

LEVEL 4 ASSESSMENT SPECIFICATION

Programme:	BA (Hons) Business Management		
Module:	Stakeholder Engagement		
Module code:	LCBB4013	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Nishi Ramsurrun	Internal Verifier:	Dr Anupam Mazumdar
Assignment Title:	Component 1: Coursework-Portfolio (4 elements)	Word count (or equivalent):	3000 words (+/- 10%)
Submission deadline:	Weekday: N/A Weekend: 02/05/26 @ 2 PM	Return date of provisional marks & written feedback:	Weekday: N/A Weekend: 29/05/26
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin, or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to the authors whose research and ideas your work is based on. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Understand who the stakeholders are and categorise them.
- Understand the importance of the Stakeholders Matrix, Map, and Power/Interest/Influence Grid and develop the ability to create it.
- Understand the importance of Stakeholders and their crucial role in achieving organisational success.
- Understand best practices for effective stakeholders' engagement and their impact on project success and sustainability.

TASK DESCRIPTION

Assessment Component 1: (100%): Portfolio (4 elements): 3000 Words equivalent (+/- 10%)

The coursework is a portfolio that requires you to demonstrate knowledge and understanding of several stakeholder management elements covered during the term. You are to act as a 'Junior Stakeholder Manager' in a consultancy company; you have been assigned to develop a **Stakeholder Management Plan** for a proposed local infrastructure project (select anyone: New Public Park, Transport System, Housing Redevelopment, Leisure Centre). You are expected to conduct research and follow the structure below when developing the portfolio report:

Element 1: Introduction (400 words)

- Describe the selected project, including its relevance, and identify at least six key stakeholders that will benefit from the project and how.

Element 2: Application to include Stakeholder Engagement Strategies (1200 words)

- Create a power, influence, and interest table and assign the stakeholders high, medium, and low positions.
- Create a stakeholder map that places stakeholders in the appropriate quadrant and justify.
- Develop a basic communication plan and consultation strategy with justifications [who will you communicate with, what information needs to be shared, when to communicate with them and the medium of communication- email, letters, telephone, newspaper].

Element 3: Ethical Consideration in Stakeholders Consultation, Participation and Feedback (700 words)

- Describe the method of consultation, the ethical considerations concerning collecting data, bias, and Diversity, Equity and Inclusion (DEI), and how stakeholders' feedback will be collected and reviewed.

Element 4: Conclusion and Reflection (700 words)

- Write a conclusion and provide a reflective account highlighting your thoughts on the importance of effective stakeholder engagement for project success and sustainability.

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, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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, proofreading support and creative support.	Yes ☐ No ☒

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

- For this assessment, the literature relevant to your chosen stakeholder's engagement project should be included.
- Students can read through and discuss, which might help shape their portfolio.
- Students must include at least 10 sources of credible and reliable information, and the Harvard referencing standard should be applied throughout.
- Avoid referencing discrepancies by checking that the sources used in the text are cited in the reference list and vice versa.
- Use the University's guidance for Harvard referencing to help you ensure the correct formats are used.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information, and skills acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you must select and include the concepts, techniques, models, theories, etc., appropriate to the task(s) set in your work. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend on how much you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

- For this portfolio, the expectation of knowledge and understanding is linked to the theoretical underpinning of stakeholder engagement.
- This includes (but not limited to) stakeholder consultation, their matrix, the ethical consideration, inclusivity and diversity, stakeholder mapping, and impacts of effective/ lack of stakeholders' engagement.
- Through your writing you are expected to show that you are aware of the concepts and can show how they are applied in your selected project.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements

and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- The cognitive and intellectual skills within this assessment will be evaluated through logical outline of your plan and the links to your reflection.
- Using a core reflection model throughout is recommended – you can then show how each section links to your current skills, or the skills developed through undertaking of this module.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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? In that context, you will deploy models, methods, techniques, and/or theories to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, using real-world artefacts, examples and cases, applying a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

- The tasks require you to use a real project and you should include your personal experience within your local authority.
- Students should consider how these concepts can be implemented practically in the community and stakeholders' engagement.
- You should consider the strategies of the different stakeholders, the power/interest/ influence matrix, CSR, and the communication plan.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- Your portfolio needs to be fully referenced.
- Please consult the referencing guides available online or in the library.
- Use 12 Times New Roman, 1.5 line spacing. Number your pages.
- Your portfolio should not be longer than 3000 words.
- It is recommended that you use the Headings in styles to label your sections and sub-sections (sections and headings should be clearly written). Including a table of contents using the above headings will create a professional feel to the portfolio.
- You can discuss these matters with your tutor in the academic support session.
- Students refer to the general submission guidance in relation to formatting for submission.
- Proofread work to avoid spelling and grammatical errors before submission.

STUDENT FEEDBACK FORM

This section details the *extent* to which you demonstrated the assessment criteria, 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 areas where you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20%	
2. Knowledge and Understanding Skills	20%	
3. Cognitive and Intellectual Skills	20%	
4. Practical Application Skills	20%	
5. Transferable Skills for Life and Professional Practice	20%	

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 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. 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 limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

Level 4	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%
	Inclusion of irrelevant material. Substantial inaccuracies.	Some significant inaccuracies and/or irrelevant material.	Some elements may be missing.	the field of study but lacks depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed 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 evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	different approaches to problem-solving in particular contexts.	appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Level 4	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%
		personal responsibility.					