

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	- BA Business Management - BA Business Management (Marketing) - BA Business Management (Human Resource Management) - BA International Business Management - BA International Finance - BA (Hons) Public Services		
Module:	Global Ethics		
Module code:	BMBM6008	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Caroline Jawad	Internal Verifier:	Steve Griffiths and Jacqui Jones
Assignment Title:		Word count (or equivalent):	2500 words
Submission deadline:	TBC November 2020	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

1. Problem solve and critically analyse the importance of management and ethical decision-making within organisations and their impact on the wider social environment.
2. Explore critically the response of management functions to ethical challenges and the ways in which business is constrained by its cultural, political and social environment.
3. Evaluate different approaches to ethical judgment and to apply them to real world dilemmas.
4. Analyse facts and circumstances to determine the cause of a problem and identify and select appropriate solutions.

TASK DESCRIPTION

Using IBE (2020) as a guide to method and topic selection, select an international business ethics story from at least two media sources. Analyse the story from at least two opposed perspectives using ethical models, concepts and theories you have encountered. Your report should adopt the following format:

- a. An account of the details of the story (15%)
- b. An analysis of the story from two perspectives (60%)
- c. An evaluation of the story's coverage by the two media sources (15%)
- d. Reflections on using the media as a source for academic debate. (10%)

Report format. Full guidance can be found in the guidance section below.

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 provide evidence that you have accessed an appropriate *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: *The goal here is to engage with, analyse and apply credible and relevant literature. You should be able to demonstrate a wide level of reading from sources such as textbooks, academic journals and academic-based websites. A minimum of 30 references is required. Please use Harvard referencing style. Use evidence – never make unsubstantiated claims, but back everything up with argument and data. Avoid too many quotes and always give references for any quotation. Sometimes students use long quotation as a way of padding out the report or in an attempt to cover up a lack of understanding. Don't do this: it always shows, and will be picked up by the marker. Always summarise material in your own words as much as possible.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment: *This assignment requires you to answer the question – the one that is set, not your own version of it. Question the question; break it down into smaller part. Brainstorm ideas, use pattern notes or mind maps (Cottrell, 2008) and ensure that you understand:*

- *What are you being asked to do*
- *What are the links to the module's learning outcomes as listed in the module handbook*
- *What should you ask yourself*
- *How much do you know*
- *What do you need to know*
- *How is this topic connected to other topics on the module*

Clear guidance will be provided during lectures and tutorials. The report will test your understanding of the relevant issues.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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 report should present specific information and evidence, presented, analysed and applied to the task description. The information should be presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow (see point 4 below). Your report brief should outline the purpose and problem that your report must address. Two reasons why this report is used as forms of written assessment are: (1) to find out what you have learned from your reading, research or experience and (2) to give you experience of an important skill that is widely used in the work place. An effective report presents and analyses facts and evidence that are relevant to the specific problem or issue of the report brief. The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:*

- *understand the purpose of the report brief and adhere to its specifications;*
- *gather, evaluate and analyse relevant information;*
- *structure material in a logical and coherent order;*
- *present your report in a consistent manner according to the instructions of the report brief;*
- *make appropriate conclusions that are supported by the evidence and analysis of the report;*
- *make thoughtful and practical recommendations.*

4. Practical Skills

At level 6, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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: *Your reports should be concise with a formal structure. The report is to be used to communicate the results of your findings guided by the task description. You must present a well-structured report that you understand the relevant issues and theories. A business report structure must be followed;*

- *Title page*
- *Executive summary*
- *Table of contents*
- *Introduction*
- *Method (brief)*
- *Results/findings*
- *Discussion*
- *Conclusion*
- *Recommendations*
- *References*
- *Appendices*

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency

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

Guidance specific to this assessment: *Your final report must be logical, accurate, coherent, fluent and presented well. It should be written in a formal style in the third person using Times New Roman or Arial font 12 with at least 2.5 cm space at each edge, double spaced and page numbers entered. The report should be in business format, with a clear title page with course and name or ID number, a contents page, executive summary, introduction, main findings, conclusions, recommendations, references and if appropriate, appendices. Please ensure you present a structured and organised report: Does your assignment flow logically and sequentially? Are the different components of your paper discussed in a sensible order? Have you made appropriate use of subheadings?*

