

LEVEL/ LEFEL 4

MODULE CODE/ COD Y MODIWL: BMSW4004
PROBLEM SOLVING AND DECISION MAKING

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 100 %

WORD COUNT/ NIFER Y GEIRIAU: 2000 words + role play

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment
- All assignments must be submitted electronically to Moodle.
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**



CERTIFICATE OF HIGHER EDUCATION ASSIGNMENT SPECIFICATION

Programme:	Certificate of Higher Education in Skills for the Workplace		
Assignment Title:	Problem Solving and Decision Making		
Hand Out Date:	The 2 nd Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).
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Late submission will result in a late penalty mark, as follows:

Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline (Academic Quality Handbook 2016/17 7.5 (5))

Module Learning Outcomes (from module syllabus)

MODULE AIM

1. To be able to solve problems and make decisions in the workplace
2. To be able to manage and implement change in the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student will be able to:

1. Describe a problem, its nature, scope and impact.
2. Gather and interpret information to solve a problem.
3. Evaluate options to make a decision.
4. Plan, monitor and review the implementation and communication of decisions.

READING

Please refer to your module outline for relevant reading for this module. Your tutor will also provide links to relevant articles on Moodle, which you will be expected to read and discuss as part of your weekly learning activities.

Assessment Component 1

Mode of assessment	Volume	Weighting
Practical exercise (e.g. based on a case study) supported by an individual written report or equivalent	5 to 10 minutes per person supported by 2000 words individual paper or equivalent	100%

PLEASE NOTE: Due to the current coronavirus (COVID-19) pandemic, the assessment brief for October 2020 term reflects the need for the entirety of the assessment to take place online.

TASK DESCRIPTION

Role play supported by 2000 words report

Task 1 - Role play on MS Teams (50% of the overall mark)

Read the case study on the next page to gain an understanding of the complex problem of 'Job dissatisfaction' faced by UK employees, then prepare to participate in a 10 - 15 minutes roleplay on MS Teams where you would play the role of a management consultant tasked to solve the complex problem. You will be paired with another student acting as an unsatisfied employee (who will not be assessed). During the role play, expect the dialogue to cover:

- A discussion on the nature and impact (actual and potential) of the complex problem on the overall performance of organisations.
- A research-informed cause-and-effect analysis of the complex problem.
- A PESTLE analysis of the macro-environmental factors contributing to the complex problem.
- An evaluation of alternative solutions to the complex problem with an aim of choosing the most appropriate solution among these alternatives.
- A demonstration of how organisations may plan implementation of chosen solution and evaluate outcome.

Note: If you are unable to find a partner for your role play, your lecturer can act as your role play partner.

Task 2 - Individual Report - 2000 words (50% of the overall mark)

Write a report of 2,000 words, in which you apply recognised problem-solving tools and techniques to identify and propose solutions to a work-based problem, to include an evaluation of possible solutions. Discuss and agree with your lecturer a suitable problem to be solved which may be drawn from your current or past work experiences or an agreed situation.

Consider the following aspects:

- define a complex problem in the workplace including its scope and impact;
- analyse information on the identified problem, to help inform the decision-making process;
- propose a range of alternative solutions to the problem;
- use a decision-making technique to evaluate a range of solutions to identify the most appropriate option;
- develop a plan for implementing the solution;
- communicate the plan to stakeholders;
- assess appropriate monitoring and review techniques to ensure successful implementation of the solution.

CASE STUDY for Task 1 - Role Play

More than half of UK workers want to find a new job, survey finds

Number of employees unhappy at work increased 10 per cent last year, poll of 12,000 people finds

Ben Chapman, The Independent, Monday 06 January 2020 15:46

The UK workforce is in “crisis”, with more than half considering finding a new job this year and two-thirds dreading returning to work after a weekend break. One in four are actively looking for a new job and the number of people unhappy at work has risen 10 per cent in the past year, according to a survey of 12,000 people by Investors in People.

The accreditation organisation found that three out of four people felt stressed about work, with 64 per cent reporting that their job had negatively affected their sleep patterns. Almost two-thirds complained about feeling they are always on duty and cannot switch off from their job. A similar proportion said they are looking for a better work-life balance.

Among women, 80 per cent reported feeling stressed in the past 12 months compared with 69 per cent of men, and younger staff were more likely to experience work-related stress than their older colleagues.

Investors in People said its research highlighted a crisis in the workforce of feeling undervalued. Paul Devoy, the not-for-profit organisation’s chief executive, said: “People need more out of work than they’re getting. They are telling us they’re enjoying the work they do but that they’re still looking for a new job, because something is missing. “Six years into our job exodus research, we’re still hearing that people want to be told ‘thank you’ and one in four people are looking for a new job because they don’t feel valued. “‘Thank you’, something so simple, so consistently important and potentially the best retention tool we’ve got.”

Investors in People suggested a number of ways to improve staff wellbeing, reduce stress and increase job satisfaction. A friendly workplace and a supportive culture were cited as the key ingredients to retaining employees. More than half of survey respondents said that having friends at work is important to them, while a quarter admits to staying in a position because of friendships rather than the job.

Nearly half (47 per cent) said they would rather have a friendly workplace than a 3 per cent pay rise. British workers put in among the longest hours in the EU, according to separate research by the TUC.

The union organisation found that the average full-time week in Britain has shortened by 18 minutes over the past decade, and at the current rate of progress, it would take 63 years for workers to get the same amount of free time as elsewhere in Europe.

Source: <https://www.independent.co.uk/news/business/news/uk-workers-new-job-satisfaction-investors-people-a9272191.html> (accessed on 16/10/2020)

End of Case Study

GUIDANCE FOR STUDENTS IN THE COMPLETION

NOTE: The guidance offered below is linked to the five common assessment criteria

Research-informed Literature

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 a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Analysis

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 all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Skills for Professional Practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay,

management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Essential Resources:

- ☐ Resources listed on the lecture schedule and on Moodle
- ☐ Programme of Study Handbook

GRADING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your grade. The weightings available for each criterion 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.

Common Assessment Criteria Applied	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

Assignment 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 one-week late	40 Max	
	Over one week late	Fail	

COMMON ASSESSMENT AND GRADING

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	REFER (equivalent to 0-29%)	REFER (equivalent to 30-39%*)	PASS (equivalent to 40-49%)	PASS (equivalent to 50-59%)	MERIT (equivalent to 60-69%)	DISTINCTION (equivalent to 70-79%)	DISTINCTION (equivalent to 80-100%)
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable / missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	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 use of examples, where relevant. 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, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including:	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally

individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	tasks. Work is poorly structured and/or largely incoherent.	structure, organisation, and/or coherence	involvement in group activities. Work lacks coherence in places and could be better structured.	clear contribution to group activities. Mostly coherent work and is in a suitable structure.	group activities. Work is coherent and fluent and is well structured and organised.	skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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