

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Leadership and Management		
Module:	Emergent Leadership Skills in the Workplace		
Module code:	BMSW6101	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Tayo Korede	Internal Verifier:	Yohan Mendis
Assignment Title:	Portfolio	Word count (or equivalent):	Task 1 – Video • 5 Minutes video (individual) Task 2 – Essay • 2500 Words Case Study Analysis • 1000 Words Reflective Essay
Submission deadline:	Task 1 –15pm 16.10.2020 Task 2 – 15pm 25.11.2020	Return date of provisional marks & written feedback:	January 2021
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 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)**

1. Critically evaluate personal ability to fulfil the key responsibilities of the leadership role within the context of established leadership styles;
2. Analyse and critically assess strategies for leadership in relation to others;
3. Plan for the leadership of change of an appropriate level of complexity within the workplace.

TASK DESCRIPTION

Portfolio of work comprising Task 1 and Task 2:

- **Task 1 (5 Minutes video) - 25%**

Individual video discussing and analysing your leadership traits and style. You should also consider the value and limitation of your leadership style.

- **Task 2 (3500 Words Essay) – 75%**

Part 1 - Case study analysis on change leadership (2500 words $\pm$ 10%)

The case study is attached below. This case provides a summary of Steve Jobs' career, his accomplishments, and the success achieved by his most successful company, Apple. The analysis of his leadership through Bass and Avolio's (1994) four factors of transformational leadership and Kouzes and Posner's (2012) closely related five practices of exemplary leaders provides a framework to discuss the transformational leadership aspects of Steve Jobs. **You are also expected to conduct your own research in addition to the case study to support your argument within the essay. Also, ensure that you are critical of the sources you use, and adhere to the Harvard style of referencing. |**

Part 2 – Reflective essay (1000 words $\pm$ 10%)

Reflecting on your learning about emergent leadership skills module. Here you should try to synthesise your learning experience in this module about leadership overall. You may also wish to consider if there are any significant aspects of leadership which have not been touched on in the module.

You also need to reflect on personal leadership styles and abilities with reference to workplace examples. **Since this is a reflective piece, your discussions/reflection could be written in the first person. However, you still need to provide evidence to back up claims.**

Please Note:

1. The TWO different parts of TASK 2 should be submitted as a single file, with the tasks clearly sectioned as Part 1 and Part 2 respectively.
2. Parts 1 and 2 of Task 2 should be written in essay format. Correspondingly, you are expected to include title, introduction and conclusion for both parts. You have the option to use section titles for these parts of the task.

3. ALL references used for the different parts (1 and 2) should be reported alphabetically at the end of the document. In other words, you only to have one "References List" section at the end of the final document.

Transformational Leadership Case Study: Steve Jobs

Introduction

Steve Jobs was an entrepreneur, visionary, businessman, CEO, father, husband, and inspiration to millions of people. As a creative entrepreneur, his passion for perfection and ferocious drive revolutionized six industries: personal computers, animated movies, music, phones, tablet computers, and digital publishing (Isaacson, 2011). His brilliance in technology and design, and his attention to detail, coupled with his often Jekyll and Hyde treatment of employees and associates make Steve Jobs both a hero and villain for many of those who worked with him during his lifetime. The revolutionary products he was credited with creating, the culture he established at Apple that remains to this day, and the growth and profitability of the organizations he led would give credence to the belief that he was a transformational leader. However, the stories of his harsh and often unfair treatment of certain employees suggest that he was consistently not transformational, and that he instead used coercive power to achieve goals.

Transformational Leadership and Charisma

Transformational leadership is extremely powerful and effective but requires committed leaders with the skills to create a deep sense of intrinsic motivation to achieve the shared vision and goals of the leader and organization. Transformational leadership also takes time to achieve, usually many years. According to Burns (1978), true transformational leadership creates a strong connection between a leader's and their follower's values and vision. These common values and vision then create a strong desire to achieve common goals. Leaders must also match their behaviour to different follower styles to ensure that each follower receives what is needed to create the intrinsic motivation required to maximize their full potential and bring about true transformation.

