

# ***Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability***

General Assessment feedback and feed-forward guidance

There is a 65 minute video recording that supports these slides. The link is [here](#)



# Assessment guidance: What I look for as a tutor

- In this session, I want to remind you how we mark as tutors and what we are looking for. I have also included some guidance around paragraph structures, the idea of 'anchoring' your work in academic literature and some thoughts on planning your work
- The University skills is also site is worth investing your time in as it will help you with referencing, critical thinking, academic reading and writing as well as other important skills. The link is <https://my.cumbria.ac.uk/Student-Life/Learning/Skills-Cumbria/> .
- Finally, this session is also about having the opportunity to give some general feedback on the formative assessment - you will receive individual feedback by the end of week 2 - and some guidance looking forward on how that links to your main assessment for this module

# What do I look for?

- That you have clearly and **explicitly** answered all parts of the question that was set
- That your work is your own
- That your ideas are correctly anchored in the ideas used in the module and properly referenced
- That you have demonstrated the knowledge and skills required to the right level
- I then mark your work to the marking grid
- If the work is weak in any one area, it is likely to undermine your mark; If it is weak in two or more areas, the work is likely to fail
- You can use the marking grid yourself in the preparation of your assessments to help you cover everything

# We mark to the marking grid included in the brief

| Criteria  | Distinction standard   | Merit standard  | Pass standard   | Fail standard  | Substantial Fail standard   |
|---|--|---|---|--|---|
| <b>Critical analysis of concepts relevant to you</b>                          | Excellent critical analysis. Relevant ideas from the session are clearly identified and analysis is consistently critical, explicit and succinct.  | Good critical analysis. Relevant ideas from the session are clearly identified. There is consistent evidence of an attempt to critically analyse relevant ideas   | Adequate critical analysis. Relevant ideas from the session are clearly identified. There is clear evidence of an attempt to critically analyse relevant ideas  | Weak critical analysis. Relevant ideas from the session are clearly identified but these may be limited. There is likely to be a poor attempt to critically analyse ideas and / or ideas are not relevant                                    | Very weak critical analysis. There is limited evidence of ideas from the session. There is likely to be no attempt to critically analyse the ideas and / or ideas are not relevant                        |
| <b>Application of SVS / values reflection to template table questions</b>     | Excellent application of a reflection on personal values to the template table. Answers are consistent, well thought through, detailed and answer each of the questions asked  | Good application of a reflection on personal values to the template table. Answers are consistent, well thought through, but likely to be strengthened with greater detail. Answers are provided to each of the questions asked   | Adequate application of a reflection on personal values to the template table. There will be a clear attempt to answer the questions asked. Answers are likely to be less consistent and / or to be strengthened with greater detail                                  | Weak application of a reflection on personal values to the template table. There is a limited attempt to answer the questions asked. There is a clear need for greater consistency and detail  | Very weak application of a reflection on personal values to the template table. There is either none or a very limited attempt to answer the questions asked. Answers are very brief or missing           |
| <b>Experiential learning: demonstration of learning from the course ideas</b> | Excellent demonstration of experiential learning. Answers are explicitly based on excellent use of course resources and readings. There are explicit links from personal sensemaking to course ideas. There is excellent demonstration of engagement with the course | Good demonstration of experiential learning. Answers are clearly based on good use of course resources and readings. There are good links from personal sensemaking to course ideas although these could be strengthened in places. There is good demonstration of engagement with the course | Adequate demonstration of experiential learning. Answers are clearly based on use of course resources and readings with some attempt to link personal sensemaking to course ideas. There is clear demonstration of engagement with the course.                        | Weak demonstration of experiential learning. Answers make limited or vague use of course resources and readings with little attempt to link personal sensemaking to course ideas. There is poor demonstration of engagement with the course. | Very weak demonstration of experiential learning. It is not clear how answers reflect the course ideas or the questions asked. There is very little, if any, demonstration of engagement with the course. |
| <b>Presentation</b>   | Excellent piece of writing, well-structured, coherent progression of argument, well-articulated and accurately referenced, including url with full Harvard reference list. Excellent introduction and conclusion.  | Good piece of writing, well-structured, coherent progression of argument, well-articulated and accurately referenced, including url with full Harvard reference list. Good introduction and conclusion  | Fairly well written with a clear organisation structured to answer the question. Coherent, clearly referenced using appropriate course resources but with a clear need to strengthen the use and presentation of referencing. Appropriate introduction and conclusion | Weak organisation, coherence and / or referencing. Parts of the answer may not be fully answered and / or course ideas are not used or correctly referenced. There is little attempt to specifically answer the question that is asked.      | Very poor organisation, presentation and referencing such that the confidence of the reader is compromised.   |

# Performing well?

- Most weak assignments are descriptive and fail to analyse ideas in depth - worse, just describe what you practice in your organisation already
- *Write explicitly in clear, simple English. Use the words that you would normally use to show me 'how' you understand the ideas. Then reference your source of the idea. But stay professional.*
- Make sure you answer the question (not the the question you wish had been asked!)
- Anchor your ideas in theory first – then apply to your practice (and reference the theory and examples properly: not Wikipedia but academic (1<sup>st</sup>) good business (2<sup>nd</sup>)
  - As an online residency, you are expected to select from the resources provided to you. In addition, you may include additional specific, current references that support your sector or region. These would be less than 10% of the total
- Be explicit in how you are answering the question: I should not need to look for your answer!

