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|  | <p>Central Registry Board</p> <p>Assignment Brief – Semester 1 – SeptJan22/23</p> |
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| Module Title: | Professional Development: Leading and Creating Organisational Health and Wellbeing | Assignment Title | Critical Analysis of a Case Study (100%) |
| Module Code: | 7052CRB SEPJAN22/23 | Module Leader | Susan Barnes aa8098@coventry.ac.uk |
| | | Module enquiries to: | gpd.eng@coventry.ac.uk |

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| Submission Date: | Deadline is 2 December 6.00pm (1800hrs) (UK time) | Delivery Tutors | This module is delivered asynchronously on Futurelearn via Aula. |
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Module Learning Outcomes

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| LO1: | Critically evaluate ethical and inclusive approaches to leadership, diversity and organisational wellbeing in professional practice |
| LO2: | Critically reflect on the leadership qualities for effectively managing health and wellbeing in a practice context in relation to professional development. |

PSRB Learning Outcomes

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| PSRB LO1 | Understand the principles for leading and developing people |
| PSRB LO2 | Understand leadership and development strategy |
| PSRB LO3 | Understand the impact of managing mental health and wellbeing on organisational performance |
| PSRB LO4 | Know how to develop a culture of mental health and wellbeing |

Assessment Brief:

This is an **individual** assignment based on a critical analysis of a real organisational issue. To complete this assignment, you must choose **one** of the case studies below from the choice provided on AULA and complete all 3 tasks:

Historic Coventry Trust
MalhamDale Consulting
Highways Scotland

Please note: If you use a different case study to the ones provided you will fail and receive 0% grade.

The assignment consists of a 3,500 word equivalent portfolio of **three** tasks. In order to complete this assignment, you must:

- submit a report meeting the needs of Task 1,
- submit either PowerPoint presentation or a leaflet which meets the needs of one of the 2 options identified in Task 2, and
- submit the critical personal and professional element identified in Task 3.

Your 3,500 word equivalent submission will be assessed on the following areas:

| | Maximum marks available |
|---|-------------------------|
| 1. Report critically evaluating approach to support Diversity, Health and Well-being and leadership | 40 |
| 2. Developing supporting a visual device presenting and justifying recommendations | 40 |
| 3. A critical personal and professional account | 10 |
| 4. Overall presentation and application of sources | 10 |
| Total | 100 |

Submission structure

The submission is divided into three tasks

Developing a strategy to lead health (physical and mental) and wellbeing. (1,500 words – 40% of the marks)

Task 1 – Report (1500 words – 40% of the marks)

Write a report which critically evaluates the case study company's current approach to:

- a) leadership,
- b) diversity,
- c) organisational health and wellbeing.

It is expected that appropriate models, academic sources and good practice theory will be applied and be academically rigorous to support your work. Your work must be based on CMI and Module related materials. You must include references.

Task 2 – Presentation of recommendations (1,500 words equivalent– 40% of the marks).

You must include at least **3 recommendations** stating what the leaders in the case study must do to build a culture that values health and wellbeing and diversity. These recommendations are derived from the findings in your task 1 report which related to the leadership of diversity and organisational wellbeing within the case study organisation.

You must justify each recommendation.

You can choose to present your recommendations using one of the options below:

- a) Create a 10 minute-long PowerPoint presentation plus supporting notes (1500 words)
or
- b) Create and present an information leaflet A4 size, 2 sides plus supporting notes (1500 words).

Please note: Consider your audience to be fellow employees and managers within the case study organisation; therefore, your PowerPoint presentation or leaflet must be professional in layout. You are not required to present in person.

It is expected that where appropriate, relevant CMI and module-related materials, academic sources and good practice theory will be applied and be academically rigorous to support your work. The use of such materials must be reflected in your 'supporting notes'. You must include references.

Task 3 - Personal and professional account (500 words – 10% of the marks)

Using the CMI Code of Conduct and Practice, www.managers.org.uk/code write a critical personal and professional account, answering the following question:

Which 2 leadership skills and 2 behaviours you need to develop in order to effectively manage and develop a culture of health and wellbeing in your current or future career?