According to Bass and Avolio (1994) transformational leadership consists of four factors. Idealized influence focuses on the emotional aspects of leadership and requires leaders to act as role models for others. Inspirational motivation focuses on creating the intrinsic motivation needed to meet the standards or expectations of the leader. Intellectual stimulation occurs when leaders allow and encourage others to be creative and innovative. Individualized consideration focuses on leaders creating a supportive environment for others and providing the coaching others need to fully actualize their potential.

Kouzes and Posner (2012) define five practices of exemplary leaders that translate directly to transformational leadership. Model the Way refers to a leader aligning actions with values. Inspire a Shared Vision is probably the most difficult exemplary practice to achieve because a leader must first create a clear vision of the future that everyone can understand, then effectively communicate that

vision, and finally inspire others to achieve that vision. In Challenge the Process a leader creates an environment where followers are encouraged to think critically and creatively. In Enable Others to Act leaders are required to give their power away and create a sense of ownership within those they are leading. To Encourage the Heart a leader celebrates the small victories and finding meaningful ways to say thank you and show appreciation for others.

The antithesis of transformational leadership is pseudotransformational leadership. The key aspect to determine if a leader is pseudotransformational is the intent of the transformation: was it done for the organization or the leader? The most famous examples of agenda pseudotransformational leaders include Adolf Hitler, Benito Mussolini, and Saddam Hussein. All three of these examples initially appeared to place the best interest of their countries at the center of their actions. Unfortunately, the leaders either focused on their personal schemes and concealed this agenda effectively or became self-absorbed after achieving influence and power; either way, the result was the same, and the focus was on the leader. Pseudotransformational leaders also exploit others and situations for their benefit.

Weber (1947) first discussed charisma as a special gift that certain people use to create exceptional influence over others. Yukl (2006) defined charismatic behaviour as: (a) articulating an appealing vision, (b) strongly communicating the vision, (c) taking risks and providing self-sacrifice for the vision, (d) communicating high expectations, (e) showing confidence in others, (f) aligning leader behaviours with the vision, (g) managing follower thoughts of the leader, (h) building an identification for the organization, and (i) empowering others.

Background—Insight to Later Years

Steve Jobs was adopted, and this fact had significant influence on him throughout his life. Andy Hertzfeld, who worked with Jobs at Apple in the early 1980s, believed that “the key question about Steve is why he can’t control himself at times from being so reflexively cruel and harmful to some people ... That goes back to being abandoned at birth. The real underlying problem was the theme of abandonment in Steve’s life” (Isaacson, 2011, p. 5); this feeling of abandonment was likely reinforced when Steve was forced to leave Apple in 1985.

Steve Jobs was born on February 24, 1955. His biological parents were Joanna Simpson and Abdulfattah John Jandali, the son of a wealthy Syrian national. Joanna and Abdulfattah were not married when Steve was born and, because of the cultural issues at that time, they put him up for adoption. Paul and Clara Jobs, a machinist and a housewife, eventually adopted Steve in August 1955.

When Jobs began school, it became obvious he was exceptionally bright. He had learned to read before starting the first grade; he skipped fifth grade after he tested out at a tenth-grade level but, because he was moved up among older students, he became the target of bullying in the seventh grade (Isaacson, 2011). This incident may be one reason he would, later in life, express sophisticated levels of emotional and psychological bullying himself (Brennan, 2013). To protect him his parents moved to Los Altos, CA, in the Cupertino school district. While at Homestead High School he began to explore and develop his interests in music, creativity, literature, electronics, primal screaming, health and fitness, vegetarianism, and even drugs.

After high school Jobs attended Reed College, where one incident, described by Chrisann Brennan (2013), highlights his on-and-off personality: charming and friendly at one moment then instantly

turning dark and away from people. Steve and a friend decided to hitchhike to Mexico for a quick vacation. The night before they left she observed Steve ignoring his friend. "I had a feeling that Steve, so crippled that he needed to be the centre of my focus, had actually blanked his friend right out of the room." She stated "In retrospect, it seems to me that there was a dark vortex next to Steve for as long as I knew him... Through the years I'd see that buttoned-up look of shock and loss overcome people when they went from inclusion to invisibility when they were with him" (Brennan, 2011, p. 68).