# Anchored in literature? Compare these two approaches

1. “I believe ethical ideas are applied in life or business in a way that shows character, and character in turn gives brand or reputation to the person or business.

Therefore, when a person or organisation is seen to consistently apply ethical standards that promote values such as fairness, equality, justice etc. etc, their brand or reputation is highly regarded..”

# Anchored in literature? Compare these two approaches

1. “I believe ethical ideas are applied in life or business in a way that shows character, and character in turn gives brand or reputation to the person or business.

Therefore, when a person or organisation is seen to consistently apply ethical standards that promote values such as fairness, equality, justice etc., their brand or reputation is highly regarded..”

2. “Ralston (1968) found that ethical ideas are applied in life or business. When this is done in an ‘authentic’ way (Walumba et al, 2005) it can show character, and character in turn gives brand or reputation to the person or business (Blowfield, 2013). Therefore, by being seen to consistently apply ethical standards that promote values such as fairness, equality, justice etc., we can move our company brand forward and our reputation may be highly regarded...”

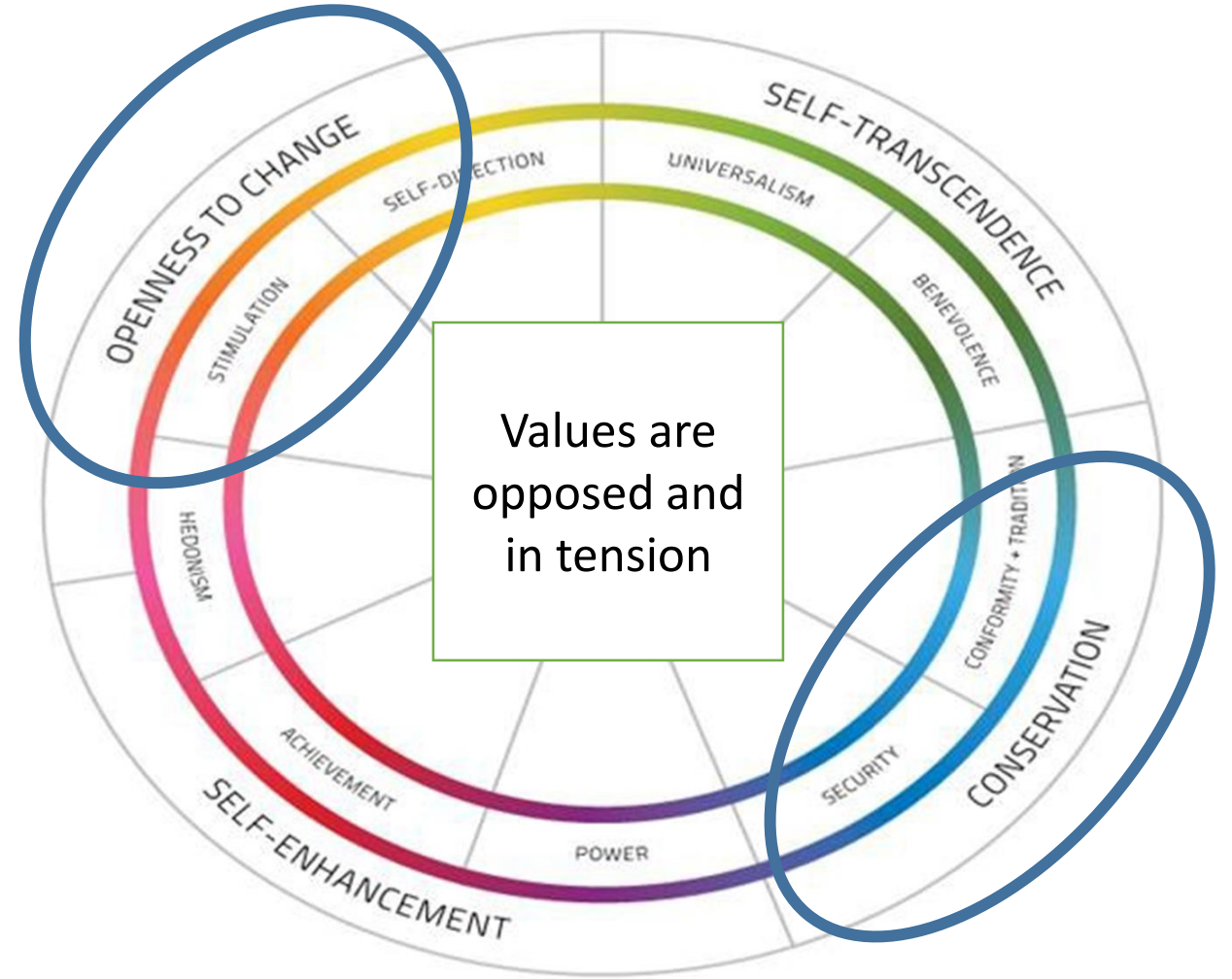
# Anchor in the module readings and resources