Ethics Assignment Structure

Introduction to report

- **Business suffered reputational ride in last few years**
- **Scepticism about the value of business to society is increasing**
- **Decency, fairness and plain dealing – or simply doing the right thing – appears to be absent**

Case study introduction

- **VW admits 11 million cars worldwide fitted with software to beat emissions tests**
- **Germany – solid, trustworthy country**

VW company portrait then

VW company portrait now see below !!

file:///C:/Users/bus-cj/Downloads/StakeholderRelationshipininternationalcrisis.pdf

Ethical issues introduction

- **What does it mean ?**
- **Why do businesses care so much about it ?**

- And whether once lost, it's gone forever.
- Or is it ?

Trust message from CEO

- Do we need to differentiate between trust which is a very long-term value linked strongly to loyalty
- And
- Short-term 'image'
- Customers , employees, and ???
- Message must come from the top, with the right tone and be authentic
- Audi need to create clear blue water between Audi and VW
- Audi dragged in to scandal as 3L D vehicles were fitted with cheating software too
- Where does the buck stop ?
- With the boss ?
- No one resigned
- VW will re-organise the company (re-organise the company's values)
- When there is profit to be made, buyers are deceived by those trying to sell them something
- Corporation presents itself as a friend
- Has to be there for integrity to flourish
- Principles are believed
- Honesty, integrity, transparency lead to huge competitive advantage
- Can businesses always lay itself open to all stakeholders
- This could be a sign of weakness
- Businesses have to play tricks in order to survive in a competitive market place
- So we don't judge businesses too negatively
- But don't violate norms of the day
- Be a bit on the good side too

Trust

- Most abused word ?
- Transparency
- Trust – public relations circus
- Trust is an outcome – what you do not what you say

- Why should we trust an organisation that behaved in a fundamental unethical way ?

PR/Bias/Fake News

- Edward Bernaise - Freud's nephew
- Invented PR 1920s in US to control masses
- Because he did not trust democratic judgement
- Technology has blown that away
- Idea that you can control anything has gone
- More open, more relational, more empathetic will survive
- Had good reputation
- By putting it right
- Own up properly
- Restore customers to what they thought customers had
- Recalls ?
- Accusing others
- Legal department running VW but CEO should have known
- Compensation

VW

- Had good reputation
- By putting it right
- Own up properly
- Restore customers to what they thought customers had
- Recalls ?
- Accusing others
- Legal department running VW but CEO should have known
- Compensation

VW from a teleological point of view (Friedman) narrow CSR, profit maximisation

VW from a deontological points of view (Freeman or Carroll) wide CSR, stakeholder theory

Conclusion that business is there just to maximise profit ???

- **Therefore businesses have to behave differently**
- **Shift around trust**
- **New quadrant of possibilities**
- **Was there really ever a golden Age of Trust?**
- **Children up chimneys, down mines**
- **Mis-trust of business mainly with large businesses**
- **After all, small businesses would not be able to survive**
- **1/3 of people trust business leaders**
- **1/6 of people trust politicians**

Ok so the above view is me and BBC Radio 4 <http://www.bbc.co.uk/programmes/b06jt518>

So where do we go next ?

What is a report?

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analysed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

You have an assignment brief which provides you with instructions and guidelines.

What makes a good report?

Two of the reasons why reports are used as forms of written assessment are:

- **to find out what you have learned from your reading, *research* or experience;**
- **to give you experience of an important skill that is widely used in the work place.**

An effective report presents and analyses facts and evidence that are relevant to the specific problem or issue of the report brief. All sources used should be acknowledged and referenced throughout, in accordance with the preferred method of your department. The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

- **understand the purpose of the report brief and adhere to its specifications;**
- **gather, evaluate and analyse relevant information;**
- **structure material in a logical and coherent order;**
- **present your report in a consistent manner according to the instructions of the report brief;**
- **make appropriate conclusions that are supported by the evidence and analysis of the report;**

- make thoughtful and practical recommendations where required.

The structure of a report

The main features of a report are described below to provide a general guide. These should be used in conjunction with the instructions or guidelines provided by your department.

Title Page

This should briefly but explicitly describe the purpose of the report (if this is not obvious from the title of the work). Other details you may include could be your name, the date and for whom the report is written.