Please note, this task must be about you and not the case study.

Remember:

1. This is an individual assignment. You may not work in groups, formally or informally.
2. Your assessment of the organisation's position and your recommendations **MUST** be based upon the case study interview you have selected.
3. Some wider research is beneficial, but it must not detract from your prime focus which is the case study interview and CMI and module-related models and content.
4. In your responses, you are allowed to make reasonable research-based assumptions to the case study details provided. However, the case study should not be changed or compromised in any way. If your analysis is not based on the case study interview you will lose significant marks. If you use a different case study to the ones provided you will fail and receive 0% grade
5. You need to apply a selection of the models, tools and methods that have been referred to in the module and discuss their relevance to the situation as you understand it from the case study interview.
6. You will lose significant marks by using models and theories which are not part of the Module content.
7. You will lose marks by not applying evidence to those models and theories.

Your report must:

- Include a cover sheet with your ID number (NOT YOUR NAME), your chosen employer case study and your word count.
- Be typed in Word or PowerPoint– DO NOT upload PDF versions of your work.
- Include page numbers,
- Be written in Arial font size 12,
- Be 1.5 spaced,
- Be submitted on Turnitin / Handin (as directed) by the assignment deadline. Submit tasks 1, task 2 (supporting notes only), task 3 and reference list as one word document via submission link.
- Submit Task 2 Powerpoint or leaflet and supporting notes via submission link.
- **Include the following statement on the cover sheet: The work contained in this document has been submitted by the student in partial fulfilment of the requirement of their course and award and is confirmation that this is their own work.**

Please note that cover sheet, contents page, tables/diagrams/charts, appendices and the reference list are not included in the word count. However, do not rely on appendices for information which directly supports your report - appendices are not marked. Do not rely on extensive use of tables to support your report – you are marked on the quality of your analysis, not the quantity of words.

Important University assessment rules for you to note:

1. Please submit separate electronic copy of your assignment through Turnitin / Handin as applicable. You can access the Turnitin / Handin links through the module web.
2. The electronic version of your assignment may be used to enable checks to be made using anti-plagiarism software and approved plagiarism checking websites. Your course work will be given a **zero** mark if you do not submit a copy through Turnitin where applicable which can be assessed by Turnitin.
3. All work submitted after the submission deadline without an approved valid reason (see below) will be given a mark of **zero**. (This is not the same as a non-submission, which will be graded as AB (absent)).
4. Should you submit work on time but fail the assignment, you may be offered a resit opportunity at the discretion of the PAB (Programme Assessment Board). **A resit module mark will be capped at 40%.**
5. The University wants you to do your best. However, we know that sometimes events happen which mean that you can't submit your coursework by the deadline – these events should be beyond your control and not easy to predict. If this happens, you can apply for an extension to your deadline for up to two weeks, or if you need longer, you can apply for a deferral, which takes you to the next assessment period (for example, to the resit period following the main Assessment Boards). You must apply to your Faculty Registry team **before** the deadline.

6. You will find information about the process and what is or is not considered to be an event beyond your control at: <https://share.coventry.ac.uk/students/Registry/Pages/Deferrals-andExtension.aspx>
7. If, on the final submission date, Turnitin is not working then you **must email a copy** of your work to the module leader **before** the deadline date and time. This email will provide evidence that you have completed the work on time. Once Turnitin is working again you can then submit your assignment through it for marking. Consider taking **screenshots of the problem** you encountered as supportive evidence if needed.
8. If you think that you will need an extension or deferral, please ensure that you contact the **Administrative Support person** or office linked to **your Course** to process the request. This information will normally be found in your Course Handbook. Alternatively seek advice from your Course Director or Registry team if you are unsure.

NOTE: The 7052CRB module teaching team **cannot** process or approve extension or deferral requests.
9. Students **MUST** keep a copy and/or an electronic file of their assignment.
10. There is an allowance of plus 10% of the word count limit. Marks may be deducted if you exceed the word count limit. Tables do not add to the word count, but it is not recommended that you include tables to an excessive amount. Marks are given for analysis, evidence and application of models /theories.