- You have a limited word count for the literature review that discusses your answer based on the session (TRP links)
- Make every word count: be explicit, succinct and specific
- It is better to demonstrate depth than breadth. This means clearly demonstrating that you have properly engaged with a reading so that you can explain the ideas in your own words (referencing the source of the idea) while discussing that author's ideas in relation to the other relevant readings you have used
- There is a balance here: You need to use other readings in order to discuss the different ideas but you should not just put in loads of references for the sake of it
- Also be very clear (careful, diligent) about what you are saying the authors claimed: never just put a reference in that sounds right, be clear about what they claimed and the point you are attributing to them



# The personal ethical journey

- Your values are shaped by your experiences and influences
- Ethical dilemmas help us grow
- Not knowing the best course of action forces us to find a solution that works for us
- Doing so helps to teach us which values matter most for us
- This is because a dilemma usually means our opposing values are in tension so we have to resolve that tension to act



How your values have been shaped, how you have dealt with dilemmas you have faced, relate to ‘why’ you believe the value is important to you



| From the 13 individual level marker values chosen in your SVS exercise, which three values mean the most to you? | Why do you believe this value is important to you? | Reflect on a moment in your life when you really lived this value. What behaviour did you exhibit that supports the value? | How does this value link with your sensemaking of ethics, responsibility and sustainability? |
|--|--|--|--|
| 1.   |  |  |  |
| 2.   |  |  |  |
| 3.   |  |  |  |

# The importance of answering the question to the correct level

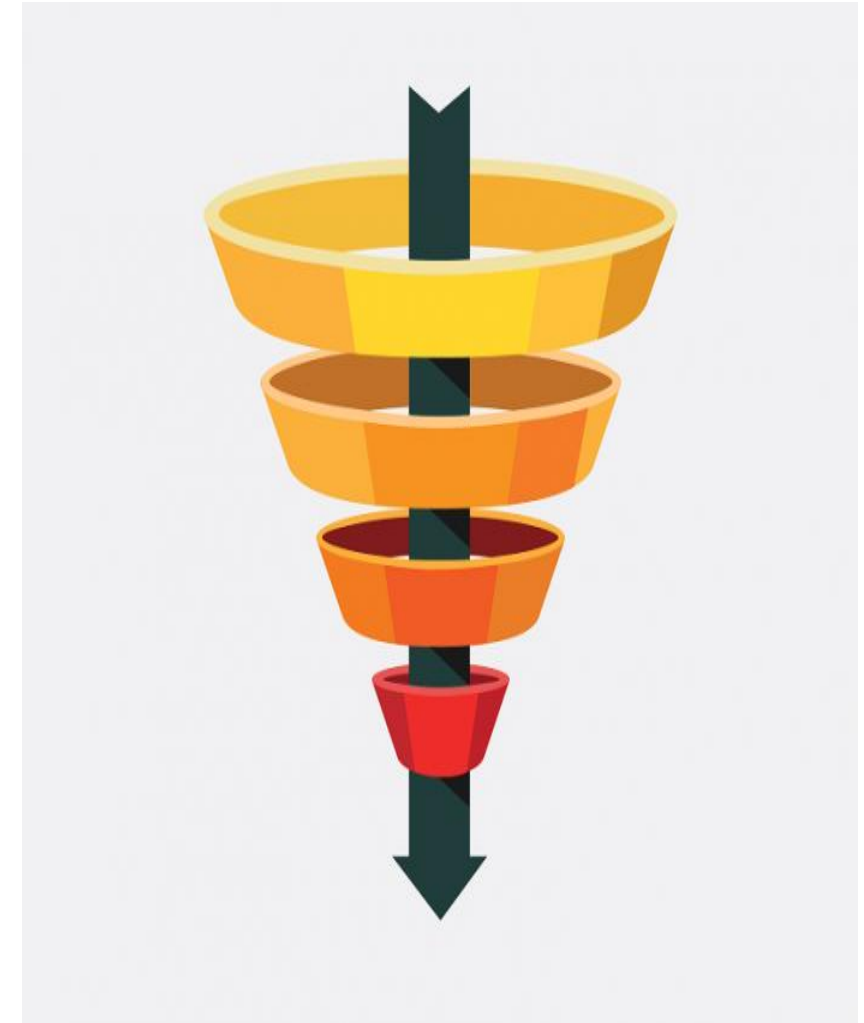
|   |  |  |  |
|---|--|--|--|
| <b>From the 13 individual level marker values chosen in your SVS exercise, which three values mean the most to you?</b>   | Why do you believe this value is important to you?   | Reflect on a moment in your life when you really lived this value. What behaviour did you exhibit that supports the value? | How does this value link with your sensemaking of ethics, responsibility and sustainability? |
| <p>Individual level marker values are the questions you answered in the survey</p> <p>Eg. 'I am ambitious and enjoy working hard and aspiring to do better' is a marker value for Achievement</p> <p>In answering the rest of the table, you then focus on why working hard is important to you and when you have fully lived that rather than 'achievement' in general .. For example:</p> | <p>Getting the level right will be important in your final assessment: the questions each week are based on targets within the Goal for that week. You need to focus on answering the specific question rather than summarising the session more generally</p> |  |  |

