

Swansea Business School

BA(Hons) International Business Management

Module Handbook Semester One 2026

BMBM6003

Contemporary Issues in Management

LEVEL 6

Module Lead: Ka Po Chong

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Module Code	BMBM6003
Title	Contemporary Issues in Management
Date	30.09.2026-13.01.2027
Level	6
Credits	20
Pre-Requisites	None

Welcome to this generic overview handbook for the above module. This is a level 6, 20 credit module for Level 6 Business Management students in the Swansea Business School. It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline activities during tutorial sessions which are designed to enrich the learning experience and will enable you to acquire a range of subject-specific skills and transferable skills.

AIM(S)

To develop a systematic understanding of, and the ability to critically evaluate, the challenges facing managers in modern organisations and to utilise social, cultural and normative perspectives to encourage more systemic critiques of conventional theories and management practice.

LEARNING OUTCOMES

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

- Judge objectively the differences between mainstream and critical theories of management and develop critical and/or ethical assessments of concepts underpinning management theory.
- Analyse problems arising in a select number of contemporary management/organisational topics and themes including, but not limited to, bureaucracy and post bureaucracy, scientific management, team working and ethical decision making and argue coherently for solutions based on evidence and the application of relevant theory.

INDICATIVE CONTENT

- The scope for critical perspectives on management.
- The contribution of critical theory to research on management and the management practitioner.
- The challenge to conventional management education and development from radical, alternative and evolving schools. The systems/control orthodoxy vs. process relational perspective.
- Management entity, process and concept views. Management and insecurity, identity, power, inequality, knowledge and freedom. Critical management.
- Critical perspectives in the workplace. Analysis of management in terms of its social, moral and political significance. Challenging conventional views on motivation, teamwork, bureaucracy, scientific management, management behaviour and misbehaviours, counterproductive behaviours at work, power and politics in organisations.
- Corporate Social Responsibility. Agency theory - stakeholders and the firm. Different perspectives of social responsibility
- Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance, managerial capitalism v state capitalism etc. Application to private, public and Not-For-Profit organizations.
- Corporate citizenship in the context of Anglo-American, International and European perspectives. Globalisation of markets for commerce, employment, regulation and sustainable development. Culture clash and culture assimilation in organisations.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMBM6003	
Module Title	Contemporary Issues in Management	
Classification	Reading List Entry	Electronic*
Essential	Kelly, P, Cole, G. (2020) <i>Management Theory and Practice</i> , 9 th edition, Cengage Learning, Boston	☒
Essential	Pandey, B, K, (2018), <i>Contemporary Issues in Strategic Management</i> , Routledge, Oxford	☒
Essential	Ford, R.C, Sturman, M.C (2020) Managing Hospitality Organizations. 2nd Edn. Fraedrich, J, Ferrell, O, C, (2021), <i>Business Ethics: Ethical Decision Making</i> , South-Western College Publishing, Cincinnati	☒
Essential	Porter, M.E. (2004) <i>Competitive advantage : creating and sustaining superior performance</i> . New ed. New York: Free.	☐
Essential	Arnold, G, A, Beauchamp, T, L, Bowie, E, N, (2019), <i>Ethical Theory and Business</i> , 10 th Edition, Cambridge University Press, Cambridge	☐
Essential	Bicklein, W, (2021), <i>Organizational Management: Role of Management in Modern Organisations</i> , Independent Publisher, London	☒
Essential	Armstrong, M. and Taylor, S. (2020) <i>Armstrong's handbook of human resource management practice</i> . 15th edition. London, United Kingdom ;: KoganPage.	☒
Essential	Clegg, S, (2019), <i>Management, Organisation and Contemporary Social Theory</i> , Routledge, Oxford	☒

Further	Gray,D.E (2022) Doing Research in the Real World . 5th Edn. Sage. London.	☒
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Students will also be directed to use academic databases such as Business Source Complete and Marketline.

