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

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**PGCert Professional Practice (Clinical Leadership)**		
Module:	**Reflection on Clinical Leadership**		
Module code:	**BMPF7319D**	**Contribution to Overall Module Assessment (%):**	
Lecturer:	**Julie Crossman**	**Internal Verifier:**	
Assignment Title:	**Written assignment (1)** **Written assignment (2)**	**Word count (or equivalent):**	**1500 (1)** **6000 (2)**
Submission deadline:	**15.07.2024**	**Return date of provisional marks & written feedback:**	**12.08.2024**
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.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • evaluate and critically reflect upon the impact of their personal leadership style, communication and personal effectiveness, identifying strategies for development; • demonstrate advanced knowledge and application of clinical leadership strategies and influencing skills within their scope of responsibility; • demonstrate a critical appreciation of a wide range of leadership skills and apply them to complex collaborative leadership contexts within NHS Wales; • apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks, and present their work appropriately.

TASK DESCRIPTION

The assessment for this module are two components, each comprising a written assignment. Both documents will be consolidated into one piece of work before they are submitted for final assessment and feedback.

Written element (1500 words – 20%) - Component 1

This should be a critical analysis and reflection of **personal leadership style, communication and personal effectiveness** with the intention to develop self-awareness and identify **strategies for development.** The main body of work within this component should identify where your strengths in the leadership role lie and where there are areas for development. Your knowledge around the subject of leadership should be clear, as should the reflection on how you have developed increased levels of self-awareness in relation to your leadership development. Also, it should be evident how the information garnered helps to inform your **personal development plan.** The personal development plan (PDP) should be presented in a table format and appended to your main work. As such, the PDP is <u>not</u> included in the word count. It may be beneficial to complete the work for component 1 after you have completed your reflections for component 2, below.

Written element (6000 words – 80%) - Component 2

In this second component you are expected to explore own leadership styles and behaviours using credible assessment instruments, psychometric assessments, feedback from others and critical reflection. The expectation is that this is a very candid personal reflection whereby you consider at least 5 different leadership learning experiences and **demonstrate advanced knowledge and application of clinical leadership strategies**. The reflective accounts focus on the application of a range of scheduled and independent aspects of learning in addition to **demonstrating a critical appreciation of a wide range of leadership skills and apply them to complex collaborative leadership contexts within NHS Wales**.
An exemplar reflective account *may* include, as suggestions:

- Leadership Framework 360 degree and diagnostics or Insights psychometric assessment outcomes – the impact of these on personal effectiveness
- Action Learning – outcomes achieved through this process /application of Action Learning tools and techniques
- Application of Effective Team working Strategies
- Working across Boundaries /Employee Engagement
- Personal Communication and Influencing

Referencing page (not included in word count)

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

Both components should be consolidated into one document and submitted via Turnitin by the agreed deadline; July 15th, 2024.

INDICATIVE READING LIST

Module Code	**BMPF7319 / BMPF7319D**	
Module Title	**Reflection on Clinical Leadership**	
Classification	**Reading List entry**	**Electronic***
Essential	Andrews, J. and Butler, M. (2014) *Trusted to Care - Report of the external independent Review of the Princess of Wales Hospital and Neath Port Talbot Hospital at Abertawe Bro Morgannwg University Health Board*. Stirling: Dementia Services Development Centre.	☐
Essential	Department of Health (2008) *High Quality Care For All: NHS Next Stage Review Final* Report London: HMSO.	☐
Essential	Francis, R., Keogh, B. and Berwick, D. (2013) *Patient-centred Leadership: Rediscovering our Purpose* London: The King's Fund.	☐
Essential	Francis, R. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary* London: HMSO.	☐
Essential	Keogh, B. (2013) *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report* London: HMSO.	☐
Essential	King's Fund Report (2012) *Together we can: Leadership and engagement for improvement in the NHS* London: The Kings Fund.	☐
Essential	MacArthur, H., Phillips, C. and Simpson, H. (2012*) Improving Quality Reduces Costs – Quality as the Business Strategy* Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.	☐
Essential	NHS Leadership Academy (2014) Healthcare *Leadership Model* London: NHS Leadership Academy.	☐
Essential	Welsh Government (2012) Together for Health - *A five year vision for the NHS in Wales*. Crown Copyright.	☐
Further	Argyris, C. and Schön, D. (1992). *Theory and Practice: Increasing Professional Effectiveness*. San Francisco: Jossey Bass.	☐
Further	Billett, S. (2001) *Learning in the Workplace* London: Allen and Unwin.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). *Productive Reflection at Work*. London: Routledge.	☐
Further	Gill, J. and Johnson, P. (2002) *Research Methods for Managers*. London: Sage, 2002.	☐
Further	Gray, D. *et al.* (2004) *Learning Through the Workplace: A guide to work-based learning,* Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice,* London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) *Learning Journals* London: Routledge. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232.	☐