Plagiarism

As part of your study, you will be involved in carrying out research and using this when writing up your coursework. It is important that you correctly acknowledge someone else's writing or thoughts and that you do not attempt to pass this off as your own work. Doing so is known as plagiarism. It is not acceptable to copy from another source without acknowledging that it is someone else's writing or thinking. This includes using paraphrasing as well as direct quotations. You are expected to correctly cite and reference the works of others. The Centre for Academic Writing provides documents to help you get this right. If you are unsure, please visit www.coventry.ac.uk/caw.

Assessors can spot cases of plagiarism. Coursework must be submitted through a plagiarism detection system known as Turnitin. Copying another student's work, large sections from a book or the internet are examples of plagiarism and carry **serious consequences**. Please familiarise yourself with the APA Reference style and use it correctly to avoid a case of plagiarism or cheating being brought. If you are unsure, please refer to your tutor.

Return of Marked Work

You can expect to have moderated marks and supportive feedback presented to you as soon as possible after the exam board has taken place. If for any reason, there is a delay you will be kept informed. Marks and feedback will be provided online. As always, marks will have been internally moderated only, and will therefore be

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provisional. Your mark will be formally agreed later in the year once the external examiner has completed his/her review.

Marking and Assessment Scheme = See Attached

**7052CRB Leading and Creating Organisational Health and Wellbeing 2021_22
Semester 3
Marking Guide – Task 1**

**Developing a strategy to lead health (physical and mental) and wellbeing.
(1,500 words – 40% of the marks and 5% for referencing)**

Produce a 1,500-word report which completes task 1 below:

Write a report which critically evaluates the case study company's current approach to Leadership, diversity, health and organisational health and wellbeing.

It is expected that appropriate models, academic sources and good practice theory will be applied and be academically rigorous to support your work. Your work must be based on CMI and Module related materials

We expect that the Task 1 report which consists of 1,500 words will be structured as follows:

1. Cover sheet and contents page (See guidance on coursework brief. This does not add to the word count).
2. A brief **introduction to the case study organisation (100 words)**, based on the interview.
3. **Leadership (600 words)** An analysis of the company's approach to leadership and leadership styles as evidenced in the case study interview.
4. Health and well-being (400 words) An analysis of the company's current approach to health and well-being.
5. Diversity (400 words) An analysis of the company's current approach to diversity.
6. The last page is References – Remember to cite relevant information throughout. References do not add to the word count.

This analysis will inform the recommendations for Task 2.

