

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Leadership and Management Skills for the Workplace		
Module:	Developing Emotional Intelligence Skills for the Workplace		
Module code:	BMSW6106	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Amare Desta Dennis Pepple	Internal Verifier:	Md Kalam Samuel Ofori
Assignment Title:	Assessment Task 1 –Individual Report. Assessment Task 2 –Individual poster Presentation	Word count (or equivalent):	Task 1 (60%)- 3,500 $\pm$ 10% words Task 2 (40%)- - 12 minutes
Submission deadline:	Poster presentations commencing in-class week beginning: 7 th April 2025 (Week 9) Report Submission: 2 nd May 2025, 14:00 (2PM)	Return date of provisional marks & written feedback:	30 th May 2025
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		

Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.
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Module Learning Outcomes (from module syllabus)

LO1 Explore concepts of emotional intelligence and its relevance to the workplace

LO2 Understand and apply of models of emotional intelligence and evaluate theorists

LO3 Critically appraise the importance of emotional intelligence and mindfulness in the workplace

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

TASK 1 – Individual report - 60%

Produce a 3,500 word (+/- 10%) academic report by applying academic models, methods, and theories to appraise the importance of emotional intelligence and mindfulness in the workplace and its usefulness in achieving competitive advantage.

Task Description/Scenario:

Emotional Intelligence is a combination of emotional and social skills that influence a person's overall capability to cope effectively with the demands and pressures of work and life. Employees with high EQ have the ability to perceive, express, understand, and regulate their emotions to build better, more healthy respectful relationships that will then help achieve business goals. Workforces with these abilities are better placed for success for a number of reasons: greater resilience and mental wellbeing, stronger team communication and cohesion, higher self-regard and assertiveness, greater employee loyalty, lower employee turnover, and better problem-solving abilities.

In this ongoing economic uncertainty, soft skills such as emotional intelligence will be more in-demand than ever before. Workforces with high EQ are more agile and much better placed for business survival.

'Emotional intelligence' is labelled by LinkedIn as one of the top five most in-demand soft skills for employers. With the rise of Artificial Intelligence and smart technology, businesses are recognising they need their staff to excel at 'soft skills', or essential skills, for jobs of the future. As a response to the post pandemic situation along with ongoing economic uncertainty and digital disruption, many workplaces went from office-bound jobs to remote working. With this global shift in the way work is done, essential skills such as high emotional intelligence (EQ), which include concepts like flexibility, adaptability, creativity and resilience, are now more important than ever as teams navigate uncharted waters.

If business seems to be unable to consistently develop strong, positive client/customer relationships there could be an emotional connection (EQ) problem. Teams have to be able to relate to customers and show empathy in resolving their issues. If there is unwillingness to understand a client's goals and needs this can result in unhappy clients and lost business opportunities (<https://www.insidehr.com.au/an-emotionally-intelligent-workforce/>).

In light to the given scenario above, identify an organisation that you either currently work for or have worked for in the past. If you have never worked for an organisation, then you will need to choose an extracurricular organisation you are involved in, or an alternative organisation that you know a lot about, in terms of what happens within the internal organisation environment (e.g. an organisation your parent/partner works for). If you are having problems choosing an organisation, please discuss this with your module lecturer.

Having chosen your organisation and reviewed the brief scenario above, you then need to answer the following question:

“Why building an emotionally intelligent workforce should be a business priority in this current volatile economic environment and how employers can train and develop their existing staff to make them emotionally intelligent workforce?”

Report Details:

Produce a report by including each of the following sections:

- a) Briefly Introduce the organisation you have chosen to write about
- b) Briefly introduce the key models of emotional intelligence that you will underpin in your report
- c) Answer the question by applying the key models of emotional intelligence to your chosen organisation, i.e. Explain the importance of developing emotional intelligence in the workplace and the relationship between emotional intelligence, effective management communication and business advantage.

- d) Critically evaluate 'models of emotional intelligence' you have applied to your chosen organisation and explain the extent to which you think they are appropriate in meeting the development needs of the individual.
- e) Provide recommendations (based on your answer and critique) with a plan for the systems and processes that may enable better collaboration and connectedness between people and implement company values to high EQ behaviours among existing staff during this current volatile economic environment.