Example

VW Dieselgate: Five years on and still stalling

Caroline Jawad

23 November 2020

Terms of Reference

Under this heading you could include a brief explanation of who will read the report (audience) why it was written (purpose) and how it was written (methods). It may be in the form of a subtitle or a single paragraph.

Example

A report submitted in fulfilment of the requirements for Course BMBM6008, Global Ethics, University of Wales Trinity Saint David

Executive Summary (or Abstract)

The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about 1/2 a page in length and avoid detail or discussion; just outline the main points. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report.

Example

This report aims to apply relevant theoretical models to VW Dieselgate from opposed perspectives using ethical models, concepts and theories. The report has adopted sections which examine (a) the account of the details of the story, (b) analysis of the case study from two perspectives (c) evaluation of the story's coverage by the two media sources and (d) reflections on using the media as a source for academic debate.

Further discussions are required to evaluate the guidance provided in this report.

Contents (Table of Contents)

The contents page should list the different chapters and/or headings together with the page numbers. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout.

Introduction

The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of research methods, the parameters of the research and any necessary background history should be included.

Example Introduction

Global ethics refers to a set of common moral values and ethical standards which are shared by different faiths and cultures (Widdows, 2011). How we resolve (or fail to resolve) the dilemmas of global ethics will determine the framework of future global governance (ibid). Ethics can be defined as a set of norms in the society that distinguish a decision whether it is right or wrong (Macklin, 2007). In the context of ethics, corporate companies have to follow some ethical norms in their decision-making and it is in this context, that corporate social responsibility (CSR) has been framed. Visser (2006) defined CSR as a structure that keeps a company away from making illegal decisions, and developing ethical and philanthropic ideology and business at economic profits. An ethical dilemma is a situation either where morals are ignored to achieve profits, the profits are individual or organisational (Robinson, Davidsson, van der Mescht and Court, 2006). This report will discuss two theories of CSR evaluating with an ethical dilemma of VW (VW) and CSR activities of VW and provides some suggestions when it comes to bias in terms of media sources.

Facts of the VW Case Study

In the world of manufacturing industries, companies and manufacturers have to maintain certain standards in their products in the market (Hotten, 2015). Despite of these standards, VW violated the permitted carbon emission level of their diesel variant vehicles, which was identified by a small research team at University of Virginia (ABC, 2015). This issue reported to Environmental Protection Agency (EPA). EPA, in its investigation has discovered a defeat device that cheats the agency in from recognition of excess pollution at checking stage before the car is certified to release in the market (Spence, 2015). To describe in depth, VW has used a device in the vehicle's exhaust system that neutralise the carbon dioxide elements, but to make the device to be effective more fuel has to be consumed by the vehicle (Spence, 2015). However, VW cannot afford a higher fuel consumption car in its products, which is a potential threat to its market (Hotten, 2015). The neutralising device is designed to have a flexibility in switching it on and off as a result, fuel consumption can be altered (Hotten, 2015). Moreover, a software feature is provided in the vehicle interface that actually reports carbon emissions by the vehicle (Hotten, 2015). In the real time usage the readings recorded by the software does not match with actual emissions (Spence, 2015). As the carbon element-neutralizing device is switched off in the real time usage for lower fuel consumption, the carbon dioxide elements are released into atmosphere which is much more higher than the standard emission values (Spence, 2015). By the software features and defeat device, VW has cheated the EPA from discovering the real time emission values. After the issue being exploited, EPA has found that the carbon emissions are 40% higher than the legal limit of carbon emission (Colvin, 2015). As VW claim their cars to be with low emission by cheating the EPA, there is an ethical issue, which can damage the company's prestige in the global society. In this critical situation VW's chief executive officer resigned taking responsibility of the issue (Colvin, 2015). VW has appointed new leader and has called back for rectification for all the claimed vehicles (ibid). It can be assumed that VW is trying to resolve the problem and retain VW's value.

Discussion

The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analysed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Your points should be grouped and arranged in an order that is logical and easy to follow. Use headings and subheadings to create a clear structure for your material. Use bullet points to present a series of points in an easy-to-follow list. As with the whole report, all sources used should be acknowledged and correctly referenced. For further guidance check the Library for the institute guide to referencing.

