LEVEL/ LEFEL 5

MODULE CODE/ COD Y MODIWL: BMSW5002
DEVELOPING RELATIONSHIPS AND WORKPLACE ACHIEVEMENT

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESIAD/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: <u>100 %</u>

WORD COUNT/ NIFER Y GEIRIAU: <u>4,000 - 5,000 Words</u>

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that <u>Your Name</u>, <u>Your Student Number</u>, <u>Your Module Title</u>, <u>Assignment Title</u> and <u>Your Module Lecturer's Name</u> 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.**

BA LEADERSHIP AND MANAGEMENT SKILLS FOR THE WORKPLACE ASSIGNMENT SPECIFICATION (SOAC)

Programme:	**BA Leadership and Management Skills for the Workplace**
Assignment Title:	**Developing Relationships and Workplace Achievement**

Hand Out Date:	**The 2nd 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, title of book, edition, publisher: place of publication).

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))

AIM(S)

• To develop strategies for performance management and the personal and career development of individuals in the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:
• critically assess the potential benefits to the organisation of developing individuals in the workplace;

• manage an individual's expectations in respect of personal development;

• critically evaluate development vehicles available to an organisation appropriate to the development needs of the individual;

• generate a detailed plan to meet the identified development needs of an individual in the workplace and the management of performance.

INDICATIVE CONTENT

- Examining the expectations and requirements of people.
- Administering people in accordance with guidelines and career pathways.
- Managing career development of people.
- Managing performance and succession planning.
- Support structures within the organisation.
- Techniques for supervision and formal appraisal.
- Methods of ensuring fair and objective assessment/appraisal.
- Methods to monitor evaluate and record individual feedback.
- Reporting performance appraisal including the importance of confidentiality.
- Learning styles and the range of training/development opportunities available.
- Mechanisms to provide appropriate feedback to individuals.
- Career development strategies including the wider context of sustainability.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	**Yes**
If yes please provide brief details (no more than 100 words): Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to develop students' ability to develop workplace relationships and achievement. To develop strategies for performance management and the personal career development of individuals in the workplace. Numerous benefits result from building good workplace relationships, resulting in more meaningful, long term and sustainable connections. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

ASSESSMENT

Choose any specific case study (either a project with your current employers or if not currently working any project of your choice) and:

1) Provide a critical assessment of the potential benefits to your organisation and the individual of personally developing individuals in the workplace.

2) Critically evaluate development vehicles available to your organisation and explain the extent to which you think they are appropriate in meeting the development needs of the individual.

3) Develop a plan to meet the identified development needs and expectations of an individual.

PLEASE NOTE: It is important to state that relevant management theories must be identified and appropriately integrated into the assignment.

As a helpful approximate guideline, an indicative word count of about 4,000 -5000 words would be appropriate. Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can apply the concepts of developing relationships and workplace achievement. The student should demonstrate the application of an appropriate level of understanding of the value of developing relationships and workplace achievement and conduct an evaluation of the agreed scenario. Relevant management theories must be identified and appropriately integrated into the assignment.

The learning should be related to either their current organisation, or if not currently working within an organisation, they may complete this task in relation to an organisation with which they are familiar. This could include experience working in a voluntary capacity.

Assignment 1 Assessment Criteria (100% of module marks)

Assessment Criteria	Learning Outcome(s)	% of Marks
Critically assess the potential benefits to the organisation and the individual of personally developing individuals in the workplace.	1	30%
Critically evaluate development vehicles available to an organisation appropriate to the development needs of the individual.	3	30%
Develop a plan to meet the identified development needs and expectations of an individual.	2 & 4	20%
Evidence of wide reading and research, encompassing application of relevant academic theories and models.	3	10%
Citation/ referencing, report structure, syntax, grammar and punctuation.	3	10%

BMSW5002 – Assignment Guide

Assessment Criteria	What You Need To Do
Critically assess the potential benefits to the organisation and the individual of personally developing individuals in the workplace. 30%	Seek to provide an assessment of several potential benefits to the organisation and the individual of personally developing individuals in the workplace. The criteria used for the judgement should be clear and supported by both theory and application to the workplace. Integrate relevant theorists.
Critically evaluate development vehicles available to an organisation appropriate to the development needs of the individual. 30%	Seek to provide an appropriate framework for assessing individuals personal development expectations (e.g. Dawn Lennon and provide appropriate references). Provide good workplace examples and integrate relevant theorists.
Develop a plan to meet the identified development needs and expectations of an individual. 20%	Seek to provide a comprehensive and appropriate plan which clearly addresses your development needs. Provide good evidence of wider reading around the topic area, supported by appropriate theorists.
Evidence of wide reading and research, encompassing application of relevant academic theories and models. 10%	Demonstrate that you have undertaken appropriate reading and research, which includes you integrating the application of relevant academic theories/models.
Citation/ referencing, report structure, syntax, grammar and punctuation. 10%	Demonstrate that you have integrated relevant theory into your assignment through the use of in text citation, a clear structure to your assignment e.g. appropriate use of headings and sections, with care taken in the use of spelling etc.

COMMON ASSESSMENT AND GRADING CRITERIA

Assessment Criteria	OUTRIGHT FAIL REFER (equivalent to 0-29%	UNSATISFACTORY REFER (equivalent to 30-39%*	SATISFACTORY PASS (equivalent to 40-49%)	GOOD PASS (equivalent to 50-59%)	VERY GOOD MERIT (equivalent to 60-69%	EXCELLENT DISTINCTION (equivalent to 7079%	EXCEPTIONAL DISTINCTION (equivalent to 80100%
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 understanding of 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 wellestablished 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: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely inc	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.