

BSM260 personal, professional, and academic skills. Main Diet.

Academic Year	2022-2023
Semester	1
Module Number	BSM260
Module Title	Personal, Professional and Academic Skills.
Assessment Method	Coursework.
Deadline (time and date)	12th of December at 13.00 hours GMT.
Submission	Assessment Dropbox in the Module Study Area in CampusMoodle.
Word Limit (see Assessment Word Limit Statement)	Part 1. Annotated bibliography. 2000 words. Part 2. E-portfolio. Personal development reflection 200 words. E-portfolio extract and critical reflection. 1600 words.
Module Co-ordinator	Dr Carol Air

What knowledge and/or skills will I develop by undertaking the assessment?

This assessment aims to encourage students to become independent learners through enhancing personal, professional, and academic skills.

The assessment includes a requirement to select and analyse two journals in your own field and this will allow you to demonstrate academic reading skills and an ability to distil relevant information. By comparing both articles you will demonstrate in-depth critical thinking as you consider how to compare, and what elements to highlight.

Continuing Professional Development (CPD) and entrepreneurial thinking are key to becoming future literate and adaptable in the modern world of work and the e-portfolio you will require to prepare over the course of the semester will provide evidence of the work you have already done to support this. In selecting artefacts that evidence the four noted competences in the assignment brief, you will demonstrate understanding of the relevance of the module content to your own development. You will then go on to critically reflect on how well the chosen artefacts support learning and development in the context of your future career aspirations.

What knowledge and/or skills will I develop by undertaking the assessment?

You will also demonstrate an ability to select and apply appropriate theories and models in an academic context.

On successful completion of the assessment students will be able to achieve the following Learning Outcomes:

1. To manage more effectively in the context of professional and educational environments.
2. Demonstrate competence in lifelong learning skills and development planning.
3. Demonstrate competence in post-graduate study.
4. Critically analyse and discuss existing literature relevant to the professional area.
5. Compare and contrast the relative merits of different research methods and their relevance to different situations.

Please also refer to the Module Descriptor, available from the module Moodle study area.

What is expected of me in this assessment?

There is one assessment worth 100% of the overall grade for BSM260. The assessment has two parts of 50% weighting each. You must complete both parts to fulfil the requirements of the module.

Part 1.

Annotated bibliography (50% weighting)

You are required to critique two articles on your selected theme. Consider your own course subject and select two journal articles on **one** of the taught themes from the following list. For example, if you are studying MSc Project Management, you might select two articles on Wellbeing at work in a project context.

- Learning in an organisational context.
- Wellbeing in the workplace.
- Collaborative improvement approaches in the workplace.
- The role of personal development in your professional field of study.

What is an Annotated Bibliography? Here is a brief reminder.

An annotated bibliography is a written account of personal research that has been conducted on a certain topic. It is a selection of sources (journal articles, books, websites etc.) that have been

What is expected of me in this assessment?

summarised and critically evaluated to highlight specific information that is key to the research. Key is that it includes an explanation of its relevance to the topic.

For the purposes of this assignment, you should choose two peer reviewed journal articles that present **different arguments**. You should produce an analysis of around **650 words for each article**. With the remaining **700 words**, please compare both articles, concluding with development of your own, logically informed evaluation.

We recommend that you use one of the **literature data collection forms from teaching week 6** to capture key information before you write up your work. **DO NOT** submit the completed form, instead, please use the data collected to produce an integrated, academic analysis.

Please note that while you are distilling information from, and comparing two journals, this is an academic work and should be supported with additional secondary sources where appropriate.

To complete part 1, relevant material can be found in teaching weeks 4, 5 and 6.

Part 2.