Week W/C	Time	Lecture content – main themes to be covered	Supporting material	Assessment / Activity	Assessment submission date
Week 1 30/09	09:00 - 13:00	Welcome to the Module Module Content Module Assessments AI in Management: Setting the Scene	Presentation Vevox		
		Tutorial Group Work - Prepare presentation for next tutorial			
Week 2 07/10	09:00 - 13:00	Critical Management Studies	Presentation	Group presentations Q&A and discussion Critical reflection	
		Tutorial - Student-Led Tutorial: Scientific Management (Taylor) and Bureaucracy (Weber)			
Week 3 14/10	09:00 - 13:00	Leadership, Power, and Organisational Misbehaviour	Presentation	Group presentations Q&A and discussion Critical reflection	
		Tutorial - Student-Led Tutorial: Human Relations (Mayo, Hawthorne) and Motivation (Maslow, McGregor)			
Week 4 21/10	09:00 - 13:00	Strategic Thinking vs Strategic Planning (Part 1)	Presentation	Group presentations Q&A and discussion Critical reflection	
		Tutorial - Student-Led Tutorial: Strategic Management (Porter) and HRM & People Management			
Week 5 28/10	READING WEEK				

Week 6 04/11	09:00 - 13:00	Strategic Planning and Thinking Part 2	Presentation		
		- Student-Led Tutorial: Gap Analysis and Balance Scorecard - Assessment 1			
Week 7 11/11	09:00 - 13:00	The Platform Economy and Algorithmic Management	Presentation		
		- Student-Led Tutorial: CSR & Stakeholder Theory and Corporate Governance & Power (Freeman)			
Week 8 18/11	09:00 - 13:00	AI, Management, and the Future of Work	Presentation Assignment 1 Q&A		Assignment 1 – Report 18 th Nov 2026 23:59
		Workshop			
Week 9 25/11	09:00 - 13:00	Stakeholders, Sustainability, and Corporate Citizenship	Presentation		
		Assignment 2			
Week 10 02/12	09:00 - 13:00	Leadership, Ethics, and Organisational Change	Presentation Assignment 2 Q&A		
		Workshop			
Week 11 09/12	No Scheduled Class				
Week 12 16/12	Christmas Break				
Week 13 23/12					
Week 14 30/12					
Week 15	09:00 - 13:00	Workshop			Assignment 2 Submission

06/01					10 th Jan 2027 23:59
Week 16 13/01	09:00 - 13:00	Final Presentation Q&A Module Evaluation Survey	Module Evaluation Survey	Peer Review	

Assessment 1 Specification			
Student Name:		Student Number:	
Programmes:	BA (Hons) International Business Management		
Module:	Contemporary Issues in Management	Module Level:	6
Module Code:	BMBM6003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ka Po Chong	Internal Verifier:	
Assignment Title:	Report	Assignment No:	1
Submission Deadlines:	Assignment 1 – Report 18 th Nov 2026 23:59	Return Date of Provisional Marks & Written Feedback:	06 th January, 2027
Submission Method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) *Submission File Name should be as follow: First Name_Last Name_Student Nubmer 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 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 to complete this assessment.
Module Learning Outcome (from module syllabus)	- Judge objectively the differences between mainstream and critical theories of management and develop critical and/or ethical assessments of concepts underpinning management theory.

Use of Generative AI in Assessment 1

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 ☒
PROGRAMMING	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.	Yes ☐ No ☒

Task1 : Report – 2000 words (+/- 10%)

Scenario

During a recent Performance Review Meeting, the CEO was alerted to complaints about management practices across various functional areas. These issues have negatively impacted management and organisational performance in an already volatile and competitive environment.

The CEO has tasked you with preparing a formal business report for the next Review Meeting. This report should identify the key areas of complaint and conduct an ethical investigation into the current management styles and systems. Your organisation needs to reconsider its management processes and strategies to address the complaint to ensure stability in this highly dynamic and competitive environment.

Evaluate the impact of both Mainstream and Critical Theories of Management on shaping an organizational culture that values employees and performance. Based on your evaluation of the situation, propose a set of recommendations that provide a standardised response to the complaint, ensuring alignment with contemporary management practices.

As a 2,000-word Formal Business Report has been requested, you need to ensure that you support your findings with a minimum of 20 credible academic references and that your report contains the following–

- Front Cover,
- Executive Summary,
- Contents Page,
- Introduction,
- Main Findings,
- Conclusion,
- Recommendations,
- Reference Page, and
- Appendices (if appropriate).

All your headings should also be numbered in a hierarchical format, and you should also provide evidence that supports the allegation that there is an issue with the current management approach at your chosen case study organisation.

Structure - Report:

Cover Page

You must present your report with a cover page, this to include:

- The module title and module code
- The title of the report
- Your name and student's number
- Your lecturer's name
- Date

Introduction (around 10% of your word count)

You will begin by selecting a company where you will explain what the report will be looking at, whilst also defining key terms appropriate for your essay. Aims and Objectives.