# Example answer:

| <b>From the 13 individual level marker values chosen in your SVS exercise, which three values mean the most to you?</b> | <b>Why do you believe this value is important to you?</b>  | <b>Reflect on a moment in your life when you really lived this value. What behaviour did you exhibit that supports the value?</b>                             | <b>How does this value link with your sensemaking of ethics, responsibility and sustainability?</b>                                     |
|---|--|---|---|
| I am ambitious and enjoy working hard and aspiring to do better   | My parents both worked hard. They came from poor families where their parents had worked hard to lift them out of poverty. The value has been instilled in me by their example to do better. | I achieved my first MSc and was promoted at work as a result. I was happy and very proud. I had worked hard with part time study while working for two years. | I believe we should aspire to do better than we do. We should work hard to do the right things and take responsibility for our actions. |

# The funnel approach

- In the pre-course, we moved from a study of values in general, to a reflection on our own values, to identifying three specific values to then answering specific questions about those values to then think about what that meant for our sense making of ideas related to the module
- This reflects how you can study the rest of the sessions: start broad and move in to focus
- Study the overall session, watch the video, read through the TRP, then start to think about the assessment question and how you want to approach your answer: then explore the readings and resources associated with those ideas in more depth
- Like a funnel, starting broad & getting increasingly focused



# Paragraph structure

One paragraph is 175-200 words discussing ONE idea: 400 words = 2 - 3 paragraphs which is 2-3 specific, fully developed, and hopefully related ideas:

The first Sentence of the paragraph is the **POINT** you are making.

# Paragraph structure

One paragraph is 175-200 words discussing ONE idea: 400 words = 2 - 3 paragraphs which is 2-3 specific, fully developed, and hopefully related ideas:

The first Sentence of the paragraph is the **POINT** you are making. The next two – three sentences **EXPLAIN** the point by expanding on it. Make sure your sentences are no more than 12-15 words. Anything shorter is half an idea – anything much longer is difficult to read.

# Paragraph structure

One paragraph is 175-200 words discussing ONE idea: 400 words = 2 - 3 paragraphs which is 2-3 specific, fully developed, and hopefully related ideas:

The first Sentence of the paragraph is the **POINT** you are making. The next two – three sentences **EXPLAIN** the point by expanding on it. Make sure your sentences are no more than 12-15 words.

Anything shorter is half an idea – anything much longer is difficult to read. The next six to eight sentences provide **EVIDENCE** including **EXAMPLES** to support the point you are making. Avoid being too descriptive, it is a common mistake: instead, try to start with the theory and critique that to show your understanding and how it relates to your practice and learning. For example, the Schwartz Value System (Schwartz and Bilsky, 1994) makes it clear that power values are in direct tension with universalism values. This may help explain why staff are finding it difficult to accept the company greening plan at a time when the company is struggling financially. Notice how the third person was used there.



# Paragraph structure

One paragraph is 175-200 words discussing ONE idea: 400 words = 2 - 3 paragraphs which is 2-3 specific, fully developed, and hopefully related ideas:

The first Sentence of the paragraph is the **POINT** you are making. The next two – three sentences **EXPLAIN** the point by expanding on it. Make sure your sentences are no more than 12-15 words.

Anything shorter is half an idea – anything much longer is difficult to read. The next six to eight sentences provide **EVIDENCE** including **EXAMPLES** to support the point you are making. Avoid being too descriptive, it is a common mistake: instead, try to start with the theory and critique that to show your understanding and how it relates to your practice and learning. For example, the Schwartz Value System (Schwartz and Bilsky, 1994) makes it clear that power values are in direct tension with universalism values. This may help explain why your staff are finding it difficult to accept company greening plans at a time when the company is struggling financially. Notice how the third / second person was used there. The final sentence is the **SUMMARY: SO WHAT** that links your point back to the assessment question.

Argument through the work:  
what is the overall point you are looking to  
make? What is your position your story?

