**Coursework 1: Learning Portfolio - Summary Essay (MOIC 2016-17)**

**QUESTION:**

Critically reflect on your learning about your personal aptitude for change management and the implications of this for your future career plans. (1500 words)

**Assessment Criteria**

Tutors will mark the essay based on the following assessment criteria:

* Knowledge and understanding of relevant theories (T)

1. Analysis linking theory and practice (A)
2. Critical evaluation and coherent argument (C)

**Guidance**

1. Alongside the first 6 Study Units, you have been encouraged to build your own Learning Portfolio. This is a resource that you can reference closely to provide portfolio evidence in this Summary Essay.
2. Illustrate your reflections with examples of change management from your own experience. Remember that for a reflective summary of this kind, your learning starts with you and your experience.
3. It is also essential that you work with relevant theories to support your self-insight. Use a range of relevant theories and perspectives to develop your arguments (for guidance see Blackboard, lecture/seminar materials and readings for Study Units 1-6, core text, module handbook).
4. Maintain a focus on answering the question throughout
5. Use the detailed assessment criteria given in the marking scheme to guide you on the standard of work expected, and how you construct your answer

**T** = relevant theories and models are selected

**A** = Discuss in detail. Detailed aspects of theories and models with detailed evidence of why and how these apply to the examples from your experience; based on this develop the discussion of the implications for your future

**C** = Demonstrate critical thinking for example by:

* Develop a line, or lines, of reasoning or argument
* Make points that are evidenced with details from examples from your experience and discussing relevant aspects of your chosen theories/
* Question the applicability and usefulness of what you have read
* Use a wide range of theories
* Compare and contrast the relevance of your chosen theories/ models
* Comment on the limits and relevance of different theories and models

1. Do not spend your word count ‘describing’ theories and models or ‘describing’ in too much detail your experiences. Description should be kept to a minimum the emphasis should be on discussion, analysis and argument.
2. Do use the full word count
3. Do use Harvard Referencing
4. Do make sure you submit your own work and do not plagiarise from other sources or students as we do use Safe Assign software

**Format of Written Work & Word Count**

1. 1500 words.. Writing beyond this maximum limit will not be read or marked
2. Word count **includes** everything in the main body of the essay (including headings, tables, citations, quotes, lists, acronyms and numbers expressed as digits or in words. etc.)
3. The reference/ bibliography pages and any Appendix at the end are **excluded** from the word count.
4. Appendices are not expected, if you do decide to use appendices remember these will **NOT** **be marked.** The marker may or may not refer to the Appendices: do not depend upon material contained in Appendices to develop the discussion in the main body of your essay.

# Submission details

Please note that the submission deadlines are absolute and based on UWE server time, therefore you are strongly advised to submit work well ahead of the deadline dates to avoid situations where penalties could be incurred. If penalties are imposed it will result in late work submissions being capped or not accepted for marking.

**Component B:**

**Element 1 – Learning Portfolio**

**22nd November 2016** at1.59 pm online via blackboard

Please upload your completed essay and any appendices as **ONE** word document

Please ensure you allow sufficient time to upload your script, noting that the system becomes busier and slower as the deadline approaches. Only your final upload will be counted. Ensure all your information is submitted at one attempt to avoid ‘overwriting’ your intended submission. Always check and retain your receipts.

Late submission in the 24 hours following the deadline will be accepted but the assignment mark will be capped at 40%. Submissions after 24 hours will not be accepted. For full guidance on online submission through Blackboard, see:

<http://info.uwe.ac.uk/online/Blackboard/students/guides/assignments/default.asp>

Submissions of coursework by any other method (including a paper copy, on disc, by email or by fax) are **NOT** permissible for this module unless specifically agreed in advance of the submission date.

See the module handbook for further details.