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| | Marks Below 40%: Poor down to Irrelevant | Marks in the range 40–49%: Adequate | Marks in the range 50–59%: Good | Marks in the range 60–69%: Very Good | Marks 70% and above: Excellent to outstanding |
|--|--|--|---|---|---|
| OVERALL (40%) Consisting of | This work does not meet the task requirements of the assignment. The work demonstrates little or no understanding of the analysis, and little insight into the content of the module or task. At lower grades, the analysis is not grounded in the case study interview. CMI and module-related resources are not evident. | An adequate ability to meet the task requirements but perhaps only marginally, and without confidence. A great deal of further work is required, and some aspects of the analysis appear to be misunderstood. The analysis is partially grounded in the case study interview. The use of CMI and module-related resources are limited. | A commitment to meeting the task requirements set within the analysis. Task requirements are met, but not always confidently. The work may display some misunderstandings and flaws in the thought process. The analysis is partially grounded in the case study interview. The use of CMI and module-related resources is limited but still evident. | Evidence of a competent level of work. Task requirements met, but there is the suggestion that some further work could be beneficial. There is clear evidence of a desire to master the tasks defined within the analysis. The focus of the analysis is clearly grounded in the case study interview. The use of CMI and module-related resources is clear. | Articulate and generally persuasive levels of work. The task requirements are fully met and perhaps exceeded. There is clear evidence of an ability to master the tasks defined within the analysis. The focus of the analysis is clearly grounded in the case study interview. The use of CMI and module-related resources is fully evidenced. |
| Introduction (est. 100 word) | Does not adequately address the section; the introduction is minimal, non-existent, or irrelevant. | Some attempt to address the section but with significant irrelevance; the introduction may not have appropriate or relevant detail. | Generally addresses the section but with some irrelevance; the introduction may only have partly appropriate detail. | Addresses the section appropriately; the introduction has mostly appropriate detail. | Fully addresses the section throughout; the introduction has appropriate detail. |
| Leadership (est. 600 words) | Does not adequately address the section; evidence is irrelevant or absent. No evidence of leadership models/theories | Some attempt to address the section but with significant irrelevance; the analysis is undeveloped or only weakly supported. Some evidence of leadership models/theories | Generally, addresses the section but with some irrelevance; the analysis is only partly developed or supported. Some evidence of leadership models/theories with some links to case study. | Addresses the section appropriately; the analysis is mostly developed, and evidence is generally appropriate. Good evidence of leadership models/theory and links with case study. | Fully addresses the section throughout; the analysis is developed and supported with fully appropriate evidence. Excellent evidence of leadership model/theory with excellent links to case study |
| Health and Well-being (est. 400 words) | Does not adequately address the section; evidence is irrelevant or absent. No evidence of health and wellbeing strategies/ 'best practice' | Some attempt to address the section but with significant irrelevance; the analysis is undeveloped or only weakly supported. Some evidence of health and wellbeing | Generally, addresses the section but with some irrelevance; the analysis is only partly developed or supported. Some evidence of health and wellbeing strategies/'best practice | Addresses the section appropriately; the analysis is mostly developed, and evidence is generally appropriate, and are clearly linked to the case study. Good evidence of health and | The analysis is developed and supported with fully appropriate evidence and are clearly linked to the case study. Excellent evidence of health and wellbeing strategies/'best |

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| | | strategies/'best practice' | with some links to case study. | wellbeing strategies/'best practice and links with case study | practice' and links with case study. |
| Diversity (est. 400 words) | Does not adequately address the section: evidence is irrelevant or absent. No evidence of relevant legislation and 'best practice' | Some attempt to address the section but with significant irrelevance; the analysis is undeveloped or only weakly supported. Some evidence of relevant legislation and 'best practice' | Generally, addresses the section but with some irrelevance: the analysis is only partly developed or supported. Some evidence of relevant legislation and 'best practice' relating to the case study. | Addresses the section appropriately, the analysis is mostly developed, and evidence is generally appropriate, and is clearly linked to the case study. Good evidence of relevant legislation and 'best practice' relating to the case study. | Fully addresses the section throughout; the analysis is developed and supported with fully appropriate evidence, clearly linked to the case study. Excellent evidence of relevant legislation and 'best practice' with relevant links to case study |
| Plus an additional 5% for Overall presentation and application of Referencing and Citations | Sources are entirely inappropriate, or no references are given, or use of sources and referencing are completely inadequate. Little or no logical structure. Argument very unclear or unintelligible. Grasp of language inadequate for the task. | Limited use of CMI and module-related academic sources, partly inappropriate; referencing has many serious errors; quotation and paraphrase not usually distinguishable or there may be excessive quotation. Structure between and within paragraphs and sections shows significant weaknesses. Argument unclear. Quite weak control and very limited language range, with frequent errors | Use of CMI and module-related academic materials is evidenced in some sections. Referencing has many errors; quotation and paraphrase sometimes not distinguishable or there may be over-reliance on quotation. Structure between and within paragraphs and sections shows mixture of strengths and weaknesses. Argument only partly coherent. Control of | Good range of appropriate CMI and module-related academic materials, all referenced, though with a few errors; quotation and paraphrase are usually clearly distinguishable. Mostly logical structure between and within paragraphs and sections. Argument mostly coherent. Generally good control and range of language, though with a few errors not usually impeding message. | Wide range of appropriate Module-related CMI sources accurately referenced, (any errors are minor and occasional), quotation and paraphrase fully distinguishable. Fully logical structure between and within paragraphs and sections. Fully coherent argument. Excellent control and range of appropriate language; only minor errors which never |