Friedman and VW

Friedman wrote that the only corporate social responsibility is to "use its resources and engage in activities designed to increase its profits". The full quote in Capitalism and Freedom adds "so long as it stays within the rules of the game, which is to say, engages in open and free competition, without deception or fraud". Friedman's stress on corporate profitability is qualified, with important social consequences. For example, a corporation that deliberately and knowingly conceals hazards in products or processes is clearly not playing "within the rules of the game". Foreseeably injuring

workers, consumers, the community and the environment more broadly will often result in unsustainable liability and reputation costs and the Dieselgate scandal illustrates this. VW lied to its consumers and the government about the quality of diesel engines that they were putting in their cars in order to make sales. VW has a heavy presence in the diesel auto market in the United States, and to comply with the EPA’s newer regulations would have cost the company time and money that it did not want to spend (McDonald, 2018).

VW and Freeman

In 1984 Freeman argued that it was not only morally correct but an essential component of strategic management for companies to take into account the effect of their activities on stakeholders. Management literature makes clear that a failure to consider the effect of corporate decisions and policies on a firm’s stakeholders could and likely will lead to harm to the firm, and that accordingly competent managers will conduct stakeholder audits and consider how to mitigate the risk of adverse stakeholder reactions to corporate decisions as core aspects of running the business.