He dropped out of Reed after a semester, became one of the first employees at Atari, did a pilgrimage to India, and then he began a collaboration with a friend, Steve Wozniak that would eventually lead to the development in 1976 of the Apple I computer. This early partnership was the beginning of what eventually would become, on January 3, 1977, the Apple Computer Corporation (Isaacson, 2011).

The Early Apple Years

Jobs and Wozniak's first design was the Apple I, a crude, expensive machine. It was basically a circuit board mounted on top of a monitor with a keyboard attached. Its development highlighted the relationship between Wozniak and Jobs: "Woz" did all the design and coding, while Jobs guided the design and sourced and cajoled people for some of the parts, such as memory chips he talked Intel into providing for free. Jobs also created one of the first business plans for the fledgling company: he convinced Wozniak to stop giving away his board schematics, and instead they would build and sell completed circuit boards for a profit.

"Every time I designed something great, Jobs would find a way to make money for us," said Wozniak (Isaacson, 2011, p. 62). From this, Wozniak and Jobs pooled their money and formed Apple Computer. The successor to the Apple I, the Apple II, was a more complete machine—competitive pressure meant that it had to be a fully integrated consumer product, and Jobs' role made it so. He insisted on a sleek case, fan-less power supply, and a straight-line circuit board. The latter was due to the influence of Jobs' father, a machinist who was extremely neat and organized, and these habits had become ingrained in Jobs. Jobs' passion for perfection on the Apple II led to his instinct to control, a pattern that would remain with him throughout his life.

The development of the Apple II consumed Jobs and reinforced his penchant for perfection. During this period, he established his reputation for stubborn insistence for his vision to be realized. For example, the Pantone Company, which produces colour standards, had two thousand shades of beige, none of which sufficed for Jobs as a case colour. Jobs spent days "agonizing over just how rounded the [case] corners should be" (Isaacson, 2011, p. 83). He wanted a one-year warranty for the Apple II instead of the industry standard ninety days. And he began to be tough on people. Jobs became increasingly tyrannical and critical. Early investors in Apple heard Jobs express his frustration at young programmers, Randy Wigginton and Chris Espinosa. Both programmers stated that Jobs would openly criticize their designs and work without thoroughly reviewing what they had created (Isaacson, 2011).

The Apple II was a huge success for the next sixteen years, with close to six million units sold. Wozniak received the credit for its revolutionary circuit board design and related operating system software, but it was Steve Jobs who integrated everything into a sleek, consumer-oriented package. Steve also is credited for creating the company around it. As publicist Regis McKenna stated, "Woz designed a great machine, but it would be sitting in hobby shops today were it not for Steve Jobs" (Isaacson, 2011, p. 84).

The Apple III and the Lisa followed: but neither product was well-received. However, the development of the Macintosh was a huge success and the machine that set the standard for computers going forward with its graphical interface and mouse. The Macintosh brought to full fruition Jobs' intensity, mood swings, and the contrasting generation of love-hate among his employees.

Ann Bowers, who joined Apple in 1980, became an expert in dealing with Jobs' perfectionism, petulance, and prickliness during the Macintosh development program. She realized that he could barely contain himself: "He had these huge expectations, and if people didn't deliver, he couldn't stand it. He couldn't control himself. I could understand why Steve would get upset, and he was usually right, but it had a hurtful effect. It created a fear factor" (Isaacson, 2011, p. 121); but there were upsides to his demanding behaviour. People who were not crushed ended up being stronger. They did better work, out of both fear and an eagerness to please. The staff learned that if Jobs decided you knew what you were doing, he would respect you. Over the years, his inner circle contained many more strong people than toadies.

Jobs wanted perfection—insanely great machines, as he described them. He could not make trade-offs with machine design or quality. One example illustrates this: the Macintosh boot-up time. Jobs believed it was too slow, and he wanted to shave ten seconds from it. The design engineer, Larry Kenyon, tried to object but Jobs then asked him "if it could save a person's life, would you find a way to shave ten seconds off the boot time?" (Isaacson, 2011, pp. 122–123); he then used a math example to explain his point. Suitably impressed, Kenyon came back a few weeks later and it booted up twenty-eight seconds faster; Jobs was able to motivate by looking at the bigger picture.