You can  
also use  
**PEES** to  
help you  
plan your  
work

POINT 1

- Draft a sentence or sketch out the point you want to make ✓
- How can you explain this point? Which references did I use to understand this? ✓
- What **examples** will I use? Where are the references to show where these ideas came from?
- How does the point link to the overall assessment question? Draft a sentence to help you make the link explicit ✓

POINT 2

POINT 3

Compare the following two examples:

- So of the two slides that follow, the **first example** is a '[stream of consciousness](#)' – I was writing as I thought. This is fine as we make sense as we write but you would now need to go back and make it more focussed on answering the question and making sure all the elements that make a good paragraph are there, the language is appropriate and ideas are correctly referenced
- But often we don't go back because we like what we wrote!
- That's where planning can come in (PEES or a table or mindmap) to help you think it through, be pleased with the results but then write up something that will meet the assessment criteria and help you get your best marks. Personally I think it is easier to use a framework (like PEES) in your planning to start with!
- **Compare the two examples: they are talking about ideas we will cover in a couple of weeks that you will soon be asked to reflect on yourself...**

## 1. Stream of conscientiousness:

I have realised we really need to deal with waste in the office if we are to reduce our impact on climate change. We are completely linear and just take what we want without any thought to where it has come from. Working at home through the lockdown, I have realised that size does not matter, we all have an impact and we can all be efficient. I can translate that to the office. We use loads of paper and anyone can go to the store cupboard and just take what they want. When the printer is empty, they help themselves to more. We use paper single sided, often printed in colour and sometimes only for one meeting and then throw the paper away. We have to pay for all of that – including disposal! I don't do that at home. I would also normally print my teaching slides out but I haven't because I can't go to the office during lockdown. Imagine if everyone was printing their own personal materials on the work printer. No one we are always running out of paper and ink and the printer is breaking down. No, I am definitely going to tackle this.

## 2. Using PEES:

The application of resource efficiency will enable us to reduce our impact on climate change. The example of Tillomed (video) demonstrates the ideas of the waste hierarchy, as explained by Gharfalkar et al (2015). The Tillomed approach clearly shows how we can map our processes to the waste hierarchy and start to eradicate waste at source. As Crocker et al (2018) explains, moving away from linear approaches to not use the resource will reduce the impact of mining, manufacture transport and energy, reducing both carbon emissions and resource use and therefore helping to mitigate future climate change. Although Schaefer et al (2020) are sceptical about the win-win approach, our organisation would clearly reduce costs as well as waste through this approach and this may well encourage staff and management engagement. For example, at present we are completely linear. We take resources and use them, sometimes even briefly, and throw them away without any thought to where they came from, how much they cost, or what impact they have on the environment or the people making them; this impacts on all parts of the Triple Bottom Line (Elkington, 1997), including profit. Going forward, application of the waste hierarchy will enable us to reduce use, costs and impact on climate change.

# Using PEES to help you with academic readings

Studies that compared students from different academic departments at the beginning and end of their university studies, provide evidence for a value-based self-selection process. The findings reveal that value differences between students enrolled in different departments are already present at the very beginning of the first year of study. This suggests that individuals rely on their values, at least in part, when choosing the occupation or profession for which they wish to prepare. In contrast, there is only minimal evidence for the impact of socialization processes: students' values hardly changed during the years they spent at the university. Further research is required to investigate potential effects on values of long-term organizational socialization.

**The work of Kohn and colleagues focused on the effects of environmental complexity on values.** Environmental complexity, however, does not fully explain the value differences between people in different occupations because there are value differences even between people in occupations that are similar in their complexity. Moreover, there are value differences between people in different occupations, not only in self-direction and conformity values, but also in self enhancement and self transcendence values. These value differences cannot be explained by work complexity.

**Studies that compared students from different academic departments at the beginning and end of their university studies, provide evidence for a value-based self-selection process.** The findings reveal that value differences between students enrolled in different departments are already present at the very beginning of the first year of study. This suggests that individuals rely on their values, at least in part, when choosing the occupation or profession for which they wish to prepare. In contrast, there is only minimal evidence for the impact of socialization processes: students' values hardly changed during the years they spent at the university. Further research is required to investigate potential effects on values of long-term organizational socialization.

**Values influence individuals' thoughts, attitudes, choices and decisions.** Their impact is not limited to people's identity, however, they also affect how individuals act toward others. One domain that has attracted attention is the impact of values on pro-social behavior –actions intended to protect or to enhance the welfare of others. In the review below, we distinguish between studies of attitudes and behavior toward close others, that is, people with whom one has direct contact, and studies of attitudes and behavior toward people with whom one is less likely to have a direct contact, such as members of outgroups.

What can you actually attribute to the authors?

How does this help you with the reading?

## Personal values in human life

Sagiv, Lilach ; Roccas, Sonia ; Cieciuch, Jan ; Schwartz, Shalom H

Abstract: The construct of values is central to many fields in the social sciences and humanities. The last two decades have seen a growing body of psychological research that investigates the content, structure and consequences of personal values in many cultures. Taking a cross-cultural perspective we review, organize and integrate research on personal values, and point to some of the main findings that this research has yielded. Personal values are subjective in nature, and reflect what people think and state about themselves. Consequently, both researchers and laymen sometimes question the usefulness of personal values in influencing action. Yet, self-reported values predict a large variety of attitudes, preferences and overt behaviours. Individuals act in ways that allow them to express their important values and attain the goals underlying them. Thus, understanding personal values means understanding human behaviour.

DOI: <https://doi.org/10.1038/s41562-017-0185-3>



And here in the findings  
/ discussion at the  
end.....

and on behavior directed to others. Research on the consequences of values not only helps predict behavior, it contributes to understanding the motivation underlying behaviors and the complex interplay between personality and the social context.