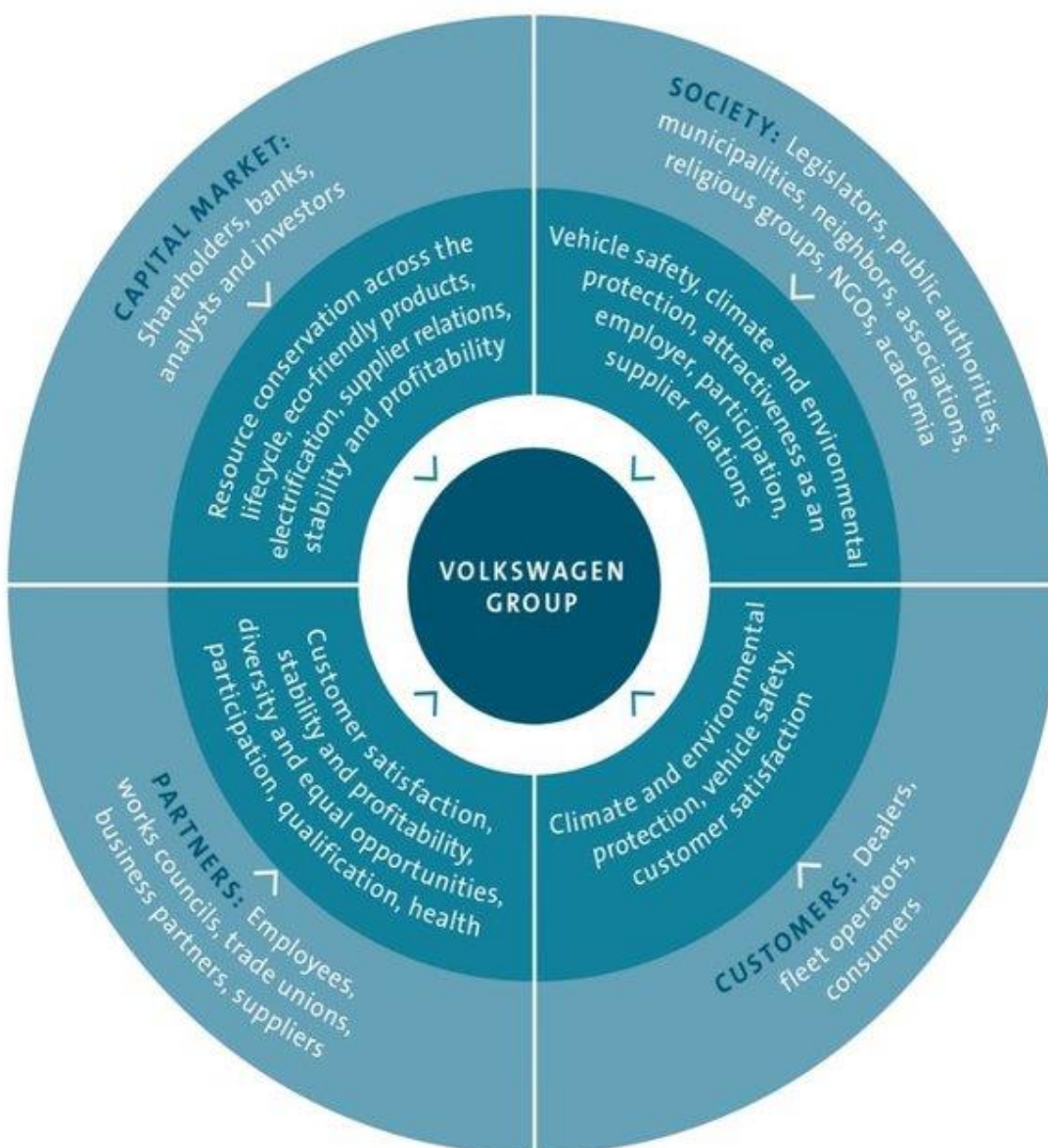


Figure 1 Stakeholder Map of VW (VW, 2014)

As a global organisation, VW has a high level of stakeholder interest with various social and cultural elements attached to it. One may wonder why an organization like Volkswagen had to deceive their main stakeholders including shareholders, customers, suppliers, environmentalists, regulatory bodies, and other entities by proclaiming that they developed a clean engine capable of cutting nitrogen oxide emissions to meet stricter U.S. pollution standards. The reasoning behind the decisions and actions may have more deeply rooted arguments. There is no doubt that car manufacturers are constantly battling competition, trying to get an edge on other car manufacturers, seeking more efficient and effective ways in production and performance methods, and innovative approaches to stay ahead of their market. Consequently, strong authentic organizational leadership is needed, as well as a governance issues in emerging markets trusted and committed management team that promotes and actions two-way communication with all stakeholders. Nevertheless, as with most large organizations, nothing happens without reason, where pursuing profit growth and shareholder value can lead to problems in the longterm. At Volkswagen, it seems that tensions at the top became critical and part of the problem was the former CEO Winterkorn knowingly or unknowingly had a hand in the emission issues described earlier. For instance, former executives under Winterkorn described his management style as authoritarian and surrounded with a climate of fear that went unchecked mainly because of the organization's structure, which was unique in the German motor industry (The Guardian, 2015). Nevertheless, VW's organizational structure has been very much "top down," demonstrating a silo mentality where most decisions were made by senior managers and a small number of key advisors. In essence, structures like this require flexibility from an organization that will be slow to respond to changes in the marketplace and open to blind spots. Once caught in unethical behaviors, there will always be people or groups that will be the scapegoats. In this case, it has become evident that customers and shareholders may well be seen as the main victims in the emission debacle by means of deception, ending with a product that put people at risk, and investors who saw a significant drop in the share price. Not surprisingly, other stakeholders such as dealers, fleet managers, government bodies, and other interest groups have expressed their dismay surrounding the emission mishap. Stakeholders have a critical role to play in every organization where stakeholders affect decisions in both ethical and unethical directions.

VW and Teleology/Utilitarianism

Utilitarianism emphasizes producing the greatest amount of good for the greatest number of people. Utilitarianism falls under consequentialist ethics, which means that determining whether or not an action is considered good or bad directly relates to its consequences. Ultimately, this ethical theory comes down to a matter of perspective in terms of what constitutes an action being beneficial or harmful (DesJardins 29-30). Given this, VW's actions are quite oppositional to what a Utilitarian would believe in. Over the course of this entire scandal, absolutely no good was done whatsoever. In no way, shape or form did anyone actually benefit from VW's actions. Consumers are now faced with the question of what to do with their defective cars. Employees have lost their jobs due to the billions of dollars being spent on rectifying problems that should never have existed. And this is just the tip of the iceberg. The only good thing that can possibly come from this scandal is the future. VW's mishap could help reinforce the importance of compliance, risk management and auditing within the company.

