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

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Certificate of Higher Education in Skills for the Workplace**		
Module:	**Problem Solving and Decision Making**		
Module code:	**BMSW4004**	**Contribution to Overall Module Assessment (%):**	**100%**
Module Coordinator:	**Ernest Ovia**	**Internal Verifier:**	**Yohan Mendis**
Assignment Title:	**Problem Solving and Decision making**	**Word count for the report (or equivalent):**	**Task 1 – 10-15 minutes** **Task 2 - 2000 ± 10%**
Submission deadline:	**Task 1 - Presentation slides: 15:00pm 11th December 2020** **Presentation wk of 14th December 2020** **Task 2 - Final Report: 15:00pm 18th December 2020**	**Return date of provisional marks & written feedback:**	**January 2021**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put ther 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 ther assessment.		

Module Learning Outcomes (from module syllabus)
• LO 1 Describe a problem, its nature, scope and impact; • LO 2 Gather and interpret information to solve a problem; • LO 3 Evaluate options to make a decision; • LO 4 Plan, monitor and review the implementation and communication of decisions.

TASK DESCRIPTION

Task 1:

Read the case study below and produce a 10 - 15 minutes individual presentation addressing the complex problem faced by Hackmos care. Your presentation should include:

- The nature and the impact of the complex problem
- A cause-and-effect analysis of the complex problem of based on information provided in the case study
- A SWOT analysis capturing the current state of the business.
- An evaluation of proposed solutions to the complex problem facing the organisation with an aim of choosing the most appropriate solution among alternatives – a grid analysis should be used for your evaluation.

Please upload the presentation slides to the presentation slide link by 15:00pm 11th December 2020

(50 marks)

The presentation will be recorded on Microsoft Teams for moderation purposes, you must appear on camera for identification, if for any reason you are unable to appear on camera you will not be able to do the presentation you will need to contact the Assessments team – birminghamassessments@uwtsd.ac.uk and apply for Extenuating Circumstances. Students not participating will be required to resit this element.

Task 2:

In addition to your presentation, you are required to produce a report that elaborates on each bullet point in task 1. Your report should present a plan to implement the decision you've made to solve the complex problem and a discussion of success indicators to measure the effectiveness of your decision.

Please upload your report to the report submission link by 15:00pm on the 18th December 2020

(50 marks)

General Submission Guidance

1. All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.
2. All of your submissions should be typed in Arial font, size 11.
3. All of your submissions should be typed with 1.5 line spacing.
4. All of your submissions should have an appropriate structure, include page numbers, and have a reference list.

CASE STUDY: Hackmos Care

Hackmos care is a healthcare provider with an extensive network of doctors, physicians and hospitals serving the UK Midlands. This healthcare was created to provide People with the care they need in settings that are convenient and comfortable, families with services and support they need to lead healthier lives, talented staffs the opportunity to fulfil their professional callings and citizens with healthy communities

Over the years, the healthcare has grown a reputation for their good leadership and structure which has led to sustained significant performance improvement compared to their close competitors. Service users' reviews on trusted sites suggest that the trained staff and their good communication skills have been instrumental to the quality of care provided by Hackmos – although some service users commented that the service was not so reliable when regular carers (about 30% of total carers) were on annual or sick leave. Currently, the service users feel that the service is excellent value for money, even though they would welcome an extension of the visiting hours.

While the service users are happy with the care home, there have been a lot of challenges around staffing in the Health & Social care sector which is also affecting Hackmos care. An industry wide complex problem of 'Skilled labour shortage' is on the rise. Social care seems to be collapsing as few people are willing to work long hours in deplorable conditions for pitiable pay. Current working conditions in many care homes have increased staff turnover and the pay truly reflects the budget constraint in the sector

Despite this collapse, a 2017 research published by the reputable Lancet public health medical journal projects a 25% increase in those who will need care between 2015 and 2025. When compared to the

projected increase in care patients, fewer students are seeking admission into Higher Education to study Health and Social care courses

Additionally, the government's position is that caring will not qualify as significantly 'skilled' to earn a visa for oversea workers to fill some care vacancies in the UK. While this has attracted criticism, some believe that bad organisational strategic blaming is still to blame. **(continued)**

The impact of the complex problem of 'Skilled labour shortage' cuts across the sector, so we should assume that Hackmos care has been affected in ways similar to its competitors in the Health and Social care sector

The management of Hackmos care is unhappy with the looming dangers to the healthcare if the complex problem persists and are now open to practical solutions to the complex problem.

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.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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). Ther 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. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare

and contrast information. Ther means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. ***Where relevant, alternative solutions and recommendations may be proposed.***

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. ***You should 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. Ther 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.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. Ther includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively***; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.***

STUDENT FEEDBACK FORM

Ther 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		
Presentation	0	
Report	10	
2. Knowledge and Understanding Skills		
Presentation (5 marks for Q & A inclusive)	15	
Report	10	
3. Cognitive and Intellectual Skills		
Presentation	15	
Report	10	
4. Practical Application Skills		
Presentation	10	
Report	10	
5. Transferable Skills for Life and Professional Practice		
Presentation	10	
Report	10	

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

GENERIC ASSESSMENT CRITERIA

Level 4

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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/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 but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Substantial inaccuracies.	and/or irrelevant material.		depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	in particular contexts.	approaches to problem-solving in particular contexts.	particular contexts and propose basic alternative approaches or solutions though there may be errors.	in particular contexts and proposes mostly appropriate solutions.	problem-solving in particular contexts and proposes appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

THER DOCUMENT IS ALSO AVAILABLE IN WELSH