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| | | impeding message. | language adequate, but limited in range, with errors occasionally impeding message. | | impede message. |
|--|--|-------------------|---|--|-----------------|

7052CRB Leading and creating organisational health and wellbeing 2021-22
Semester 3
Marking Guide – Task 2

Task 2 – Presentation and justification of recommendations

(40% of the marks + 5% referencing) (1,500 words equivalent)

Based upon your findings in the report in relation to the leadership of diversity and organisational well-being within the case study company in Task 1, Choose **one** of the options from 2 options listed below to present your recommendations stating what leaders in the case study must do to build a culture that values health and wellbeing and diversity.

- Create a 10 minute-long PowerPoint presentation plus supporting notes (1500 words)
or
- Create and present an information leaflet A4 size, 2 sides plus supporting notes (1500 words)

It is expected that where appropriate, relevant CMI and module-related materials, academic sources and good practice theory will be applied and be academically rigorous to support your work. The use of such materials must be reflected in your ‘supporting notes’.

We expect that task 2 presentation includes 10 professionally created PowerPoint slides which state the recommendations and justify each one. Bullet points and images/tables to emphasise points and references are expected. Each slide will include supporting notes in order to demonstrate academic content. These can be added to the PowerPoint notes section on each of the PowerPoint slides. (Please also remember to upload a word copy of your supporting notes in the submission link for tasks 1 and 3 in addition to the submission link for task 2).

Recommendations – no more than 3 recommendations linked to the company’s approaches to Leadership, Culture, Diversity, Health and Well-being including the changes required and the benefits to the organisation.

- Introductory slide – your name, student ID, course etc and name of case study
- Slide 2 - List of recommendations and brief outline of presentation
- Slides 3-4 recommendation 1 and justification
- Slides 5-6 Recommendation 2 and justification
- Slides 7-8 recommendation 3 and justification
- Slide 9 summary
- Slide 10 references

Or leaflet includes A4 sided professionally presented leaflet with supporting notes

Presenting each recommendation and justification.

(Please also remember to upload a word copy of your supporting notes in the submission link for tasks 1 and 3 in addition to the submission link for task 2).

If you choose to present your recommendations on a PowerPoint or leaflet and supporting notes, it is expected they will be a standard suitable to present to the leader in the case study.

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| | Marks Below 40% | Marks in the range 41–49% | Marks in the range 50–59% | Marks in the range 60–69% | Marks 70% and above |
|--|---|--|--|--|--|
| OVERALL (40%) Consisting of | This work does not meet the task requirements of the assignment. The work demonstrates little or no understanding of the analysis, and the recommendations provide little insight into the content of the module or task. At lower grades, the recommendations are not grounded in the case study analysis. CMI and module-related resources are not evident. | An adequate ability to meet the task requirements but perhaps only marginally, and without confidence. A great deal of further work is required, and some aspects of the analysis and recommendations appear to be misunderstood. The analysis is partially grounded in the case study. The use of CMI and module-related resources are limited. | A commitment to meeting the task requirements set within the analysis. Task requirements are met, but not always confidently. The work may display some misunderstandings and flaws in the thought process. The analysis and recommendations are partially grounded in the case study. The use of CMI and module-related resources is limited but still evident. | Evidence of a competent level of work. Task requirements met, but there is the suggestion that some further work could be beneficial. There is clear evidence of a desire to master the tasks defined within the analysis. The focus of the analysis and recommendations are clearly grounded in the case study. The use of CMI and module-related resources is clear. | Articulate and generally persuasive levels of work. The task requirements are fully met and perhaps exceeded. There is clear evidence of an ability to master the tasks defined within the analysis. The focus of the analysis is clearly grounded in the case study. The recommendations are realistic and justified. The use of CMI and module-related resources is fully evidenced. |
| Recommendations (est. 300 words) | Does not adequately address the section; the recommendations are irrelevant or absent. | Some attempt to address the section but with significant irrelevance; the recommendations are undeveloped or only weakly supported and are not justified. | Generally, addresses the section but with some irrelevance; the recommendations are only partly developed or supported, and justification is limited. | Addresses the section appropriately, the recommendations are mostly developed and justified. Evidence is generally appropriate and is clearly linked to the case study. | Fully addresses the section throughout; the recommendations are developed, justified and supported with fully appropriate evidence, and is clearly linked to the case study. |
| Quality of Work i.e. PowerPoint or leaflet | Largely incoherent and inconsistent, the work fails to reach a satisfactory standard in concept, delivery, research, planning and use of appropriate technologies within the context of the module and task. | May lack coherence and consistency. Generally, of a weak standard in concept, delivery, research, planning and use of appropriate technologies, and with significant failures in many of these areas within the context of the module and task. | Generally coherent and consistent as a set of linked resources. Of a satisfactory standard in concept, delivery, research, planning and use of appropriate technologies, but these may be under-developed or inconsistent within the context of the module and task. | Formally coherent and consistent as a set of linked resources in form and content. Of a very good or good standard in concept, delivery, research, and planning, and use of appropriate technologies within the context of the module and task. | Fully coherent and consistent as a set of linked resources. An excellent to outstanding standard in concept, delivery, research, and planning, with sophisticated use of appropriate technologies within the context of the module and task. |