Development opportunity reflection. E-portfolio extract and critical reflection (50% weighting)

For the first element of part 2, you will upload the Where Am I Now analysis (WAIN) completed in **week 2**. You will then consider the ratings and supporting evidence you recorded in the template and produce a 200-word critical reflection on a key development opportunity arising from the WAIN analysis. **Please submit your completed WAIN analysis then your 200-word reflection.**

The second element of part 2 is about demonstrating how the artefacts you have collated in the e-portfolio you have prepared over the course of the semester support personal development of a range of competencies.

Please select artefacts from your **e-portfolio** that demonstrate development of each the following competencies.

1. Creativity.
2. Critical thinking.
3. Intrapersonal and collaboration.
4. Problem solving.

What is expected of me in this assessment?

You should submit **one** artefact for each competency and critically evaluate how they evidence personal development for the benefit of your career aspirations. For example, you might have applied the service design framework from teaching week 7 and uploaded the output as an artefact, then used it to support “creativity” as a competence, or you might critique the learning styles report you completed in the pause and reflect week to support critical thinking. **1600 words in total, (400 words of critical reflection for each artefact).**

For the third element of part 2, please include the URL link to your e-portfolio at the end of your work but **before** the reference section. This will allow the assessment markers to view the contents of your e-portfolio.

While critical reflection is written from a personal perspective, please note that this is an academic work and should be supported with relevant theories and models where applicable.

To complete week 2, relevant material can be found in teaching weeks, 1,2,3,7 and 8.

Please see the marking rubric for details of the weighting for each assessed element.

Recommended format

Title page

This is a one-page front cover. It should include your name, matriculation number and the title of your work. Please include your course of study, the module name and code as well as the final word count for each of the assessment elements. Lastly, please include the date of submission.

Annotated bibliography

Both sources should be headed using their references in RGU referencing style. Each source for the bibliography should be approximately 650 words long, with the remaining 700 words used to compare your selected articles.

CPD e-portfolio extract and evidence.

What is expected of me in this assessment?

The Where Am I Now analysis and selected artefacts should be placed in the main body of work as part of your report. **Do not append them.** There is no word count for the WAIN analysis as it was completed as a class task in **week 2**.

The CPD e-portfolio artefacts and supporting reflection are expected to demonstrate an ability to link the artefacts to your personal development. There is no word count for the artefacts from your e-portfolio as these will be extracted from pre-existing work.

CPD portfolio reflection on competencies.

All critical reflection should be written in the first person, "I". It is essential that you integrate relevant theories and models and support your writing with literature where appropriate. The reflection is 1600 words, 400 words per artefact.

Reference section.

A detailed reference section should be included. This should list all sources cited through parts 1 and 2. Style should conform to RGU Harvard referencing conventions.

Total word count for this assignment is 3800 words

Annotated bibliography. 2000 words.

Development opportunity reflection. 200 words.

Critical reflection on CPD artefacts. 1600 words.

Please refer to the words limit statement in Assessment Information section of the module Moodle page for details about what is and isn't included in the word count for this assignment.

How will I be graded?

A grade will be provided for each criterion on the feedback grid which is specific to the assessment.

A

At least 50% of the feedback grid to be at Grade A, at least 75% of the feedback grid to be at Grade B or better, and normally 100% of the feedback grid to be at Grade C or better.

How will I be graded?	
B	At least 50% of the feedback grid to be at Grade B or better, at least 75% of the feedback grid to be at Grade C or better, and normally 100% of the feedback grid to be at Grade D or better.
C	At least 50% of the feedback grid to be at Grade C or better, and at least 75% of the feedback grid to be at Grade D or better.
D	At least 50% of the feedback grid to be at Grade D or better, and at least 75% of the feedback grid to be at Grade E or better.
E	At least 50% of the feedback grid to be at Grade E or better.
F	Failing to achieve at least 50% of the feedback grid to be at Grade E or better.
NS	Non-submission.