To-date, much is known about the content of the values-behavior relationships. More research is needed, however, that to investigate the processes through which values are translated into behavior. Some of the studies reviewed above pointed to such paths of influence. Future research could enrich this line of work which could be instrumental to organizational and social attempts to motivate action.

In contrast to the numerous studies investigating the consequences of values, much less is known about the origin of values. Discussing the phylogenetic and ontogenetic perspectives, we reviewed recent theorizing and evidence on this important issue. These newly developments in value research suggest that personal values are formed through a combination of genetic heritage and the impact of exposure to multiple social environments, including family, school, community and society at large. An intriguing

# Link with the assessment

So a reminder that each week the 'The set exercises' will give you a specific question to answer.

Your answer should draw on your study that week and be presented as follows:

- **Critical analysis of the issue**

Write a 400-word critical analysis. This should be a literature review based on your choice of resources linked from this week's TRP. We are looking for depth of understanding. We recommend four references as minimum.

- **Current Status**

How does your organisation currently respond to this issue? (75 words)

- **Recommendations**

Use extended bullet points to outline your three top recommendations for your organisation. Based on your learning this week, what could your organisation do to address this issue? You should reference the source of your ideas from the learning (150 words in total)

# Planning your literature review (PEES, what Point?)

There are different ways of thinking about this question. You should answer in a way that is most meaningful for you, based on the weekly learning. For example....

The TRP relates issues like this to being about right or wrong, and that makes this an ethical issue. What might Crane & Matten (2010) say about this?

This is about responsibility and trying to do the right thing – now we understand it is wrong. Who is responsible and how far? Can we just apologise if we get caught?

This is about governance and having the right policies and processes in place. What does Dunphy & Benn (2011) say about that? How does that relate to our approach?

Critically discuss why modern slavery threatens sustainability in the supply chain?

If this is about governance and responsibility, it is also about leadership. How might the values of our leadership make sense of this?

How does this relate to being a sustainable business? What do we need to change about ourselves?

# Writing your lit review as a critical analysis

- Rather than stating what an author says and then moving on to the next point, critical analysis is where you weigh the point they are making against the thoughts of other authors to examine the question.
- If you look at the literature reviews of any of the academic papers you are using, you will find examples of this.
- Critical analysis is a higher level Master's skill and you are encouraged to use the weekly work, and guidance, as an opportunity to develop this – week by week – throughout the module
- On the next slide, I give one short paragraph as an example: I have highlighted words that are helpful in showing critical discussion in red.

## EXAMPLE:

..... Lashley (2016) **argues that** sustainability can be motivated by different drivers, one of which is the leadership's strong commitment to sustainability within the organisation. Schaefer et al (2020) **also find** that leadership needs to be committed to sustainability. **However**, they propose that leadership commitment can come from different values other than those directly related to sustainability. The ideas of Blowfield (2013) may be useful in **understanding this further: while also** supporting the importance of understanding the leaders' values, Blowfield (2013) identifies different strategic approaches that may be associated with different levels of commitment and **therefore** different values. For example, 'sustainability of the company' (p112) **may reflect** Schaefer et al (2020) ideas about win-win only going so far. In whatever way leaders are motivated, Desjardins and McCall (2014), **are clear that** leadership plays a vital role in corporate governance and **therefore** ensuring their organizations are responsible for the harms they cause to the society.....

# Carrying the critical analysis through to recommendations

There should be a progression from the critical analysis of your literature review through to your recommendations. In the example on the previous slide, the LR has talked about leadership, and so the example recommendation builds on this to suggest what could be done as a result of your learning:

We recommend working with values to engage the leadership and Executive Board with sustainability issues. To do this, we could use the four ideal types of managers from Schaefer et al (2020) to help our leaders understand how they make sense of sustainability and what this means for their approach to the sustainability of the organisation (Blowfeld, 2013)....

When you engage with a reading in depth, you understand the ideas well enough to 'draw on' the work to support you, rather than searching around for points and references