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| Conceptual/narrative progression | The interlinking narrative between components is almost entirely absent with significant flaws or omissions in text, headlines, and other relevant supporting material. | The interlinking narrative between components is unclear or inconsistent, with flaws or omissions in text, headlines, and other relevant supporting material. | The interlinking narrative between components is clear and consistent, with limited flaws or omissions in text, headlines, and other relevant supporting material within the context of the module | The interlinking narrative between components is very clear and consistent, with minor flaws or omissions in text, headlines, and other relevant supporting material within the context of the module and task. | The interlinking narrative between components is very clear and consistent, with no flaws or omissions in text, headlines, and other relevant supporting material within the context of the module and the task. |
| Critical awareness (Supporting Notes) | No or very limited understanding of relevant topics ie health and wellbeing, diversity and leadership, and the academic background to these topics. Definitions and models are entirely absent. The student is unable to identify how the ideas presented were developed. Recommendations not relevant or justified. No link to case study. | Limited understanding of relevant topics ie health and wellbeing, diversity and leadership and the academic background to these topics. Definitions and models are largely absent. The student is unable to clearly identify how the ideas presented were developed. Recommendations vague and unjustified. Not relevant to case study. | Some understanding of relevant topics ie health and wellbeing, diversity and leadership, and the academic background to these topics. Definitions and models are present. The student is able to identify how the ideas presented were developed but without confidence. Some recommendations with some justification and some relevance to the case study. | An understanding of relevant topics ie health and wellbeing, diversity and leadership, and the academic background to these topics is evidenced. Definitions and models are present. The student is able to identify how the ideas presented were developed within the context of the module and the task. Good relevant recommendations with good justification and relevant to the case study. | A clear understanding of relevant topics ie health and wellbeing, diversity and leadership and the academic background to these topics is evidenced. Definitions and models are present throughout. The student is able to clearly identify how the ideas presented were developed, within the context of the module and the task. Excellent recommendations, clearly justified and relevance to the case study. |
| Plus, an additional 5% Referencing and Citations in Supporting notes and where applicable, in the main content. | Sources are entirely inappropriate, or no references are given, or use of sources and referencing are completely inadequate. CMI and module related academic materials are not referenced. Little or no logical structure. Argument very unclear or unintelligible. | Limited range of sources, partly inappropriate; referencing has many serious errors. Use of CMI and module-related academic materials is limited. Quite weak control and very limited language range. | Use of CMI and module-related academic materials is evidenced in some sections. Referencing has many errors. Control of language adequate. | Good range of appropriate sources, all referenced, though with a few errors; quotation and paraphrase are usually clearly distinguishable. Use of CMI and module-related academic materials are generally evidenced. Generally good control and range of language. | Wide range of appropriate sources accurately referenced, (any errors are minor and occasional), Relevant Module-related CMI materials are used throughout. Excellent control and range of appropriate language. |