Main body (80% of your word count)

where you will review the selected company's performance, identify the competitive advantages with appropriate theories, using gap analysis and discuss how to achieve the goals in future state. You have to use balance scorecard to measure the recommendation. This section will contain several paragraphs and should flow nicely from one section to the next with effective sub-headings.

Conclusion (10% of your word count)

The conclusion contains no new material. Summarise your findings, highlighting the benefits of engagement within the selected company. As this is a report, it must be structured accordingly with section headings, each paragraph should flow nicely from one section to the next.

List of References (Not included in word count)

You must use credible sources for your research including those from the reading list. This also includes online sources, textbooks, media and industry journals to support your

report. This is a 2,000 word paper and so you need to include 20 sources as a minimum. These must also be inserted as in text citations, to support your writing. You will be assessed on your ability to synthesise knowledge, to develop an understanding of the subject you have chosen, and how you have been able to present this idea in words within this supporting paper.

Microsoft Word Settings:

Please use:

- Arial/ Calibri Font 12
- 1.5 Line Spacing
- Justified Text

Guidance for Students in the Completion of Tasks

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 show a wide level of reading from a variety of sources including textbooks, academic journals, academic and corporate websites, and academic databases. A minimum of 20 credible sources should be used and all sources should be acknowledged using the Harvard Referencing Method including your Reference page. 70% of references used should be no more than 12 months old.

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: *Throughout your report you should demonstrate a sound level of knowledge and critical understanding of a variety of Management Theories and also ensure that you have differentiated between Mainstream and Critical Theories of Management which should be informed by the latest research. You should also consider any Limitations to your knowledge base.*

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: *Early on within your report you should provide a Justification (with evidence) to the use of your chosen case study organisation and also be able to Critically Evaluate the use of various management theories that you have used throughout your work. The management theories used should also be Assessed against the ethical position of the organisation to inform sound Conclusions and realistic Recommendations.*

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 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 contexts.

Guidance specific to this assessment: All underlying concepts and principles within the context of the field of study should be made applicable to your Chosen Case Study Organisation and proposed complaint.

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: Your final submission must be professionally communicated in the Third Person as a Formal Business Report and be accurate, exceptionally coherent, very fluent and presented well with all appropriate sections clearly Titled and Numbered. Your Report should contain a Front Cover, an Executive Summary, Content Page, an Introduction, Main Findings, a Conclusion, set of Recommendations, a Reference Page, and a set of Appendices (if appropriate).

Marking Criteria and Student Feedback

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	15	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	15	

Assessment 2 Specification			
Student Name:		Student Number:	
Programmes:	BA (Hons) International Business Management		
Module:	Contemporary Issues in Management	Module Level:	6
Module Code:	BMBM6003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ka Po Chong	Internal Verifier:	
Assignment Title:	Video Presentation	Assignment No:	2
Submission Deadlines:	10 th Jan 2027 23:59	Return Date of Provisional Marks & Written Feedback:	05 th Feb, 2027
Submission Method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) *Submission File Name should be as follow: Group Number_First Name_Last Name_Student Nubmer One Group One Submission 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 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 to complete this assessment.
Module Learning Outcome (from module syllabus)	Upon the successful completion of this assessment, the student should be able to demonstrate the ability to: Analyse problems arising in a select number of contemporary management/organisational topics and themes including, but not limited to, bureaucracy and post bureaucracy, scientific management, team working, and ethical decision making and argue coherently for acceptable solutions. -

The Task

Working in your assigned (4-5 people) group, produce a video presentation that critically examines a contemporary challenge facing managers in a real organisation. Your group may choose any organisation and any management challenge, provided it allows you to apply the theories and critical frameworks covered in this module.

Your presentation should:

- Identify and contextualise a specific, contemporary management challenge.
- Analyse the challenge through both mainstream and critical management perspectives.
- Evaluate the organisation's response (or lack of response) using relevant theoretical frameworks.
- Offer evidence-based recommendations that acknowledge the complexity of the issue.

Video Requirements

- The video must be between 13 minutes 30 seconds and 16 minutes 30 seconds in length (15 minutes $\pm 10\%$). Content outside this range may not be assessed.
- Every group member must speak for a minimum of one minute.
- The video style is your choice. Acceptable formats include (but are not limited to): narrated slide presentations, filmed panel discussions, documentary-style investigations, news-report formats, role-play interview, animation, or hybrid approaches. Choose the style that best serves your analysis.
- The video must be submitted as an MP4 file or as a YouTube link. You are welcome to set the video as public on YouTube

Transcript Requirement

You must submit a written transcript alongside the video. The transcript should be a prepared script that reflects what you say in the video. It must accurately represent the content and structure of the presentation.