VW and Deontology

Kant and deontology, is a more principle based ethics perspective. It can be loosely defined as the ethical duty to "treat people with respect, to treat them as equally capable of living an autonomous life" (DesJardins, 38). People are ultimately to be treated as ends, never as means to an end. And this can get complex when determining what "rights we have and how they are justified, the range and scope of rights, and some process for prioritizing rights and resolving conflicts between different rights" (DesJardins 39). By directly lying to their stakeholders including consumers, shareholders, employees and their dealers, VW acted incredibly immorally from a Kantian perspective. VW never gave these stakeholders the right to know what they were actually doing. They had stakeholders believing in facts and images of the company that couldn't have been farther from the truth. VW's dishonesty kept consumers buying their cars and shareholders buying company stock. Employees kept working for the company while helping to build these faulty cars, and car dealers who sold VWs continued to do so because they did not feel that there was a reason not to. VW used all of these people to keep their sales and business going, without taking into consideration their right to make their own decisions.

VW and CSR

Essential to understand the importance of CSR. VW automobile group was rated one of the most promising companies in the world and the largest automotive manufacturer in the Europe. Since its inception, the company has been reputed and valued for its quality and reliability. Hardyman (2015) extracted the following from the VW code of conduct:

"We stand for responsible, honest actions."

"We ... make ecologically efficient advanced technologies available throughout the world."

"We are a partner to society and politics with respect to ... ecologically sustainable ... development."

"We are obligated to the truth with respect to political institutions."

These appear to be completely disingenuous to their actions. Volkswagen's actions in this entire situation are less than justifiable. This whole scandal could have been avoided if Volkswagen spent just a little more time and money developing a cleaner diesel engine, but apparently the company's priorities were more focused on their sales rather than releasing quality vehicles. Volkswagen sacrificed their integrity and company image for something that could have been easily dealt with, and now they will be dealing with the aftermath of their decisions for years to come. Not only did they lose consumers and stakeholders, but also the trust of the government and investors albeit in the short term.

Media

Amidst all the discussions about the media including organisations communicating through various channels, there is the possibility for more transparency and greater scrutiny different issues. Not just journal authors and researchers are discussing and communicating but all or most stakeholders, which means more review and analysis to a greater extent. More media and different medias thus help to address the main concerns: the effect of negative comments and the risk of unfairly damaged reputations by allegations. Social media has had an enormous impact on our daily lives, allowing anyone

with a connection to publish, access, share, discuss and debate every variety of information imaginable. This goes for companies as well as how public's increasing use of social media to share and critique issues and ideas. The control of and speed of media communication allows stakeholders to discuss, share and publish information.

Methods

Information under this heading may include: a list of equipment used; explanations of procedures followed; relevant information on materials used, including sources of materials and details of any necessary preparation; reference to any problems encountered and subsequent changes in procedure.

Results

*This section should include a summary of the results of the investigation or experiment together with any necessary diagrams, graphs or tables of gathered data that support your results. Present your results in a logical order without comment. Discussion of your results should take place in the main body (**Discussion**) of the report.*

Conclusion

In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion.

Conclusion

An area for concern in this and other case studies is the embeddedness of ethics within organisational policies and culture. The effective implementation of ethics in organisations to prevent deviant behaviour is important for practice. To what extent and how was deviant behaviour occurring at VW and why was there seemingly no compliance with external regulation and internal guidelines. For too long CSR has focused on theatrics rather than tangible results (Kaye, 2015). The VW case study surely demands substance more than storytelling (ibid).

Appendices

Under this heading you should include all the supporting information you have used that is not published. This might include tables, graphs, questionnaires, surveys or transcripts. Refer to the appendices in the body of your report.

In order to assess the popularity of this change, a questionnaire (Appendix 2) was distributed to 60 employees. The results (Appendix 3) suggest the change is well received by the majority of employees.

Example of use of appendices

Bibliography

Your bibliography should list, in alphabetical order by author, all published sources referred to in your report. There are different styles of using references and bibliographies. Refer to the study guide [referencing and bibliographies](#) and check your departmental handbook for guidelines. Texts which you consulted but did not refer to directly could be grouped under a separate heading such as 'Background Reading' and listed in alphabetical order using the same format as in your bibliography.

Acknowledgements

Where appropriate you may wish to acknowledge the assistance of particular organisations or individuals who provided information, advice or help.

Glossary of Technical Terms

It is useful to provide an alphabetical list of technical terms with a brief, clear description of each term. You can also include in this section explanations of the acronyms, abbreviations or standard units used in your report.

You will not necessarily be required to use all of the headings described above, nor will they necessarily be in the order given here. Check your departmental guidelines or instructions.