# Using the marking grid

| Criteria  | Distinction standard (70-100%)  | Merit standard (60-70%)  | Pass standard (50-60%)   | Fail standard (35-50%)   | Substantial Fail standard (0-35%)   |
|---|---|--|--|--|---|
| <b>Critical analysis of concepts relevant to you (30%)</b>  | Excellent critical analysis. Relevant ideas from sources are clearly identified and consistently used and supported.  | Good critical analysis. Relevant ideas from sources are identified and used.   | Adequate critical analysis. Relevant ideas from sources are identified and used.   | Weak critical analysis. Relevant ideas from sources are identified and used.   | Very weak critical analysis. There is little or no evidence of ideas from sources. There is likely to be no attempt to critically analyse sources and / or ideas are not relevant.  |
| <b>Application of relevant ideas to your personal organisational / community delivery of appropriate SDGs (25%)</b> | Excellent application of relevant ideas to your personal organisational / community delivery of appropriate SDGs. Answers are clearly thought through and answer each of the questions asked.   | Good application of relevant ideas to your personal organisational / community delivery of appropriate SDGs. Answers are clearly thought through and answer each of the questions asked.   | Adequate application of relevant ideas to your personal organisational / community delivery of appropriate SDGs. Answers are clearly thought through and answer each of the questions asked.   | Weak application of relevant ideas to your personal organisational / community delivery of appropriate SDGs. Answers are clearly thought through and answer each of the questions asked.   | Very poor application of relevant ideas to your personal organisational / community delivery of appropriate SDGs. Answers are clearly thought through and answer each of the questions asked.   |
| <b>Experiential learning: Demonstration of learning from the course ideas (25%)</b>                                 | Excellent demonstration of learning from the course ideas. Answers are explicitly based on the use of course readings. There is a clear demonstration of learning from personal course ideas. The demonstration is with the use of course readings. | Good demonstration of learning from the course ideas. Answers are explicitly based on the use of course readings. There is a clear demonstration of learning from personal course ideas. The demonstration is with the use of course readings. | Adequate demonstration of learning from the course ideas. Answers are explicitly based on the use of course readings. There is a clear demonstration of learning from personal course ideas. The demonstration is with the use of course readings. | Weak demonstration of learning from the course ideas. Answers are explicitly based on the use of course readings. There is a clear demonstration of learning from personal course ideas. The demonstration is with the use of course readings. | Very poor demonstration of learning from the course ideas. Answers are explicitly based on the use of course readings. There is a clear demonstration of learning from personal course ideas. The demonstration is with the use of course readings. |
| <b>Presentation (20%)</b>   | Excellent piece of work. Clear structure and progression of ideas. Well articulated and referenced, including url with full Harvard reference list. Excellent introduction and conclusion.  | Good piece of work. Clear structure and progression of ideas. Well articulated and referenced, including url with full Harvard reference list. Good introduction and conclusion.   | Adequate piece of work. Clear structure and progression of ideas. Well articulated and referenced, including url with full Harvard reference list. Adequate introduction and conclusion.   | Weak piece of work. Clear structure and progression of ideas. Well articulated and referenced, including url with full Harvard reference list. Weak introduction and conclusion.   | Very poor piece of work. Clear structure and progression of ideas. Well articulated and referenced, including url with full Harvard reference list. Very poor introduction and conclusion.  |

You'll see from the marking grid included with the assessment brief that you have similar criteria to demonstrate in both the pre-course work and final assessment.

Use your feedback to help you identify areas you might need to work on.

# Critical analysis of concepts 'relevant to you'? 30%

- This is a critical literature review. You show what is relevant to you by the ideas you chose to discuss, the references you use and how you use them.
- As we discussed in the tutorial (and will continue to do so) we take ideas from the session and we discuss them based on our views and experience together and in breakout groups. We discuss the idea / the problem / the issue and then we explore solutions and in doing so we apply the ideas to our experience
- What you chose to discuss in the literature review shows what is relevant to you. You do not need to explain why it is relevant to you, you focus first on the literature. But what you can do is include some *examples* from your organisation (referenced) to support the academic examples and you could relate the 'so what' back to you as well, if you want to
- The main 'application' to your organisation is in answering what you are doing now (current status) and what you could do looking forward (recommendations)



# Application of relevant ideas to your personal organisational / community delivery of appropriate SDGs (25%)

## ■ **Current Status:**

- Find out what your organisation is already doing in relation to the question. Summarise this here. If you are not doing very much, say so. (75 words)