TASK 2 – 40% *(Individual Poster Presentation for 12 minutes-must be submitted with Task 1 as an appendix)*

Produce a one-page poster by focussing on the 3 issues of Emotional Intelligence (EI) as described on the table below. First consider the dimensions of emotional issues you would like to consider and then present your thoughts how you have benefited or will benefit from EI.

The starting point is therefore:

- 1st) reflect on your own EI;
- 2nd) assess how to use or reason out about your own emotion(s) and;
- 3rd) explore how to improve and capitalise on your EI.

	(1) the potential benefits of EI		(2) the type EI Skills		(3) How you could improve your EI
1	Communication	1	Acknowledge & give constructive feedback	1	Acknowledge the situation
2	Decision Making	2	Not afraid to apologize	2	Be willing to take responsibility
3	Mental Health	3	Empathize with others	3	Empathize with others' feelings
4	Physical Health	4	Keep your word & control your thoughts	4	Feel certain and confident
5	Relationship Management at work	5	Know how to "forgive and forget"	5	Focus on physical activity
6	Relationships Management with family / friends	6	Know how to facilitate thoughts	6	Meet new people
7	Resilience	7	Listen to others	7	Paying attention to yourself
8	Self-Management	8	Protect yourself from manipulation	8	Take inspiration from others
9	Social Intelligence	9	Understand / consider other perspectives	9	Take the first step
10	Work Performance	10	Think before speak or act	10	Write it down

Ensure that the report and your poster:

- a) Explores concepts of emotional intelligence and its relevance to the workplace.
- b) Demonstrates understanding and application of the models of emotional intelligence and evaluates theorists.
- c) Critically appraises the importance of emotional intelligence and mindfulness in the workplace
- d) Is within the requested word limit of 3,500 +/- 10% words and a single page poster
- e) Uses a suitable report and poster structure
- f) Is well presented and professional
- g) Uses good grammar, spelling, and punctuation
- h) Uses UWTSD Harvard Referencing Guide at https://uwtss.ac.uk/media/uwtss-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf

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: you are expected to have a minimum of two in-text citations (mainly from academic journal articles, textbooks and other peer-reviewed sources) for every 500 words written. Include a complete reference list that consistently applies Harvard referencing style.

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: all submissions must clearly demonstrate knowledge and understanding of Emotional Intelligence and directly address the task requirements.

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: your response(s) must provide critical justification for any perspective followed. In some instances, this could include but not be limited to comparing, contrasting and synthesizing information.

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: you need to apply relevant theoretical tools or models associated with Emotional Intelligence when discussing options or proffering solutions. Use examples where appropriate to support your points/arguments.

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: follow the generic submission guidelines. Students will be given extra marks in this section who demonstrates individual or collaborative engagement in the class through effective communication and contribution to the class

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		
Task1 Task 2	05 05	
2. Knowledge and Understanding Skills		
Task 1 Task 2	15 05	
3. Cognitive and Intellectual Skills		
Task 1 Task 2	20 10	
4. Practical Application Skills		
Task 1 Task 2	10 15	
5. Transferable Skills for Life and Professional Practice		
Task1 Task 2	05 10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (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.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Referencing conventions used incoherently or largely absent.	on information gained through class contact. Inconsistent and weak use of referencing.	applied accurately or consistently.	reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of 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 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 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.
Cognitive and intellectual skills	Wholly or almost wholly descriptive	Largely descriptive work, with	Limited attempt at critical	Some critical thinking, analysis,	Sound critical thinking, analysis,	Excellent critical thinking,	Exceptional critical thinking,

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	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.	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.	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.	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.	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.	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.	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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 problem-solving skills in complex and unpredictable contexts.	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 unpredictable contexts without fully	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 appropriate solutions in complex and unpredictable contexts.	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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
			appreciating the complexity.				
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	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	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	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	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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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		skills required in graduate employment.	areas of minor weakness.	areas of strength and some of minor weakness.		employment skills and an appetite for further development.	

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH