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

Module code: DSAW7078
Module title: Leading Digital Marketing

MODULE STUDY HANDBOOK

Wales Institute for Work-based Learning

LEVEL 7
30 CREDITS

FACULTY OF BUSINESS AND MANAGEMENT

2017-2018

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WELCOME

We are delighted to welcome you to this module within the Wales Institute for Work Based Learning.

The modules and programmes we offer are at the forefront of practice in professional learning and provide a rich framework of development for you as an advanced practitioner in your field. Our faculty are uniquely placed to support you as their expertise in academic practice is complemented by their extensive professional experience in the private, public and third sectors. Together you will be able to explore and extend practice in your field whilst attaining a credential of real value to yourself and your organisation.

This handbook provides you with information such as:

- module descriptor
- marking criteria
- assessment and guidance
- feedback sheet
- study skills

Appendices include:

- presentation of work
- deadlines
- example assignment structure
- essay instruction terms
- critical writing V's descriptive writing
- good and bad critical writing
- higher level vocabulary

The Wales Institute for Work-based Learning (WIWBL) has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advanced warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

The focus of our Professional Practice Work-based Studies qualifications is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality. University of Wales Trinity Saint David acknowledges the importance of student-focused courses, and has designed the Professional Work-based portfolio of qualifications to maximise learning opportunities for all.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

MODULE TUTORS AND COORDINATORS

This handbook covers the **Introduction to Digital Marketing Module**. The name and contact details of the tutors are also listed below.

Module	Module Coordinator / Tutor	Tel. No.	E-mail
Introduction to Digital Marketing	Carys Ifan	01267 225176	Carys.Ifan@uwtsd.ac.uk

Programme director: Lowri Harris, 01267 676775, l.m.harris@uwtsd.ac.uk

FURTHER PROGRAMME INFORMATION

Please read the Professional Practice Framework (PPF) Programme of Study of Handbook which can be found on Moodle.

Information on the following can be found in the above handbook:

- programmes of study and programme directors
- pastoral support
- external examiners
- the academic year
- modular terminology
- assessment
- extenuating circumstances
- additional needs in terms of assessment
- academic appeals
- assessment regulations
- responsibilities of students in relation to the assessment process
- virtual learning environment (VLE)
- programmes of study
- award in professional practice
- WIWBL attendance policy
- unfair practice and plagiarism
- library and learning resources
- student services
- study skills
- complaints
    - If you have any concerns with your studies, in the first instance please contact your Course Tutor, or the Programme Director.

MODE OF DELIVERY

Taught sessions, blended and online learning via Moodle, one-to-one tutorials in person, via Skype or telephone.

MODULE DESCRIPTOR and READING LIST

MODULE CODE: **DSAW7078**
TITLE: **Leading Digital Marketing**
DATED: **06/01/2017**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N500**

AIM(S)

- To enable learners to identify and evaluate concepts of digital marketing and relate these to the marketing of a wide range of workplaces.
- To enable learners to utilise digital marketing skills.

LEARNING OUTCOMES

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

- define and critically evaluate the role of digital marketing within the marketing function;
- critically analyse digital marketing activities in a wide range of workplaces;
- plan, implement and critically evaluate a digital marketing strategy and reflect on its effectiveness.

INDICATIVE CONTENT

- Discuss the concept of digital marketing and define the various interpretations;
- An evaluation of the role of digital marketing within the different functions of marketing, considering ethical and security implications;
- An examination of the tools and techniques available within the digital marketing mix for a range of strategies;
- Analyse the importance of planning, implementation, measurement, review methods and current developments within industry;
- An evaluation of different examples demonstrating the application of digital marketing in a wide range of sectors.

LEARNING AND TEACHING STRATEGY
Lectures will introduce the students to the concepts, principles and practices. Tutorials will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage

Scheduled learning	30	10%
Independent learning	90	30%
Placement learning – Work-based	180	60%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	2400 words or equivalent	30%

Exemplar
Create and justify a marketing strategy for a specific purpose with the workplace. A minimum of four digital channels in your strategy should be used.

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio and Report	2400 words or equivalent	30%

Exemplar
Produce a portfolio of work showing how your strategy has been implemented over a given period.

Assessment Component 4

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio and Report	3200 words or equivalent	35%

Exemplar
A reflective report justifying the outcomes of the campaign and making recommendations for monitoring success and future refinement of the campaign

Assessment Summary

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

READING LIST

Module Code	**DSAW 4078**	
Module Title	**Introduction to Digital Marketing**	
Classification	**Reading List entry**	**Electronic***
Essential	Chaffey, D. and Smith, P. (2013) *Emarketing excellence*. London: Routledge	☒
Further	Kotler, P. and Armstrong, G. (2014) *Principles of marketing*. Harlow [etc.]: Pearson.	☒
Further	Jobber, D. and Ellis- Chadwick, F. (2013) *Principles and practice of marketing*. Maidenhead: McGraw-Hill Higher Education.	☒
Further	**Journals** Institute of Direct Marketing. (2005) *Journal of Direct, Data and Digital Marketing Practice.*	☒
Further	**Websites** Chartered Institute of Marketing - http://www.cim.co.uk/ Institute of Direct and Digital Marketing - https://www.theidm.com/	☒

ASSESSMENT GUIDANCE

This module has 3 assessment components as explained below.

Assessment Component 1 – 30%
This document should contain facts and your own viewpoint with reasons or justifications for the decisions.

Examples of what could be included -
1. Introduction to the business
2. Brief summary of your role
3. Marketing models and theories
4. Outline of present digital marketing activity
5. SMART objectives
6. SWOT
7. TOWs
8. Ethical consideration
9. Choice of digital channels
10. Reference to wider reading

Assessment Component 2 – 30%
Ensure the portfolio and report presented allows for discussion of the outcomes in your reflective report for Component 3. Include a short narrative for each digital channel and headings where needed to assist the reader.
Evidence that can be included -
1. Schedule / Timeline for implementing campaign or strategy
2. Evidence of the activity or campaign on each channel e.g Screen shots of posts
3. Development (e.g before the strategy and during the strategy)
4. Analytics for each channel (e.g Facebook Insights / Google Analytics / Newsletter analytics)

Assessment Component 3 – 40%
This is reflection on the activity or campaign, it can be written in the first person with reasons and explanations of why and how the final results was achieved.
It can include the following –
1. Reference to the evidence provided in Component 2
2. Description of your thoughts and feelings: I think…I felt…I was aware…I realised….
3. Questions and explanations.
4. Measurement of success at achieving objectives as set out in Component 1
5. Lessons learnt
6. Future recommendations
7. Reference to wider reading to support argument
8. Summary
9. Reference list

General guidance for all assessment components -

Academic criteria
Remember – you must also address academic criteria as well as specific module criteria. The academic criteria should be demonstrated throughout your work. It includes the structure and presentation of your work; your knowledge, understanding and analytical skills; writing skills including grammar, spelling; use of resources and referencing.

Ensure that referencing follows the Harvard referencing system, guidelines can be found on Moodle. Referencing must be relevant and correct, include a reference list at the end of the assessment with details of all references you have used in alphabetical order.

MARKING CRITERIA

DSAW7078 – Leading Digital Marketing Module Specific Marking Criteria	
Marks	**Marking Criteria**
80%+	An exceptional submission of potentially publishable standard, and which fully addresses all the criteria referred to in the 70-79% category below. Original work of publishable quality which displays mastery of the subject. A wide range of methods applied, with an argument covering all significant aspects of the subject; logically argued. Exceptional work and at a very high level in every respect. Presentation faultless, using correct referencing and subject and level appropriate vocabulary. The range of research methods used respond wholly to the agreed study.
70 – 79%	An excellent assignment which comprehensively defines and thoroughly evaluates the role of digital marketing within a marketing function. There is a detailed critical evaluation of digital marketing activities in a range of workplaces. A robust and comprehensive marketing strategy is devised and this comprises requisite information essential for an effective plan. The implementation of the plan is critically evaluated to an excellent standard, and its effectiveness is fully and methodically assessed. Thorough and comprehensive knowledge of substantive content with some originality. Shows a sound ability to inter-relate concepts and ideas and to evaluate theory critically at the appropriate level. Makes points clearly and precisely, always uses a wide range of source materials which are appropriately referenced to substantiate points. Coherent argument which is methodically analysed supports a reliable conclusion based on discussion and examination. Evidence of independent thought. The reading cited is extensive and very relevant. Written work is very well planned and presented, is wholly relevant, clearly expressed and coherent in organisation, with evidence of reading and correct referencing and citation. Excellent use of language relevant to the study. The range of research methods selected are wholly appropriate for the study.

60 – 69%	A very good assignment which clearly defines and evaluates the role of digital marketing within a marketing function. Digital marketing activities in a range of workplaces are critically evaluated to a high standard A very good digital marketing strategy has been produced which comprises the necessary elements for an effective plan. The implementation of the strategy is evaluated to a high standard, and its impact has been well reviewed and assessed. Sound knowledge of the topics and issues is evidenced through critical treatment of the material, inter-relating concepts, ideas and practical examples. Discussion is at an appropriate level. Points are substantiated with appropriate evidence. Content is relevant and links are made between all paragraphs and sections. Reading cited is very good and the conclusion relevant to the discussion. A very good standard of writing and presentation, coherent and relevant, based on a range of reading. Relevant points made are justified and referenced appropriately. Referencing is correct and citations follow the appropriate system. Use of language is very good with some minor errors. The range of research methods selected is appropriate for the study.
50 – 59%	This submission meets the criteria for a pass. A satisfactory assignment which is generally relevant, showing evidence of some knowledge and understanding of how to create, implement and review a digital marketing strategy. The role of digital marketing within a marketing function has been defined and assessed, and there is an evaluation of digital marketing in a range of workplaces although this is rather limited. The digital marketing strategy devised comprises some essential information, however, there are some further elements which could have been included in order to make the strategy more robust. The implementation of the strategy has been reviewed, and there is some assessment of its impact The content generally is relevant, showing evidence of acceptable knowledge and understanding of issues, but limited ability to apply theory and concepts critically. Line of reasoning not always clear and there is sometimes a lack of coherence. Work can be inappropriately descriptive for this level. There is some evidence of points made which are unsubstantiated and some examples of work not cited. Work is planned but there are weaknesses in the relationship between some sections. The presentation and expression are appropriate. Referencing is more often than not correct and citations follow the standard required, but not all are included in the bibliography. Use of language is good but there are some weaknesses which need to be addressed, for example errors on syntax, spelling and sentence structure needs reviewing. The research methods selected are in the main pertinent for the study.

0 – 49% (Fail)	Reflection/discussion is generally at a very low level, being essentially descriptive rather than evaluative or yields neither substantive conclusions nor recommendations. Further analysis and evaluation is required at this level. Very insubstantial with serious deficiencies, for example, some components have been omitted or treated cursorily. No understanding of different approaches related to a wider context or within a work-based setting. No focus on relevant aspects and little or no coherence. Very insubstantial with inadequate evidence of knowledge and understanding of the topic. Much of the work is not level appropriate. No evidence of appropriate reading and investigation; descriptive only. Outcomes not achieved to the standard required. No evidence of planning. Background reading is very weak. Inadequate bibliography, and references are insufficient/unavailable. Use of language is very weak. The presentation is untidy and lacks any coherence. No work submitted.

FEEDBACK SHEET

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Trinity Saint David

Wales Institute for Work Based Learning

Assessment sheet

Module: DSAW 7078				
Module Title : **Leading Digital Marketing**			**30 credits**	
Name of student				
Module Tutor:	**Component Marks**			**Provisional overall mark (to be confirmed by Examining Board)**
	Ass't 1 30%	Ass't 2 30%	Ass't 3 40%	
First Marker marks				
Second Marker marks				
Agreed component marks				

Learning Outcomes	**Marks**															
	81 +	76 - 80	70 -75	67 - 69	64 - 66	60 - 63	57 - 59	54 - 56	50 - 53	47 - 49	44 - 46	40 - 43	30-39	20-29	1- 19	0
Define and critically evaluate the role of digital marketing within the marketing function;																
Critically analyse digital marketing activities in a wide range of workplaces																
Plan, implement and critically evaluate a digital marketing strategy and reflect on its effectiveness																

First Marker's (1) comments

Name: Signature:
Dated:

Second Marker's (2) comments:

Name: Signature:

Dated:

Moderation:

After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation meeting on xxxxxxx (date)

Signatures:

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at http://www.uwtsd.ac.uk/study-skills/.

Topics covered include:

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary.

Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: http://www.uwtsd.ac.uk/study-skills/.

LEARNER ZONE

Also, we have also included an area on Moodle for all of our learners called the **'Learner Zone'**, this can be found in the same section as 'My Courses'. You will find items such as:

- What to expect as a learner
- Returning to learning
- References, resources and the UWTSD Library
- Plagiarism and referencing
- Study Skills and support
- Well-being and much more

APPENDICES

The appendices provide additional guidance on what is expected from your work.

APPENDIX 1: PRESENTATION OF WORK

Structure
Your assignment must be well structured. Please see 'Assessment' section for further guidance.

Word count policy
Learners must adhere to the word count specified for the assignment within a margin of -/+10% of the total word count.

Font
Please use the Arial font. Text must be no smaller than font 11.

Spacing
A minimum of 1.5 spacing must be used.

APPENDIX 2: ASSESSMENT DEADLINE DATES

The University of Wales Trinity Saint David has strict deadline dates that must be adhered to. **Please check with your tutor what your deadline is.**

The University's procedures for determining compensatory measures for students with a long-term impairment and the University's procedures for handling claims where extenuating circumstances have adversely affected a student's performance is available on the University's website at: http://www.uwtsd.ac.uk/academic-office/

It is expected that you will submit your assessment via Turnitin.

APPENDIX 3: ASSIGNMENT –STRUCTURE

- Ensure that you consider all the learning outcomes stated above and in the module descriptor.
- Ensure that you structure your assignment well

Structure

- Introduction (***Tell them what you're going to tell them)***
    - Open the doors to your discussion
    - Explain the implications of the question
    - Define any key terms
    - Outline how you propose to answer the question ie identify the key headings or topics within your discussion
    - Keep it general

- Main body (***Tell them)***
    - Make your points in order
    - Link them to form an argument
    - Illustrate your ideas through using quotations/back up your points with academic sources
    - Keep referring back to the question at key points

- Conclusion (***Tell them what you've told them)***
    - Sum up what your discussion has proved
    - Don't be afraid to admit that some issues cannot be solved
    - Make your (evidence-based) opinion clear

Bibliography

- Ensure that you collate your references and bibliography from the start (Please refer to the module handbook guidance notes for further assistance.
- Referencing – (in the main text and in the bibliography) – please use the Harvard Referencing System. See handout or Moodle for further guidance.

Appendices

- You are welcome to include appendices, however only be where necessary for items such as tables and diagrams to support/illustrate the main body of the text.

  You will not be awarded any marks for work included in the appendices, and please do not use the appendices as an alternative location for work that should appear in the main text. It is not recommended that you include published secondary information such as annual reports and company literature, etc. within the appendices.

Writing the assignment

- Unpack the question and identify lines of enquiry
- Collect evidence from texts
- Select and order material
- Consult criticism
- First draft
- Final version

APPENDIX 4: ESSAY INSTRUCTION TERMS

Writing Assignments - what's required?
Assignments require learners to demonstrate their knowledge and understanding and/or skills related to the topic being studied. They are usually take the form of written instructions around the approach to be taken to address the assessment criteria. It is important that learners understand what they are being asked to do, as the misinterpretation of instruction terms can lead to the wrong approach and ultimately failure to meet the assessment criteria. Sometimes even experienced students get it wrong and can become confused between terms like "analyse" and "assess".

We hope that the following glossary of commonly used instruction terms will help you to understand the approach to take when completing your assignments.

Instruction term	**What's required**
Analyse To examine something in great detail in order to understand it better or discover more about it	Begin by breaking an issue into its constituent parts. Then look closely at each part, considering how they are linked. Use relevant evidence and supporting arguments (for and against) to back up your overall view of the issue or subject.
Assess To examine something in order to judge or evaluate it	Examine closely, in a balanced way the strengths and weaknesses of a theory/practice or situation. State your conclusion, and justify your judgment clearly.
Compare and contrast To look for similarities *and* differences between two or more things.	Present the similarities and the dissimilarities between two or more things – these may be theories or practices or approaches. Identify and consider reasons for significant similarities and differences. *Note: Compare and contrast often feature together but may be asked for separately.*
Consider To think carefully about something in order to form an opinion	Look at the topic from alternative viewpoints and express your own opinions based on relevant evidence and your personal experience.
Critically evaluate To question information and opinions in the text in order to evaluate or judge its worth overall.	This involves considering research texts, propositions and statements and the extent to which they are valid and/or the extent to which you agree with them. It is important to look at evidence taken from a wide range of sources which both agree with *and* contradict an argument. You should come to a final conclusion which must be based on your judgment about the most important factors, and which you can justify
Define To give a precise meaning to something	Clearly express and/or describe what is meant by something, and discuss any limitations of the definition
Demonstrate To show, explain or describe how something works or how to do something	You may be asked to demonstrate a skill by performing a task under observation. This could also involve providing a written explanation or description of how something works or how something could be done. If asked to demonstrate through writing it is useful to provide concrete and practicable examples
Describe To give an account of something	You may be asked to briefly describe or to give a detailed description of something or some event. Take note of how much detail is required and provide information about what something is, or what is done and how it is done, as appropriate.

Discuss A written consideration of a topic	Think of discussion as a written debate. Present arguments for and against a proposition or advantages and disadvantages of a given approach. You will need to show that you can present a reasoned argument backed up by evidence and you must include your conclusion/s.
Evaluate To assess the value or worth of something	This involves looking at how well or successfully something has been done or carried out. This could refer to theories, policies or practice. Use qualitative and quantitative data and independent assessments as measures of success where appropriate.
Examine To inspect or study something in detail	Look at the topic closely in order to establish the most important facts and information related to it. Explain why you think these are important and also acknowledge any possible alternative interpretations of the facts.
Explain To make the meaning of something clear	Give an account of something with sufficient clarity and detail to be understood by someone else. You may be asked to briefly explain or give a detailed explanation, but the overall aim is to help the reader to understand. Focus on the how and why, define key terms, and clarify context. Break down complex procedures so that they can be understood. It is sometimes useful to give an example to provide further clarity.
Explore To make a careful investigation or study of something	This involves consideration of a range of views, and raising questions about them. It is not always possible to come up with definitive answers, but, if possible, draw conclusions based on the weight of supporting evidence.
Identify To be able to determine what something is	Usually asked for in the context of identifying key features or characteristics of something. Unless specifically asked to do so, do not simply produce a list as you need to state the relevance and/or function of the thing/s you have identified.
Illustrate To clarify through the use of explicit examples or comparisons	If you are asked to illustrate your answer, you are required to clarify something by providing concrete example/s. These are used to show how something works or happens in reality.
Outline To convey the main points of a topic	Provide a general account or plan of something, concentrating on the main features or points and inter-related themes, but ignoring fine detail.
Review To look at something critically	This could involve studying and assessing something e.g. books, articles, and presenting an opinion on them. It could also involve surveying past (and/or on-going) actions, performance or events to measure outcomes and success. Reviews should not be merely descriptive, but should be a critical assessment of the topic
State To express clearly and briefly	Write in clear terms the key points related to the subject. Be factual rather than descriptive and avoid adjectives.
Summarise To concisely state or re-state the main points of something	Provide a brief statement of the key facts or points of the subject, avoiding unnecessary information or detail. You might be asked to summarise something that you have covered in detail earlier in an assignment. A summary is often used at the beginning of a substantial

	report to provide a shortened version of what has been written.

This list is not exhaustive. If you are unsure of what required of you, speak to your tutor who will provide clarification for you.

APPENDIX 5: HOW TO GET A GOOD MARK?

Good marks are awarded for work which: -

- Meets the set criteria (learning outcomes in the module descriptor) and follows appropriate conventions
- Shows understanding of the key issues and reflect on them
- Is well structured and organised
- Demonstrates good background reading
- Develops a strong argument and presents a clear position on the issue
- Uses evidence and examples to support arguments, points and conclusions
- Indicates the relationship between issues and concepts within the subject area
- Reveals some thought and reflection
- Is succinct, well-expressed, properly referenced and error-free

Even better marks for these in addition to the above:

- Engages actively with subject-related debates in a thought-provoking way
- Demonstrates a deeper and more subtle understanding of the significance of the issues and evidence, drawing out complexities or nuances
- Synthesises material well.

APPENDIX 6: CRITICAL WRITING V'S DESCRIPTIVE WRITING

Descriptive writing	**Critical writing**
States what happened	Identifies the significance
States what something is like	Evaluates strengths and weaknesses
Gives the story to far	Weighs one piece of information against another
Outlines the order in which things happened	Makes reasoned judgements
Instructs how to do something	Argues a case according to the evidence
Lists the main elements of a theory	Shows why something will work (best)
Notes a method used	Identifies whether something is appropriate or suitable
States when something occurred	Identifies why the timing is of importance
States the different components	Weighs up the importance of component parts
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in an order	Structures the information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information or reports findings	Evaluates information and draws conclusions

APPENDIX 7: GOOD AND BAD CRITICAL REFLECTION
(Taken from: Cottrell, S. 2011. Critical Thinking Skills. 2nd Ed. Palgrave, Hampshire.)

Aspect	Good critical reflection	Poor critical reflection
1. Experience	Draws on personal, group or workplace experience as a means of testing out theory or learning new lessons, looking at experiences with a critical eye.	Assumes 'experience' is an end in itself; that one's own experience is typical of others' without good evidence that this is so; that experience equates to 'insight', without bringing a critical eye to it.
2. Personal responsibility	The best critical reflection demonstrates integrity both in focussing on one's personal role, such as the assumptions brought to a situation or actions taken or omitted, and in taking responsibility for the consequences of these.	Poor critical reflection finds ways of deflecting blame onto other people or the context itself for the way events unfolded. Alternatively, personal responsibility is addressed in a superficial way, so that the relation of action and consequence is not considered in depth. It is also poor practice to assume personal responsibility and guilt for matters that are not simply down to oneself.
3. Focus	Selects a focus such as a particular time-period, set of events, specific kids of incident or examples of interactions.	Rambles around or covers too many dimensions so it isn't clear what is the focus of the reflection.
4. Scale	The focus is broad enough to offer challenge and meaningful insights but can be reasonably explored in the timescale and word limit.	Is either too narrow to provide the insights needed or too broad to look at things in any depth.
5. Direction	However it may start, good critical reflection beings to take direction as the person starts to identify, and then focus on, selected themes for closer attention.	Rambles or hops about rather than finding a direction.
6. Depth	Delves below the surface: it picks up on initial thoughts and insights, analysing these further with the aim of gaining deeper insights or broader applications.	Is superficial. It doesn't demonstrate any interest in burrowing beneath the surface to understand more.
7. Challenge	Usually tackles a difficult area or enters difficult terrain, such as matters that are personally difficult, or issues that are complex and don't lent themselves to easy answers	Tends to stay within safe territory or deals with difficult issues in a superficial way or doesn't seem to take the person forward in their understanding.
8. Theory	Draws on relevant theoretical standpoints, research, or established professional practice in ways that demonstrate how these have helped understanding. Where relevant, it relates the	Draws only on the person's own ideas experiences and anecdotes, or makes superficial passing references to theory and research.