The result was that the Macintosh team came to share Jobs' passion for making a great product, and not just a profitable one. Jobs' style could be demonizing but also inspiring. Over time it infused Apple employees with a passion to create ground-breaking products and a belief that the impossible was possible. The Macintosh project finished behind schedule and over budget mainly due to Jobs' insistence on perfection; it also had a cost in hurt feelings across the team. As Wozniak later stated, "Steve's contributions could have been made without so many stories about him terrorizing folks." Wozniak thought that the Macintosh project would have been even more successful if it had been a blend of both he and Jobs, but Jobs would not concede being at the centre of attention and pushing people to do more. "I've learned over the years that when you have really good people you don't have to baby them," Jobs later explained, "By expecting them to do great things, you can get them to do great things" (Isaacson, 2011, p. 124).

Steve Jobs and Apple's Corporate Culture

Steve Jobs is credited with creating a unique corporate culture at Apple, one formed around creativity, attention to detail, and beautiful design. This culture emerged from Jobs making his imprint on the company through his ideals, beliefs, personal strengths and weaknesses, and, particularly, his intense drive to design perfection (at least his vision of perfection) in all of Apple's products. While an in-depth examination of how Jobs created this culture is beyond the scope of this paper, one story exemplifies Jobs' influence on the company's culture. Vic Gundotra who headed Google+ (Google's social media site), in 2008 recalled a phone conversation he received from Jobs while at religious services one Sunday:

Jobs left a message saying he had something "urgent to discuss." Gundotra returned his call almost immediately:

"Hey Steve — this is Vic," I said. "I'm sorry I didn't answer your call earlier. I was in religious services, and the caller ID said unknown, so I didn't pick up."

Steve laughed. He said, "Vic, unless the Caller ID said 'GOD', you should never pick up during services."

I laughed nervously. After all, while it was customary for Steve to call during the week upset about something, it was unusual for him to call me on Sunday and ask me to call his home. I wondered what was so important.

"So Vic, we have an urgent issue, one that I need addressed right away. I've already assigned someone from my team to help you, and I hope you can fix this tomorrow," said Steve.

"I've been looking at the Google logo on the iPhone and I'm not happy with the icon. The second O in Google doesn't have the right yellow gradient. It's just wrong and I'm going to have Greg fix it tomorrow. Is that okay with you?"

The CEO of Apple — the tech visionary who revolutionized personal computers, the way we listen to music and the way we think of mobile devices — was worried about the yellow in the second "O" in Google. Needless to say, the problem was fixed, and Gundotra says it taught him a lesson on leadership and "passion and attention to detail."

"It was a lesson I'll never forget," wrote Gundotra. "CEOs should care about details. Even shades of yellow. On a Sunday." (Peralta, 2011)

After the Macintosh

Jobs' career had a number of highs and lows. The low point was his decision to leave Apple in 1985, after he clashed repeatedly with John Sculley (Sculley had been Jobs' choice for CEO in 1981). Jobs had created what amounted to a company-within-a company by isolating the Mac team with him as its leader. This tactic pitted the Mac team, a money loser for Apple in its early years, against other parts of the company that actually made money (Siegel, 2011). Sculley believed the Macintosh was not a fully developed platform, and for that reason the Apple II had to remain the company's flagship computer until the Mac's problems were resolved. Jobs believed otherwise; he wanted Apple to lower the Mac's price and increase its advertising budget, and Sculley refused. He then demoted Jobs as head of the Mac project, and five months later Jobs resigned from Apple (Coursey, 2012).

Jobs' creativity and drive for perfection continued after he left Apple. Following his departure, Jobs and several former Apple colleagues founded the NeXT computer company. The NeXT computer, a stark black cube unlike anything on the market, was not a success, but its operating system became the basis for the Mac OS X operating system years later, a version of which is still in use today on Mac computers. NeXT led to Jobs purchasing Pixar from George Lucas; Pixar's first feature produced, Toy Story, was the first ever all-computer animated full-length feature film. The success of Toy Story solidified Pixar and helped make Jobs a billionaire. In 1996, a then struggling Apple purchased NeXT, and, in 1997, Jobs became interim CEO of Apple. This began his most impressive period of innovation and design: the