Module Code	BMPF7319 / BMPF7319D	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) Research *Methods for Business Students* London: Pearson.	
Further	Schön, D. (1991) *The Reflective Practitioner* San Francisco: Jossey Bass.	
Further	Storey, J. and Holti, R. (2013) *Towards a New Model of Leadership for the NHS* Buckingham: Open University.	
Further	**Journals** *British Journal of Healthcare Management* *British Journal of Leadership in Public Services* *British Medical Journal* *Health Care Management Review* *Healthcare Management Science* *Health Service Journal* *Human Resource Management Review* *Journal of Healthcare Leadership* *Journal of Health Organization and Management* *The Leadership and Organization Development Journal* *Industrial and Labour Relations Review* *Journal of Organizational Behaviour* *Management Today* *MIS Quarterly* *Operations Research* *Organization Science* *People Management* *PPP Journal* *Public Sector Management Journal* *Strategic Management Journal* *The International Journal of Public Administration* *The International Journal of Public Sector Management* *The Review of Economics and Statistics*	☐
Further	**Websites** 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygymraeg.org/Pages/Croeso.aspx Healthcare Leadership Model http://www.leadershipacademy.nhs.uk/discover/leadership model/ The Health Foundation http://www.health.org.uk/ Improving Quality Together http://www.iqt.wales.nhs.uk/home The Information Portal for the Public Service http://www.publicservice.co.uk/pub_selectissue.asp?public ation=The%20PPP%20Journal The Journal of Finance and Management in Public Services http://www.cipfa.org.uk/thejournal/past_issues.cfm The King's Fund – publications http://www.kingsfund.org.uk/publications Management Theory http://www.learnmanagement2.com/ NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhsw ales	☒

Module Code	BMPF7319 / BMPF7319D	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
	Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206 Office of Public Sector Information http://www.opsi.gov.uk/ Public Sector Forums http://www.publicsectorforums.co.uk/ Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/ Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/ Together for Health, Welsh Government http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf UNISON, The Public Service Trade Union http://www.unison.org.uk/ Wales Public Service Information http://www.direct.gov.uk/en/index.htm Welsh Government – Health and Social Services http://wales.gov.uk/topics/health/?lang=en	

Additional reading will be recommended in relation to the specific area to be studied. Learning resource material will also be available on SkillPort and 1000 Lives+ e learning hub.

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:

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:

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:

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:

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:

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	30	
4. Practical Application Skills	10	
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

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%**
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

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%**
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

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
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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 -/+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: 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 4: ESSAY INSTRUCTION TERMS

Writing Assignments - what's required?
Assignments require learners to demonstrate their knowledge and understanding and/or skills related to the topic being studied. They are 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 *and* 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. *Note: Compare and contrast often feature together but may be asked for separately.*
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 *and* 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 5: 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 6: 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	Weighs 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	Weighs up the importance of component parts
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in an order	Structures the information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information or reports findings	Evaluates information and draws conclusions

APPENDIX 7: GOOD AND BAD CRITICAL REFLECTION
(Taken from: Cottrell, S. 2011. Critical Thinking Skills. 2nd Ed. Palgrave, Hampshire.)

Aspect	Good critical reflection	Poor critical reflection
1. Experience	Draws on personal, group or workplace experience as a means of testing out theory or learning new lessons, looking at experiences with a critical eye.	Assumes 'experience' is an end in itself; that one's own experience is typical of others' without good evidence that this is so; that experience equates to 'insight', without bringing a critical eye to it.
2. Personal responsibility	The best critical reflection demonstrates integrity both in focussing on one's personal role, such as the assumptions brought to a situation or actions taken or omitted, and in taking responsibility for the consequences of these.	Poor critical reflection finds ways of deflecting blame onto other people or the context itself for the way events unfolded. Alternatively, personal responsibility is addressed in a superficial way, so that the relation of action and consequence is not considered in depth. It is also poor practice to assume personal responsibility and guilt for matters that are not simply down to oneself.
3. Focus	Selects a focus such as a particular time-period, set of events, specific kids 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 area addressed; no thought is given to how to make the reflection manageable for others to read.

APPENDIX 8: BLOOM'S TAXONOMY

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

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

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

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

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

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

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

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

LOW LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

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

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

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 ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

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

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

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 ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

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

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

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 ...?

HIGH LEVEL THINKING SKILLS

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
Appraise
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish
Examine
Find
Focus
Function
Group
Highlight
In-depth discussion
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out
Prioritize
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
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
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate
Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Original
Originate
Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Suppose
Tabulate
Test
Theorise
Think
Transform
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
Appraise
Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Criteria
Criticise
Debate
Decide
Deduct
Defend
Determine
Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we know?
Importance
Infer
Influence
Interpret
Judge
Justify
Mark
Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

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...?