7052CRB Leading and creating organisational health and wellbeing 2021-22
Semester 3
Marking Guide – Task 3

Task 3 Personal and professional account

(10% of the marks – 500 words)

We expect this account to cover:

- 1 Identify 2 leadership skills you want to develop for your current or future career
- 2 Identify 2 leadership behaviours you want to develop for your current or future career
- 3 Use the CMI code of conduct to match your chosen skills and behaviours
- 4 Include a critical account of how and why you have identified these skills and behaviours and how you have matched them the key areas on the CMI code of conduct.
- 5 Ensure your critical account includes how these skills and behaviours will help you as a leader to manage and develop a culture of health and wellbeing.

Please note this is not a reflective activity.

7052CRB Task 3 – Critical Reflective personal and professional account – Marking Guide

| Criterion\Level | Below 30% | 30 - 39% | 40 - 49% | 50 - 59% | 60 - 69% | 70% + |
|----------------------|---|--|--|---|---|---|
| Overall (10%) | The reflective account is irrelevant to student and/or course learning goals. The reflective account relates to the case study. | Most of the reflective account is irrelevant to student and/or course learning goals. | Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader. | The learning experience being reflected upon is largely relevant and meaningful to student and course learning goals. | The learning experience being reflected upon is relevant and meaningful to student and course learning goals. | The learning experience being reflected upon is relevant and meaningful and well substantiated to student and course learning goals. |
| Clarity | Language is unclear and confusing throughout. Concepts are not discussed. | Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. | There are frequent lapses in clarity and accuracy. There is a limited attempt to explain abstract concepts with some accuracy. Explanation of concepts makes little to an uninformed reader. | Minor, infrequent lapses in clarity and accuracy. There is some attempt to explain abstract concepts with some accuracy. Explanation of concepts makes limited sense to an uninformed reader. | Minor, infrequent lapses in clarity and accuracy. Abstract concepts are explained with some accuracy. Explanation of concepts makes some sense to an uninformed reader. | The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader. |

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| Leadership Skills and behaviours | Skills and behaviours have not been identified. There is no analysis or evidence of the skills gap between current and required skills and behaviours. | There is no analysis or evidence of the skills gap between current and required skills and behaviours. The student has not mentioned why these skills and behaviours have been selected. | There is limited analysis or evidence of the skills gap between current and required skills and behaviours. The student has mentioned why these skills and behaviours have been selected. | The student has analysed or evidenced the skills gap between current and required skills and behaviours. The student has suggested why these skills and behaviours have been selected. | The student has analysed and evidenced the skills gap between current and required skills and behaviours. The student has justified why these skills and behaviours have been selected. | The student has clearly analysed and evidenced the skills gap between current and required skills and behaviours. The student has clearly justified why these skills and behaviours have been selected. |
| CMI code of conduct and practice | CMI code of conduct has not been used. There is no relevant content presented. | The student has not used the CMI code of conduct to develop skills and behaviours nor has applied them to their own current or future professional career as a leader. | The student has used the CMI code of conduct to develop limited skills and behaviours identified and has made some reference to applying them to their own current or future professional career as a leader | The student has clearly identified 2 skills and 2 behaviours they want to develop and made some attempt at linking them to the CMI code of conduct and attempt to elaborate how they would apply each to their own current or future professional career as a leader | The student has clearly stated 2 skills and 2 behaviours they want to develop and made relevant links to the CMI code of conduct and clearly elaborated how they would apply each to their own current or future professional career as a leader | The student has identified and justified 2 skills and 2 behaviours they want to develop to effectively manage health and wellbeing and made direct links to the CMI code of conduct and critically evaluated how they would apply each to their own current or future professional career as leader. |

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