**Coursework 1 Learning Portfolio Summary Essay – Marking & Feedback Sheet 2016-17**

**Managing Organisational and Individual Change**

**Student Number: …………………………………………………………….**

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| --- |
| *Feedback From [Tutor’s FULL name and email address here] Date:* |
| **Tutors have marked your essay based on the T A C assessment criteria:**  **Tutor overall comment/ feedback**  **Main area/s of strength:**  **Two main areas for improvement:**  In addition to the above, the main ways to improve this assignment are:   |  |  | | --- | --- | | ***Other ways to improve this assignment:*** |  | | *To give your work greater credibility support your assertions with references* |  | | *Focus more closely on addressing the question.* |  | | *Link the theory to your own experiences in/with organisations/case study material* |  | | *Define the key terms* |  | | *Signpost the reader so that they know how your discussion relates to the question* |  | | *Be clear so the reader understands the point that you are making* |  | | *Improve the structure and flow of arguments* |  | | *Critically evaluate the material* |  | | *Wider reading may have enabled you to have included more critical evaluation* |  | | *Less description of theory and/or experience, more analysis and discussion* |  | | *More specific examples from practice* |  | | *Accurate and/or more consistent referencing* |  | |  |  | |  |  | |

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| Managing Organisational and Individual Change (2016 – 2017) ***Marking Criteria for CW2 Essay*** | | | |
|  | **(All 3 criteria are equally weighted)** | | |
| MARK | THEORY and LITERATURE KNOWLEDGE AND UNDERSTANDING | ANALYSIS LINKING THEORY & PRACTICE | CRITICAL EVALUATION, COHERENT ARGUMENT |
| 70+ | Demonstrates an excellent knowledge and understanding of theories and concepts used.  Shows excellent evidence of reading widely.  Extensive reference to wide range of relevant literature beyond the core text.  Referencing is exemplary. | Insightful analysis that highlights and exposes key issues.  Extensive integration of theory with practice.  Well-chosen number and quality of examples. | Excellent evidence of sound judgement, critical thinking and well supported evaluations.  Development of strong, coherent argument.  Consistently addresses the purpose of the assignment.  Adept handling of the material, well-reasoned, with a clear line of thought. |
| 60+ | Demonstrates a good knowledge and understanding of theories and concepts used.  Shows good evidence of reading.  Reference to a good range of relevant literature beyond the core text.  Referencing is consistently accurate. | Perceptive analysis that explores important issues.  Good integration of theory and practice.  Good number and quality of examples used. | Good evidence of judgement, critical thinking and support for evaluations.  Development of a coherent argument.  Addresses the purpose of the assignment.  Material is well-handled, with clear evidence of reasoning and narrative thread.  Well written with a coherent structure. |
| 50+ | Demonstrates an adequate knowledge and understanding of theories and concepts used.  Adequate evidence of reading.  Some reference to relevant literature.  Core text and essential reading only  Referencing is accurate in the main. | Reasonable analysis but in places lapses into description of practice rather than analysis.  Reasonable integration of theory and practice.  Adequate number and quality of examples. | Adequate evidence of sound judgement with some attempt at evaluation.  Has an argument but sometimes difficult to follow.  Generally addresses the purpose of the assignment.  Satisfactory handling of the material, but the reader may sometimes have to work to follow the line of thought.  Reasonable structure and written presentation |
| 40+ | Demonstrates a weak knowledge and understanding of theories and concepts used.  Limited evidence of reading.  Few references to relevant literature.  No more than core text/lecture material  Some attempt at referencing accurately. | Some analysis but tends to be descriptive of practice.  Weak linkage between theory and practice.  Weak or few examples. | Poor judgment and some unsupported assertions.  Weak argument – not developed.  Does address the purpose of the assignment in parts, but often strays off the point.  Poor handling of the material and the reader has to work to follow the line of thought.  Some structure and/ or weak written presentation |
| 37  Marginal Fail | Knowledge and understanding of theories and concepts is very weak  Little evidence of reading  Very few references to relevant literature.  Inaccurate referencing. | No analysis and is predominantly descriptive of practice.  Minimal linkage between theory and practice.  Very poor or very few examples. | Unsupported assertions and value judgments.  Little obvious argument.  Fails in large part to address the purpose of the assignment.  Handling of the material is weak, with little obvious line of thought.  No obvious structure and/ or inadequate written presentation. |
| Fail | Knowledge and understanding of relevant theories and concepts is non-existent.    No evidence of relevant reading – not even the core text,  No references to relevant literature.  No referencing. | No analysis and is void of application.  No linkage between theory and practice.  Irrelevant or no examples. | Unsupported assertions and value judgments.  No obvious argument.  Fails to address the purpose of the assignment.  Handling of material is weak, with no obvious line of thought.  Unstructured and/ or poorly written. |