Label each section of the transcript with the speaker's name. The transcript serves two purposes: it provides an accessible text version of your presentation, and it allows the marker to annotate your arguments in detail.

Choosing Your Topic

Your group may select any real organisation facing a contemporary management challenge. You do not need to use the same organisation as Assignment 1. Strong topics will connect to the themes covered in this module, such as:

- Algorithmic management and worker autonomy
- Corporate responses to political and social pressure
- Ethical leadership failures and accountability
- Stakeholder conflicts in sustainability and ESG
- Power dynamics in organisational change
- The impact of AI and automation on management practice

Use of Generative AI in Assessment 2

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, writing/proofreading support and creative support.	Yes ☐ No ☒

Guidance for Students in the Completion of Tasks

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: *Your Video Presentation should contain a variety of 15 reliable, academic sources that can be witnessed being verbally articulated within your Video Presentation. All sources should also be recorded following the Harvard Referencing method on the template provided.*

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: *Your Video Presentation should demonstrate detailed*

knowledge and a systematic understanding of the problems that have arisen within the organisation as a result of bureaucracy and post bureaucracy, scientific management, team working, and ethical decision making.

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: *All of the problems highlighted within your Video Presentation should not only be identified and described, but key problems should also be broken down so that you can compare and contrast information sourced to feed your analysis. Valid conclusions should be drawn on your findings to then inform a set of recommendations that will provide solutions to the problems.*

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: *All claims about the organisation must be supported by referenced evidence. This includes factual assertions about company practices, working conditions, financial performance, and public statements*

You are also expected to demonstrate awareness of the limitations of the theories you apply. No single framework explains everything about an organisation. Acknowledging where a theory's assumptions do not hold, or where it oversimplifies the situation, is a sign of intellectual maturity at Level 6, not a weakness in your argument.

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: *Your Video Presentation should be 15 minutes in length and created using a suitable Video Presentation Software and uploaded to a private YouTube Channel. The Video Presentation should be professional in its creation and contain yourself analysing the identified problems with supporting text, images, and appropriate graphics. The YouTube link to your Video Presentation should be recorded on the template provided.*

Marking Criteria and Student Feedback

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	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	

Appendix A

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 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	Engagement with a limited range of mostly 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	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	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		and weak use of referencing.		inaccuracies or inconsistencies .	few inaccuracies or inconsistencies .		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 scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current	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	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and

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	advanced scholarship within the discipline.	knowledge of the latest research and/or advanced scholarship within the discipline.	research and scholarship.		least in part, well-informed by current research and scholarship.	awareness of challenges to established views and the limitations of the knowledge base.	scholarship. A critical, sophisticated and nuanced awareness of 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	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	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 tendency	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.	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 grasp of the broader field	evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				to assert/state opinion rather than argue on the basis of reason and evidence.		and wider concepts.	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	Rudimentary application of methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of well-established methods, materials, tools	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	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 unpredictable	competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between	and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify	appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and	of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and	is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity	skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	contexts.	the two. Weak problem-solving skills in complex and unpredictable contexts.	problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	propose mostly appropriate solutions in complex and unpredictable contexts.	creativity.	evident.	
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly	Can communicate in a suitable medium but with some room for improvement. Mostly ordered	Can communicate effectively in a suitable format, but may have minor errors. Mostly	Can communicate well, confidently and consistently in a suitable format. Work is	Can communicate professionally confidently and consistently in a suitable format. Work is	Can communicate with an exceptionally high level of professionalism. Work is

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	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 the skills required in	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	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. Demonstrates	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.	coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just	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	exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	graduate employment.	independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	the basic skills required in graduate employment, with some areas of minor weakness.	Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	occasional minor weakness.	conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	employment skills and an appetite for further development.

Appendix B

Student Self Evaluation Form			
Student Name:		Student Number:	
Programme:		Year of Programme:	
Assignment Title:			

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Cognitive and intellectual skills	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

Please Comment on Areas in Which You Feel That You Have Performed Well		Please Comment on Areas in Which You Feel That You Need to Develop	
Student's Name		Date:	
Student's Signature			

This section repeats in brief the common assessment criteria detailed on previous pages. The extent to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.