Writing the report: the essential stages

All reports need to be clear, concise and well structured. The key to writing an effective report is to allocate time for planning and preparation. With careful planning, the writing of a report will be made much easier. The essential stages of successful report writing are described below. Consider how long each stage is likely to take and divide the time before the deadline between the different stages. Be sure to leave time for final proof reading and checking.

Stage One: Understanding the report brief

This first stage is the most important. You need to be confident that you understand the purpose of your report as described in your report brief or instructions. Consider who the report is for and why it is being written. Check that you understand all the instructions or requirements, and ask your tutor if anything is unclear.

Stage Two: Gathering and selecting information

Once you are clear about the purpose of your report, you need to begin to gather relevant information. Your information may come from a variety of sources, but how much information you will need will depend on how much detail is required in the report. You may want to begin by reading relevant literature to widen your understanding of the topic or issue before you go on to look at other forms of information such as questionnaires, surveys etc. As you read and gather information you need to assess its relevance to your report and select accordingly. Keep referring to your report brief to help you decide what is relevant information.

Stage Three: Organising your material

Once you have gathered information you need to decide what will be included and in what sequence it should be presented. Begin by grouping together points that are related. These may form sections or chapters. Remember to keep referring to the report brief and be prepared to cut any information that is not directly relevant to the report. Choose an order for your material that is logical and easy to follow.

Stage Four: Analysing your material

Before you begin to write your first draft of the report, take time to consider and make notes on the points you will make using the facts and evidence you have gathered. What conclusions can be drawn from the material? What are the limitations or flaws in the evidence? Do certain pieces of evidence conflict with one another? It is not enough to simply present the information you have gathered; you must relate it to the problem or issue described in the report brief.

Stage Five: Writing the report

Having organised your material into appropriate sections and headings you can begin to write the first draft of your report. You may find it easier to write the summary and contents page at the end when you know exactly what will be included. Aim for a writing style that is direct and precise. Avoid waffle and make your points clearly and concisely. Chapters, sections and even individual paragraphs should be written with a clear structure. The structure described below can be adapted and applied to chapters, sections and even paragraphs.

- **Introduce** the main idea of the chapter/section/paragraph
- **Explain** and expand the idea, defining any key terms.
- **Present** relevant evidence to support your point(s).
- **Comment** on each piece of evidence showing how it relates to your point(s).

- **Conclude** your chapter/section/paragraph by either showing its significance to the report as a whole or making a link to the next chapter/section/paragraph.

Stage Six: Reviewing and redrafting

Ideally, you should leave time to take a break before you review your first draft. Be prepared to rearrange or rewrite sections in the light of your review. Try to read the draft from the perspective of the reader. Is it easy to follow with a clear structure that makes sense? Are the points concisely but clearly explained and supported by relevant evidence? Writing on a word processor makes it easier to rewrite and rearrange sections or paragraphs in your first draft. If you write your first draft by hand, try writing each section on a separate piece of paper to make redrafting easier.

Stage Seven: Presentation

Once you are satisfied with the content and structure of your redrafted report, you can turn your attention to the presentation. Check that the wording of each chapter/section/subheading is clear and accurate. Check that you have adhered to the instructions in your report brief regarding format and presentation. Check for consistency in numbering of chapters, sections and appendices. Make sure that all your sources are acknowledged and correctly referenced. You will need to proof read your report for errors of spelling or grammar. If time allows, proof read more than once. Errors in presentation or expression create a poor impression and can make the report difficult to read.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	35	
3. Cognitive and Intellectual Skills	35	
4. Practical Application Skills	15	
5. Transferable Skills for Life and Professional Practice	5	

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

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and	Major gaps in knowledge and systematic understanding of	Gaps in knowledge, with only superficial systematic	Limited knowledge and systematic understanding of	Knowledge is reasonably detailed, accurate with a	Knowledge is reasonably extensive coherent and	Excellent coherent and detailed knowledge and	Exceptionally coherent and detailed knowledge and

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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.)	the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	good systematic understanding of the field of study and to some extent, current research and scholarship.	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.	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.	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 (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an

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				than argue on the basis of reason and evidence.			outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak 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 appreciating the complexity.	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.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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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.)	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.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	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.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	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.