iTunes software service, the iPod in 2001, the iPod mini in 2004, the iPhone in 2007, the App store for the iPhone in 2008, and the iPad in 2010. Many of these were ground-breaking and first-of-a-kind developments. All the new products featured beautiful designs and simple operation which were hallmarks of Jobs' insistence on consumer-focused products. Apple thrived during his second tenure at the helm. While his behaviours were still intense, the "pause" in his career allowed Jobs to reflect on his past behaviour and adjust to allow for more creativity while not being as demanding and caustic. Jobs did take time to celebrate the small victories; an example that continues today are the Apple Events held periodically to showcase new innovations. Today, Apple is the most valuable company in the U.S. valued at 672 billion dollars (Kell, 2015). Unfortunately, Steve Jobs was diagnosed with pancreatic cancer and after a long battle, died at his home in Palo Alto, California, on October 5, 2011.

Summary

Steve Jobs was a controversial leader, one who elicits a mix of both admiration and disdain from those who knew and worked with him. He was the driving force and visionary behind some of the most popular consumer products today. On the other hand, he was, at times, a ruthless, insensitive egoist who did whatever it took to have his way. But the results he achieved cannot be denied; he twice led Apple to incredible success, and in between his tenures there he created a software system and bought a company—Pixar—that revolutionized animation and became highly successful. The fact that Apple continues to realize financial success, four years after his death, is a tribute to the culture he instilled at Apple, one that is dedicated to creating great products.

Steve Jobs was a true enigma: intelligent, creative, driven, visionary, and a person who could be both encouraging and intimidating to those who worked for him. He both helped and hurt people, but in the end his influence was positive. The proof of the success of his leadership style is Apple itself, as well as the many employees who could look past his coarseness and appreciate that he made them better.

Questions to consider for the assignment task:

1. According to Burns (1978), transformational leaders are linked to their followers and create intrinsic motivation that drives followers to achieve their fullest potential. Describe how Jobs did or did not maximize the full potential of those he led.
2. Was Steve Jobs charismatic? Is charisma necessary for transformational leadership?
3. Was Steve Jobs a transformational leader? Please discuss in terms of Bass and Avolio's (1994) four factors of transformational leadership (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration).
4. Kouzes and Posner (2012) defined five practices of exemplary leaders that can guide a transformational leader's behaviour (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart). Briefly analyse Jobs' behaviours in terms of Kouzes and Posner's five practices of exemplary leaders.
5. Was Steve Jobs a pseudotransformational leader? Please provide examples from the case study to justify your answer.

References

- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: SAGE Publications.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Collins, J. (2001). *Good to great*. New York, NY: HarperCollins.
- Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *Leadership Quarterly*, 10(2), 145–179.
- House, R. J. (1976). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larson (Eds.), *Leadership: The cutting edge* (pp. 189–207). Carbondale, IL: Southern Illinois University Press.
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- Kouzes, J. M. , & Posner, B. Z. (2012). *The leadership challenge: how to make extraordinary things happen in organizations* (5th edition). San Francisco, CA: Jossey-Bass.
- Weber, M. (1947). *The theory of social and economic organization*. (T. Parsons, Trans.). New York, NY: Free Press.
- Yukl, G. (2006). *Leadership in organizations*. Upper Saddle River, NJ: Pearson Education.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

Evidence of engagement with 20 -25 relevant and credible sources in Task 2.

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:

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:

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:

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:

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Task 2 – Essay 15%	15%	
2. Knowledge and Understanding Skills		
Task 1 – Video 10% Task 2 – Essay 15%	25%	
3. Cognitive and Intellectual Skills		
Task 2 – Essay 15%	15%	
4. Practical Application Skills		
Task 1 – Video 10% Task 2 – Essay 15%	25%	
5. Transferable Skills for Life and Professional Practice		
Task 1 – Video 5% Task 2 – Essay 15%	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)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported 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. 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 understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

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%
scholarship within the discipline.)							
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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 making appropriate links between the two. Weak	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly	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. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

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%
		problem-solving skills in complex and unpredictable contexts.	unpredictable contexts without fully appreciating the complexity.	appropriate solutions in complex and unpredictable contexts.			
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	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 the skills required in graduate employment.	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 initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	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. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	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 required in graduate employment, with some areas of strength and some of minor weakness.	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 very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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 conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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