## ■ **Recommendations:**

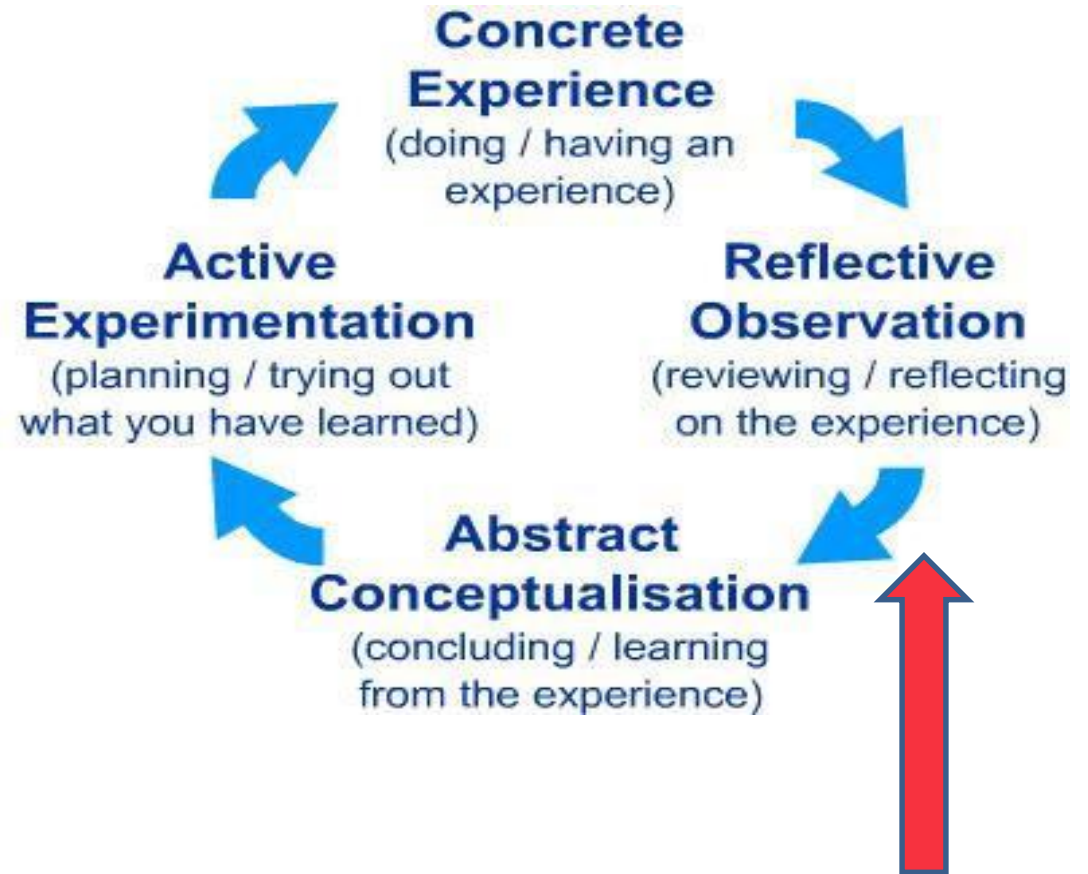
- Similar to the literature review, it is better to give depth rather than just lots of vague ideas, so you are asked for THREE specific recommendations (150 words in total)
- Draw on ideas from the module (including case studies) to help you think about what you could do to
- Include references to show how your learning could improve your practice
- You can include points that relate to your organisation to show why the suggested ideas are relevant but the weight of the answer must be what you have learned from the module
- Use the language of a plan: eg: We will... We could ... We commit to....

# Experiential learning: Demonstration of learning from the course ideas (25%)

Experiential learning means we anchor ideas in the ideas of the module while thinking about how those ideas relate to your experience; reflecting on what the new ideas mean for your current practise and what you could do better. **This means we are building learning from where you are** and you are encouraged to reflect, conceptualise, re-plan and re-apply (see introduction of [Russ 1998](#) for an outline of Kolb's Learning theory)

**This means that you must use the module ideas, readings and resources to show us how well you have learned**

**You are invited to support this (not replace) by also including copies of your in teaching reflective exercises in the appendix of your paper**



Your learning on the course.

Particular ideas may connect with you and encourage you to stop, reflect on your experience and the new ideas you are learning about and start to think about how you could use that new idea to change (improve) your practice in some way

**Your learning is a trigger to start the reflective process.**

# Presentation (20%)

- Presentation relates to the overall appearance of the work as well as the coherence with which the work is written and how the answer has been structured to address the assessment brief
- Your use and presentation of references is also picked up (again) here. Poor referencing is likely to undermine all sections of the work
- As you will see from the referencing and plagiarism section of the UoC skills [guide](#) you must be clear about where your ideas have come from and honest about the source of that idea. If you use third party or internet sources, you will immediately weaken your work and at worst, may completely discredit it
- For the purposes of this module, you must include the URL for each reference in your full reference list, eg:

Crane, A. and Matten, D. (2010). Introducing Business Ethics. Oxford University Press. Chapter 1

[https://eu.alma.exlibrisgroup.com/leganto/readinglist/citation/3903143640002701?institute=44UOC\\_INST&auth=](https://eu.alma.exlibrisgroup.com/leganto/readinglist/citation/3903143640002701?institute=44UOC_INST&auth=SAML)

[SAML](#) Accessed April. 2021

# Appendixes

There is specific guidance on putting together your six weekly exercises into the final report in the assessment brief. This includes being clear about your organisation and role within it, and what to include in the appendixes.

For the appendixes, you are invited to include ‘[additional relevant information and reflective exercises in appendixes at the end of your paper](#)’

These exercises are excluded from the word count and can support your experiential learning (slide 31)

## **Which exercises does that mean?**

Throughout the TRPs you will find slides where you are prompted to pause, reflect and share your thoughts on the Forum. This is often [highlighted in red as an activity](#). For example, see slides 6, 15, 16, 17, 19 and 23 from unit 2, week 1.

# Summary

- I have looked to share with you more about how we mark your work and why using the marking grid is so important. Always make sure you use the full assessment brief and answer each part of the question.
- If you are not sure, start planning your answer – we make sense as we write and speak. The PEES Framework is a helpful tool and can improve most work.
- The tutorials and the Forum discussions will also help you make sense of the different ideas and that is why they are such an important part of your learning
- **If in doubt, ask me**
- You are asked to share your draft work from weeks 1 and / or week 3 with me
- But more over, enjoy. This is your course. You are studying it for your own personal reasons. LEARN, LEARN, LEARN and get the very most out of everything.