously relied heavily on in-store shopping, began adopting online purchasing more widely. Courier and parcel delivery services experience record volumes, prompting companies like Royal Mail, DPD, and Hermes (now Evri) to expand operations and recruit additional staff. Even farmers and local producers started developing direct-to-consumer delivery models, using social media platforms such as Facebook and Instagram to advertise produce and coordinate orders via messaging applications like WhatsApp.

Businesses—particularly in the service sector—are compelled to accelerate their digital transformation strategies. Many SMEs that previously relied solely on physical storefronts started investing in basic e-commerce websites, online booking systems, and mobile-responsive platforms. Hairdressers and personal trainers started introducing online appointment scheduling and virtual consultations. Fitness instructors started moving classes to Zoom and YouTube. Educational tutors are providing remote learning sessions via digital platforms. Professional services firms adopted cloud-based collaboration tools such as Microsoft Teams and Slack to maintain operations under remote working conditions.

Even small independent retailers began adopting digital payment systems and online ordering methods. Many corner shops implemented card-only policies and displayed QR codes for payment. Market traders created Instagram storefronts. Local bookstores launched online catalogues and offered postal delivery.

This rapid digitization not only altered short-term business practices but also reshaped long-term expectations. Consumers became accustomed to the convenience of home delivery, digital subscriptions, and seamless online transactions. Many of these behavioural shifts are embedding digital commerce more deeply into the UK's economic landscape. In this respect, it is worth noting that the pandemic (Covid-19) acted as a catalyst for structural change, accelerating the integration of digital technologies into everyday commercial activity and redefining how SMEs engage with their customers in an increasingly digital economy.

This transformation has created substantial opportunities in:

- E-commerce platforms
- Digital marketing services
- Retail management software
- Integrated digital payment systems
- Supply chain and last-mile delivery solutions

Early movers in these sectors have gained significant competitive advantage.

Using the **Design Thinking framework (Empathise, Define, Ideate, Prototype, Test)** and **drawing from a broader range of design thinking and innovation frameworks**, analyse the above scenario and respond to the following:

Task 1

Using a design thinking lens, identify and justify the **key opportunity areas in the UK market** where innovation and new venture creation are most viable.

Support your answer by explaining:

- User pain points
- Market gaps
- Technological enablers
- Potential for scalability and sustainability

Task 2

As an entrepreneur in the United Kingdom, apply the **five stages of Design Thinking** to identify a problem emerging from this situation and develop a new venture concept.

Your response should include:

- Empathising with affected users (e.g., small retailers, rural consumers, delivery partners, etc.)
- Defining a clear problem statement
- Generating innovative solution ideas
- Proposing a prototype or minimum viable product (MVP)
- Explaining how the solution would be tested and refined

How you work will be assessed:

Within each section of this assessment you may be assessed on the following aspects, as applicable and appropriate to this assessment, and should thus consider these aspects when fulfilling the requirements of each section:

- The accuracy of choosing and applying a design thinking and innovation framework.
- The accuracy of any measurements /calculations required.
- The strengths and quality of your overall analysis and evaluation;
- Appropriate use of relevant theoretical models, concepts and frameworks;
- The rationale and evidence that you provide in support of your arguments;
- The credibility and viability of the evidenced conclusions/recommendations/plans of action you put forward;
- Structure and coherence of your considerations and reports;
- Appropriate and relevant use of, as and where relevant and appropriate, real world examples, academic materials and referenced sources. Any references should use either the Harvard referencing system;
- Academic judgement regarding the blend of scope, thrust and communication of ideas, contentions, evidence, knowledge, arguments, conclusions.
- Each assessment requirement(s) has allocated marks/weightings.

Student submissions are reviewed/scrutinised by an internal assessor and are available to an External Examiner for further review/scrutiny before consideration by the relevant Examination Board.

It is not uncommon for some students to feel that their submissions deserve higher marks (irrespective of whether they deserve higher marks). To help you assess the relative strengths and weaknesses of your submission please refer to the assessment criteria guidelines below:

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, where 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 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:

You should use at least 16 references and full reference list should be included, presented in UWTSD Harvard referencing style. Points of critical evaluation and analysis should be supported by citations within the text. Extensive reading should be evident.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles 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 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:

A secure understanding of using different approaches to developing innovative ideas for projects supported by relevant citations.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 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. 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:

Students need to demonstrate **critical evaluation** of the different approaches to developing innovative ideas and **critical analysis** of specific innovation and design thinking models of coaching within their portfolio

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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:

Evidence of clear understanding and application of causal mapping analysis and brainstorming activity to support innovation and design thinking

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for 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 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:

Students should present their work professionally with fluent English and secure use of grammar. Arial font, size 11 with 1.5 line spacing should be used throughout. Presentation structure of the report should be professional and coherent.

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	Task 1 – 10 Marks Task 2 – 10 Marks	
2. Knowledge and Understanding Skills	Task 1 – 10 Marks Task 2 – 10 Marks	
3. Cognitive and Intellectual Skills	Task 1 – 10 Marks Task 2 – 10 Marks	
4. Practical Application Skills	Task 1 – 10 Marks Task 2 – 10 Marks	
5. Transferable Skills for Life and Professional Practice	Task 1 – 10 Marks Task 2 – 10 Marks	

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)		100%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently	Engagement with a wide range of research-informed literature, including sources retrieved independently	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research.

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	and non-authoritative. Referencing conventions used incoherently or largely absent.	use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Referencing conventions evident though not always applied accurately or consistently.	. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	accurate application of referencing.	High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of

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scholarship within the discipline.)	within the discipline.	within the discipline.			research and scholarship.	the knowledge base.	the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and

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			Asserts rather than argues a case.	tendency to assert/state opinion rather than argue on the basis of reason and evidence.		grasp of the broader field and wider concepts.	ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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-	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	An adequate awareness and mostly appropriate application of well-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	A good and 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	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 a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and

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	solving skills in complex and unpredictable contexts.	evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	Evidence of some innovation and creativity.	propose excellent solutions. Innovation and creativity evident.	development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually	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	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	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	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	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and

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and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.