Feedback grid BSM260: PERSONAL, PROFESSIONAL & ACADEMIC SKILLS

GRADE	A	B	C	D	E	F
DEFINITION / CRITERIA (WEIGHTING)	EXCELLENT Outstanding Performance	COMMENDABLE/VERY GOOD Meritorious Performance	GOOD Highly Competent Performance	SATISFACTORY Competent Performance	BORDERLINE FAIL	UNSATISFACTORY Fail
DEMONSTRATING KNOWLEDGE & UNDERSTANDING (15%) Grade: <input type="checkbox"/>	Confidently demonstrates knowledge and understanding of an extensive range of principles, theories and models, and applies them effectively and comprehensively in a practical/professional context.	Demonstrates knowledge and understanding of a good range of principles, theories and models and applies them effectively in a practical/professional context	Demonstrates knowledge and understanding of a reasonable range of principles, theories and models and applies them reasonably well in a practical/professional context	Demonstrates knowledge and understanding of a limited range of principles, theories and models and makes some attempt to apply them in a practical/professional context	Little evidence of appropriate knowledge of principles, theories and models. Little evidence of practical/professional application	Lack of knowledge of principles, theories and models, with no evidence of their practical/professional application
ANNOTATED BIBLIOGRAPHY ANALYSIS & EVALUATION (25%) Grade: <input type="checkbox"/>	Critical thought, evaluation and/or analysis are rigorous, coherent, appropriate and in depth. Evidence of application of a relevant framework.	Clear evidence of critical thought, evaluation and/or analysis but could be in more depth	Reasonable evidence of critical thought, evaluation and /or analysis but could be in much more depth	Limited attempt at critical thought, evaluation and/or analysis and very limited depth	Little attempt at critical thought, evaluation and/or analysis. Superficial answer	No attempt at critical thought, evaluation and/or analysis
ANNOTATED BIBLIOGRAPHY SELECTION OF SOURCES (10%) Grade: <input type="checkbox"/>	Sources selected are recent, relevant, of high quality and reflect exceptional understanding and insight.	Sources selected are recent, of appropriate quality and relevance, and have been applied effectively.	Sources selected are appropriate but could have been more up to date. Could have been applied in a more concise manner.	Sources selected have limited relevance, indifferent quality, could have been more up to date and more concisely applied.	Inappropriate or insufficient selection of sources, which lacks the quality to facilitate critical evaluation.	Source selections are irrelevant, incorrect, or non-existent.
CPD E-PORTFOLIO EXTRACT, 	The Where Am I Now analysis was completed to a	The Where Am I Now analysis was completed to a high	The Where Am I Now analysis was completed, and the 200-	The Where Am I Now analysis was incomplete, and the 200-	The Where Am I Now analysis was incomplete, and the 200-	

GRADE	A	B	C	D	E	F
DEFINITION / CRITERIA (WEIGHTING)	EXCELLENT Outstanding Performance	COMMENDABLE/VERY GOOD Meritorious Performance	GOOD Highly Competent Performance	SATISFACTORY Competent Performance	BORDERLINE FAIL	UNSATISFACTORY Fail
(15%) Grade: <input type="text"/>	very high standard and the 200-word statement reflects a development opportunity identified in the analysis. The four artefacts are very well presented and are clearly aligned to the four competencies listed in the brief.	standard and the 200-word statement reflects an opportunity identified in the analysis. The four artefacts are well presented and are aligned to the four competencies listed in the brief.	word statement reflects an opportunity identified in the analysis. The four artefacts are well presented and are aligned to the four competencies listed in the brief in the main. More needed to be done to explain their relevance.	word statement could have better reflected a development opportunity identified in the analysis. The four artefacts are not clearly aligned to the four competencies listed in the brief. Much more needed to be done to explain their relevance.	word statement does not reflect a development opportunity identified in the analysis. There are fewer than four artefacts included, and they are not clearly aligned to the four competencies listed in the brief. Much more needed to be done to explain their relevance.	The Where Am I Now analysis was missing and / or the artefacts were not included.
CPD E-PORTFOLIO CRITICAL REFLECTION (25%) Grade: <input type="text"/>	An excellent level of critical reflection achieved throughout. The relevance of developing a CPD portfolio was communicated to a high standard and in detail. Excellent support from the literature.	A very good level of critical reflection was achieved throughout. The relevance of developing a CPD portfolio was communicated to a high standard for the most part. Very good support from the literature.	A good level of reflection was achieved but needed a more critical perspective overall. The relevance of developing a CPD portfolio needed to be expressed in more detail. Good support from the literature but many gaps.	A clear attempt to critically reflect on evidence in places but a more critical perspective was needed overall. The relevance of developing a CPD portfolio needed to be expressed in more detail. Very little support from the literature.	Very little of critical reflection was achieved, with no evidence of application of a relevant reflective framework. The relevance of developing a CPD portfolio needed to be expressed in more detail. Very little or no support from the literature.	Evidence of misunderstanding of the brief, or no evidence of critical reflection. Little attempt to discuss the relevance of developing a CPD portfolio.
E-PORTFOLIO (10%) Grade: <input type="text"/>	An excellent e-portfolio. Artefacts are relevant to personal, professional and academic development with evidence of high-quality reflective content. The e-portfolio is well organised and utilizes the functionality of the software well.	A very good e-portfolio. Artefacts are relevant to personal, professional and academic development with evidence of a high standard of reflective content. The e-portfolio is well-organised and utilizes the functionality of the software well.	A good e-portfolio. Artefacts are limited in number and could have been more meaningfully linked to personal, professional and academic development. There is some good reflective content in places. The e-portfolio could be better organised, and the software better used to support it.	A satisfactory e-portfolio. Artefacts are limited in number to those required by the assessment. There is very limited, or no reflective content. The e-portfolio is poorly organised and the software underutilized.	An unsatisfactory e-portfolio. There are too few artefacts recorded to fulfil the requirements of the task. Very little evidence of organisation or understanding of the software.	The e-portfolio is missing.

Coursework received late, without valid reason, will be regarded as a non-submission (NS) and one of your assessment opportunities will be lost.



What else is important to my assessment?

What is plagiarism?

“Plagiarism is the practice of presenting the thoughts, writings or other output of another or others as original, without acknowledgement of their source(s) at the point of their use in the student’s work. All materials including text, data, diagrams or other illustrations used to support a piece of work, whether from a printed publication or from electronic media, should be appropriately identified and referenced and should not normally be copied directly unless as an acknowledged quotation. Text, opinions or ideas translated into the words of the individual student should in all cases acknowledge the original source” ([RGU 2022](#)).

What is collusion?

“Collusion is defined as two or more people working together with the intention of deceiving another. Within the academic environment this can occur when students work with others on an assignment, or part of an assignment, that is intended to be completed separately” ([RGU 2022](#)).

For further information please see [Academic Integrity](#).

What is the Assessment Word Limit Statement?

It is important that you adhere to the Word Limit specified above. The Assessment Word Limit Statement lists what is included and excluded from the word count, along with the penalty for exceeding the upper limit.

What if I’m unable to submit?

- The University operates a [Fit to Sit Policy](#) which means that if you undertake an assessment then you are declaring yourself well enough to do so.
- If you require an extension, you should complete and submit a [Coursework Extension Form](#). This form is available on the RGU [Student and Applicant Forms](#) page.
- Further support is available from your Course Leader.

What additional support is available?

- [RGU Study Skills](#) provide advice and guidance on academic writing, study skills, maths and statistics and basic IT.
- [RGU Library guidance on referencing and citing](#).
- [The Inclusion Centre: Disability & Dyslexia](#).
- Your Module Coordinator, Course Leader and designated Personal Tutor can also provide support.

What else is important to my assessment?

What are the University rules on assessment?

The University Regulation '[A4: Assessment and Recommendations of Assessment Boards](#)' sets out important information about assessment and how it is conducted across the University.