	particular incident to broader social and political issues.	
9. Critically	Brings a searching, critical eye to the focus of the reflection, to emerging insights, and to any theories or sources of information. This critically is used to take the person forward in their understanding of the core emerging issues, such as by challenging their own ideas and actions, or showing how their experiences supports or challenges existing knowledge.	Is preoccupied mainly with describing situations, content or events. May include critical analysis but this doesn't seem to be used in a way that really develops an understanding of the core emerging issues.
10. Insight	The reflection takes the person forward in their understanding, such that they can make more sense of their situation, work or study, manage better within it, do things differently, apply understandings to new contexts etc.	The reflection gives little indication that the person has moved forward in their understanding of the context or issue, or self-knowledge.
11. End-points	The process of reflection may take the person in many different directions. However, by the end, they have stood back, drawn out the key messages of what they have learnt, and summarised these as conclusions or recommendations.	The reflection reads more as description of a process or rambling free association. The lessons learned are not drawn out clearly as conclusions or recommendations.
12. Audience	If this is to be used in academic, work or public contexts, the writing up of reflection demonstrates a sound understanding of ethical considerations and stylistic or academic contentions that may apply. Issues of confidentiality have been addressed appropriately.	The reflection is handed in or made public without all due care being taken to ensure that confidentiality and other data protection issues area addressed; no thought is given to how to make the reflection manageable for others to read.

APPENDIX 8: BLOOM'S TAXONOMY

Bloom's taxonomy can be used in improving academic writing from the purely descriptive to more evaluative thus addressing the higher level writing requirements.

Bloom's taxonomy was created by a group of psychologists in 1956, with Benjamin Bloom at the helm. A mechanism for the classification and categorization of different levels of learning, teachers can apply the six-staged diagram's principles to intellectual learning in the typical classroom environment.

The six levels of bloom's taxonomy, in order (lowest to highest), are knowledge, comprehension, application, analysis, synthesis and evaluation. All of these stages slot into the cognitive domain, which relates to how the brain processes information and thoughts.

Knowledge, the bottom level, is the ability to show memory of topics that have been studied in the past, by recalling facts; using related terminology; knowing patterns and trends; and having an awareness of different attitudes and theories on the subject.

To progress from here, the ability to make comparisons through pinpointing similarities and differences is required, whilst being able to interpret information more readily - comprehension. The third stage, application, requires the pupil to use pre-learned information in a slightly different way, perhaps by applying it within a variety of new circumstances.

Analysis is a key stage - a platform that enables students to access the higher-end of bloom's taxonomy. Information must be looked at and broken down - rather like picking something apart. By doing this, reasons for an event and new evidence to support it happening can be unveiled.

The next stage, synthesis, takes things that extra step further. Here, it is demanded that the pupil uses more of their own initiative, introducing their own ideas to provide solutions to a problem. This requires planning, through which the student has to consider how best to put together pieces of information.

Finally, the highest level of this classification is applied: evaluation. This typically involves looking at other people's ideas, and being a critique of them - in addition to assessing your own perspective. Evaluating something is about making judgments, based on a given brief, theory or statement. Here, it's essential that the student gives reasons for and against - making a more balanced argument than is required further down the pyramid. (Teachnology, ND).

http://www.teach-nology.com/tutorials/teaching/blooms.html

*****The tables below show the different words that can used to write at a higher level, and the questions underneath each column can be considered as a way of progressing an academic discussion.***

BLOOM'S TAXONOMY – USEFUL WORDS TO IMPROVE ACADEMIC WRITING

LOW LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

HIGH LEVEL THINKING SKILLS

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse
Appraise
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish
Examine
Find
Focus
Function
Group
Highlight
In-depth discussion
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out
Prioritize
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
Comparing

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate
Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Original
Originate
Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree
Appraise
Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Criteria
Criticise
Debate
Decide
Deduct
Defend
Determine
Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we know?
Importance
Infer
Influence
Interpret
Judge
Justify
Mark
Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?