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

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Programme:	**BA Business Management**		
Module:	**Community Engagement**		
Module code:	**LCBB4002**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer: **Module Coordinator**	**Anita Nan** **Dr Molly Jack**	**Internal Verifier:**	**Dr Anupam Mazumdar**
Assignment Title:	**Assessment 2 Community Engagement**	**Word count (or equivalent):**	**2000 Words**
Submission deadline:	**To be announced by the Assessment team-** **Please refer to the assessments schedule published on Students' Hall in Moodle**	**The return date of marks & written feedback:**	**20 working days after submission**
Submission method:	Where practical and possible, all written assessments must be submitted via Turnitin unless 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 assessment submission will result in a late penalty mark -**penalties for late submission: Up to one week late, with the 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 credit authors on whose research and ideas your work is based on. Append to your submission a reference list indicating the books and articles you have cited or quoted to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • Understand and evaluate the concept of community engagement; adopt principles and standards that will enable you to engage with stakeholders across different organisations. • Develop and evaluate interpersonal skills that will stimulate your creative thinking and apply logical thinking in real-world situations (Praxis - theory to practice).

TASK DESCRIPTION

Assessment Component 2 – 50%; 2000 Words Reflection [+/- 10%]

Part B:

Reflective Report

Students are to submit a reflection on the success of the Common-wealth games held in Birmingham. What was the project's highlight, and what impact has the project had on the locals? How would your consider the success in terms of youth empowerment, the econmomic growth and the infrasturetual development. Your reflection should be critical and logical; It should have a theoretical stance and deploy relevant models to demonstrate your understanding.

Assessment Guidance

Follow the structure below;

- **Introduction**: Set the scene for the reader and provide a logical narrative of the reflection [**10% of the total work count**].
- **The Body**: Describe the projects, analyse and evaluate the best practices on their community engagement approaches; Reflect on what could have been done differently and why? Discuss impact of active consultation, communication, stakeholders' participation, and inclusion.

  Your analysis should explore how they conduct their research, conduct community mapping, social engagement through social media platforms, impact analysis, and evaluation and justify the best practices [75% of the total work count].

- **Conclusion**: Provide a cogent summary of the community engagement process [**15% of the total word count**].

- **Professional Practice**: The reflection should have good synthesis; the paragraphs should be coherent and logical; You should incorporate relevant headings/subheadings and references [Refer to Harvard Referencing Handbook on the Library Resource, **do not** include resources that were not cited in the work].

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources: academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. It would help if you considered 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, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your career, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end.

2. Knowledge and Understanding Skills

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

3. Cognitive and Intellectual Skills

You should be able to present, evaluate, and interpret qualitative and quantitative data to develop lines of argument and make sound judgements following basic theories and concepts of your subject(s) of study. You should evaluate the appropriateness of different approaches to solving problems related to your area(s) of research and work. Your work must contain evidence of logical, analytical thinking. For example, examining and breaking information down into parts, making inferences, compiling, comparing, and contrasting information. This means not just describing what but also justifying: Why? How? When? Who? Where? Justify your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you can make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should demonstrate how the subject-related concepts and ideas relate to real-world situations and a particular context. How do they work in practice? You will deploy models, methods, techniques, and theories in that context to assess current situations, perhaps to formulate plans or solutions to solve problems or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, applying a model within an organisation and benchmarking one theory or organisation against others based on stated criteria.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and

collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	10	

	Late Submission Penalties (tick if appropriate)	**100%**

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks give feedback on module work and are for guidance only until they are confirmed.)	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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 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 indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of most relevant and credible sources but reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial	Limited knowledge and understanding of the basic underlying concepts and principles within	Knowledge of the basic underlying concepts and principles is accurate with a good	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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principles of a subject.)	subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	understanding. Some significant inaccuracies and irrelevant material.	the subject area. Some elements may be missing.	understanding of the field of study but lacks depth and breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with a superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas are sometimes illogical and contradictory.	A limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence supports emerging arguments and judgements, but these may be underdeveloped or with a little inconsistency/misinterpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make the most appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based on evidence. An outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of teaching, basic methods, materials, tools and techniques. Little or no appreciation of the context of the application. Very weak evidence of	Rudimentary application of teaching, basic methods, materials, tools and techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and techniques. A basic appreciation of	A good and appropriate application of basic methods, materials, tools and techniques. A clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and techniques. Very good consideration of the context of the application. Very good	An advanced application of a range of teaching, basic methods, materials, tools and techniques. The context of the application is well-considered and insightful.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in

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

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		personal responsibility.					

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH