



MODULE HANDBOOK

BUSI 1667
Scholarship in Business

2022-23

Contents

Welcome message from your Module Leader	2
Key contacts.....	3
Enquiry-Based Learning and Research-Led Teaching	4
Module details and learning outcomes	5
Employability	6
Key Dates.....	7
Schedule of teaching and learning activities.....	8
Assessment.....	8
Resit assessments	10
Reading recommendations	11
Ethical Compliance for Research on Taught Courses	13
Additional module information.....	13
Changes to the module	14
Other Details	14

Welcome message from your Module Leader

Congratulations on successfully joining the Executive MBA programme at the University of Greenwich! This is a wonderful opportunity to build on your professional experience and learn about the most important concepts that underpin the business world.

BUSI 1667 Scholarship in Business provides skills fundamental to achieving competence in the other modules of the master's programmes in management. The module comprises two scholarship streams and these are used to structure the morning and afternoon sessions: the academic techniques of **Research Methods** and the applied approaches of **Business Analysis**. The teaching team members are dedicated to one stream or the other according to their specialist knowledge.

As a result, the module brings the academic skills development qualities to the table together with the personal/professional development. In combination with the theoretical and practical elements of other modules it completes the holistic approach to the MBA programme. It is an intense twelve-week module but one which should prove both stimulating and challenging.

The module curriculum is a varied one involving research, student group presentations and online discussions. Your active participation is expected and you should not feel inhibited from making lively contributions. Most of all, this is a chance for you to embrace a new way of thinking and gain a wider perspective on the business world. You may find that in the process you may have to put your own cherished ideas to one side and reinterpret your previous experience. This is all part of the learning process and one that you will carry with you when your return to the dynamic business environment.

Your learning will be supported by a broad range of resources, all available in the Moodle site for the module. The site has been structured so that each scholarship stream is readily identifiable by its own folder containing the relevant material for the session. There is no requirement for you to buy any additional materials but you might like to know that the module is aligned with the core textbook, *Managing Global Business*, authored by a member of the team. If you do want to purchase a copy it is available at the university bookshop, John Smith's, for a price guaranteed to be lower than Amazon. The library also has copies.

This module will challenge you to better yourself so if you are fully engaged it should prove to be highly satisfying and enjoyable.

As a team we wish you all the best.

Michael Wynn-Williams, Business Analysis specialist

Dotun Adebajo, Module Leader and Research Methods specialist

This handbook provides essential information about this module including the aims and learning outcomes, the schedule of teaching and learning activities, assessment tasks, reading recommendations and, if applicable, any additional resources that you will need. Please read it at the start of term so you are aware of key details and important dates.

Key contacts

The list below provides contact details of the module team.

Name and photograph
Module Leader: Professor Dotun Adebajo Location: QA 303 Email: ad48@gre.ac.uk Tel: 020 8331 7924 Office hours: By appointment
Module Tutor: Dr Michael Wynn-Williams Location: QM 163 Email: wm97@gre.ac.uk Tel: 020 8331 8920 Office hours: By appointment
Department Administrator: Mrs Sonia Joshi Location: QA 306 Email: S.Y.Mankad@greenwich.ac.uk Tel: 0208 331 8815

Programme Administration Team

Student Helpdesk

The Student Experience Officers are situated at the Student Helpdesk and are here to help you throughout your journey at the University. The Helpdesk provides support with general enquiries and signposting you to the relevant team.

The student helpdesk can be found in the Queen Mary building on the second floor QM240.

The contact for general queries is provided below.

Student Helpdesk (General queries)	businessschool@gre.ac.uk
Contact number	020 8331 9712 / 8341

The Welcome Page (linked below) contains information to get you started on your University Journey.

<https://www.gre.ac.uk/welcome/inductions/business>

We encourage you to enrol on our Student Moodle Page (linked below) where you can access information including:

- Useful Contacts
- Timetable links
- Wellbeing guidance
- Instructions on navigating the Portal
- Introduction to our Programme Administration Team

<https://moodlecurrent.gre.ac.uk/>

Important: To access the Moodle Page, you will need to self-enrol yourself via the above link.

Programme Administrators

The Programme Administrators can support you with programme specific queries (such as missing/ incorrect grades on your profile, accessing submission links, resit enquiries).

The contact for Programme Administrative queries is provided below.

Programme Administrators (Administrative queries)	GBS-StudentSupport@gre.ac.uk
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Enquiry-Based Learning and Research-Led Teaching

Enquiry-Based Learning (EBL)

Defined as ‘an approach based on self-directed enquiry or investigation in which the student is actively engaged in the process of enquiry facilitated by a teacher. EBL uses real life scenarios (*for example, from case studies, company visits, and project work*) and students investigate topics of relevance that foster the skills of experimental design, data collection, critical analysis and problem-solving’. During sessions you will be assigned to tasks which will require you to engage in research either individually or in groups

Research-Led Teaching (RLT)

An element of Enquiry Based Learning links to RLT, which involves faculty introducing students to their own research where it is relevant to the curriculum being taught as well as drawing on their own knowledge of research developments in the field, introducing them to the work of other researchers. RLT sees students as active participants in the research process, not just as an audience. This is achieved by discussing such developments in lectures and classes, and setting reading lists including recent research publications at the frontier of the field. The definition of a diverse assessment regime at the programme level (incorporating an expectation of familiarity with, and use of, such publications in assignments) and the inclusion of projects at every level of the programme is also fundamental to achieving these objectives. . As befits a course concerned with the business environment the latest developments will be incorporated into the learning materials.

Module details and learning outcomes

Host Faculty: Faculty of Business
Host School: School of Management
Number of Credits: 30
Term(s) of delivery: 1
Site(s) of delivery: Maritime

Aims:

Using a problem-based learning approach, and contextualised towards research and analysis of the Business Environment and International Business Context, this course develops students' abilities of academic practice and research in business and management. It also provides the foundation of academic skills required for success on the other courses in this programme. The context in which organisations exist today is increasingly international as the process of globalisation continues albeit with factors vying to reduce its spread. Managers are required to be sensitive to a range of different social, political and economic systems as well as the technological and ecological factors that make up the complex environment in which they operate. Meeting the challenge of change is essential if managers and their organisations are to operate effectively in such a diverse and dynamic environment. This course ensures that participants can analyse trends and changes in the business environment and have the necessary tools to interpret and exploit change.

Learning Outcomes:

On successful completion of this course a student will be able to:

1 Distinguish between, and critically evaluate the arguments relating to the relationship between, different political, social and economic systems and make accurate predictions of the nature of political and economic risk involved in business organisations operating within different nations.

2 Explain how governments seek to influence their domestic economies and the implications that this might have for business organisation and analyse the process of globalisation in terms of its scope, form and geographical range, drawing out the implications for business organisation, the alternative theories of international trade and the role of the IMF, the World Bank, and WTO in the process of internationalisation and their implications for government trade policy.

3 Use a variety of approaches, frameworks and tools for analysing, interpreting and making judgement about the key political, legal, economic, social, technological and environmental factors and trends affecting specific industries or sectors. Use technology effectively to access and manage multiple channels of information, knowledge, and learning resources (i.e., academic, professional) Utilise Excel to carry out basic statistical calculations to interpret business information (descriptive statistics, correlation, regression and trend

analysis).

4 Write in a clear and logical academic style applying critical thinking skills and utilising appropriate referencing formats (i.e. Harvard).

5 Describe the philosophical and methodological basis of key approaches to academically sound business research and apply a wide range of research methods (qualitative and quantitative) as appropriate to specific business questions, goals and/or objectives.

6 Utilise a framework for developing proposals to conduct research into business and management issues through research design, data collection, analysis and synthesis

Glossary:

A learning outcome is a subject-specific statement that defines the learning to be achieved through completing this module.

Employability

As the course progresses the range of skills that you will gain will significantly enhance your employability:

Descriptors:

a. Cognitive Skills

Opportunity for solving problems independently. Opportunity to make sensible assumptions in real life scenarios. Reflection on skills gained and the impact of the proposed solution.

b. Generic Competencies

Group work – set goals including influencing, planning, questioning, listening, persuading, interpersonal sensitivity. Group work tasks should include an element of reflection on how the task was managed and how the group worked together. Include presentations at all levels – note that this could be short presentations in personal tutorial groups.

Substantial written element emphasising clear formatting, spelling and grammar within a clear, well-reasoned narrative.

c. Personal Capabilities

Encourage actual applications in line with plan (including graduate job and further study).

Offer extra-curricular opportunities such as careers events, outside speakers, entrepreneurship, team-building exercises, further group work or group competitions.

d. Technical Ability

Introduce an extra niche technology or more advanced skills (practical and/or technology-based) in previous applications. Further reflection on the value of these skills for the appropriate subject/discipline.

e. Organisational Awareness

Where professional body requirements permit there should be opportunities for research into current trends and understanding how sectors are linked.

f. Practical and Professional Elements

Reflect on own job-readiness regarding professionalism and skills obtained. Evaluation of work experience/placement etc – what skills, and competencies were gained?

g. Developing Professional Online Identity

Encourage an established professional online identity on LinkedIn through relevant posting and contributing to professional discussion on groups. Awareness of the benefit of actively seeking out new connections including UoG alumni in relevant geographical or sector specific areas.

The course is intended to draw on the experience of the students in order to blend business theory with practical management applications. For every theory there will be a case study that puts it to the test, revealing weaknesses and indicating to where improvements in the theory can be made. These case studies will be presented for discussion during all the sessions; your active participation is invited and expected.

You can find out more about the Greenwich Employability Passport at:

[Greenwich Employability Passport for students](#)

Information about the Career Centre is available at: [Employability and Careers | University of Greenwich](#)

Key Dates

2022/23 Term Dates

Please note that dates may differ depending on when you start your programme of study, and where you are studying. Please refer to <https://docs.gre.ac.uk/rep/sas/term-dates> for full details, and details of University closure dates.

Welcome Week	12 th September 2022	2 nd September 2022
Term 1	26 th September 2022	16 th December 2022
Examination Period	9 th January 2023	13 th January 2023
Term 2	16 th January 2023	6 th April 2023
Examination Period	2 nd May 2023	19 th May 2023
Resit Examination Period	17 th July 2023	28 th July 2023

Schedule of teaching and learning activities

Week Commencing	University Week	Time	Activity
12/09/2022	1		Programme Induction
26/09/2022	2	AM	Research: Critical Reasoning and Academic Reading/Writing
		PM	Research: Critical Reasoning and Academic Reading/Writing
03/10/2022	3	AM	Research: Scholarship Exercises and Referencing
		PM	Research: Scholarship Exercises and Referencing
10/10/2022	4	AM	Research: Introduction to Research
		PM	Business: Frameworks for Business
17/10/2022	5	AM	Research: Literature Review Exercises
		PM	Business: Issues in Business
24/10/2022	6	AM	Research: Qualitative Research Methods
		PM	Business: Business Environmental Macro Analysis
31/10/2022	7	AM	Research: Quantitative Research Methods
		PM	Business: Culture Macro Analysis and Presentation Skills
07/11/2022	8	AM	Research: Online Research Methods I
		PM	Business: Emerging Economy Macro Analysis
14/11/2022	9	AM	Research: Online Research Methods II
		PM	Business: Technology and Market Micro Analysis
21/11/2022	10	AM	Research: Research Proposal/1-to-1 Sessions
		PM	Business: Industry Report Preparation
28/11/2022	11	AM	Research: Research Proposal/1-to-1 Sessions
		PM	Business: Industry Report Preparation
05/12/2022	12	AM	Research: Online Presentation and Peer Review
		PM	Business: Industry Report Preparation
12/12/2022	13	AM	Business: Open Session
		PM	Business: Open Session

In addition to the teaching and learning activities within the module, additional study support can be seen at: [Academic Skills](#)

Assessment

First sit assessments	Deadline or exam period	Weighting out of 100%*	Maximum length	Marking type	Learning outcomes mapped to this assessment.
<i>Industry Analysis Report</i>	<i>16.01.23 at 23:30PM,</i>	<i>100 %</i>	<i>3000 words</i>	<i>Numerical</i>	<i>1,3</i>
<i>Research Proposal</i>	<i>03.02.23 at 23.30PM</i>	<i>0 %</i>	<i>3000 words</i>	<i>Pass/fail</i>	<i>4,5,6</i>

*The weighting refers to the proportion of the overall module result that each assessment task accounts for.

Your assessment brief:

The summit of achievement for this module will be the industry report. The twin learning streams of research methods and business analysis will prepare you for this in manageable steps, including presentations and group work. Group work is vital for building up your knowledge but the submitted assignment should be yours and yours alone. You should be diligent in researching good quality information sources and meticulous in your referencing.

The ultimate purpose of your report will be an analysis of an industry case study of your own choosing. The case study can be an entire industry or an organisation within it, such as a single corporation. However, before you get to that point, you need to research the academic literature on the subject and gain an understanding of the perspectives being taken on the emergent issues. You will then be able to conduct a structured analysis of the chosen case and its context. The literature will enable you to put together frameworks for your analysis. These analytical frameworks may be in the form of defined theories, algorithms, policy documents or established research.

The report comprises six substantive sections where you will make your argument, followed by a seventh section listing the references. There is a recommended 3,000 word length which is a guide to the study commitment. Your grade will not be penalised for overshooting or undershooting this target but you should be aware that if you are well below the target your argument may lack detail, and if you are far in excess of the target your argument may have lost focus. You can take the following as a guide to where the emphasis of your argument should lie:

1. Introduction – the importance of the topic; the research perspective; the purpose of your argument. 250 words.
2. Literature Review – historical background; conceptual framework(s) for the argument. 750 words.
3. Macro-analysis – conceptual framework from literature review for analysis of the context; contextual data. 750 words.
4. Micro-analysis – conceptual framework from literature review for analysis of the case study; case study data. 750 words.
5. Conclusion – how the argument has been resolved; limitations of the analytical framework; future potential for research. 500 words.
6. References – Harvard format only

The report will be assessed according to the following criteria, which also form the basis of the marking rubric.

The assessment on this module is different from the assessment for BUSI 1668. However, it may be possible to pursue a theme across the two assignments, progressing from analysis of an industry (BUSI 1667) to the strategy of an organisation within that industry (BUSI 1668).

Marking Criteria	Marks allocated to criteria:
Focus Is the argument clearly stated? Does the report stay within and fulfil the topic parameters? Does the analytical framework provide suitable insights?	10
Synthesis Does the argument bring together the literature in a significant manner that addresses the issues? Is a suitable analytical framework derived from the literature?	30
Comprehension Does the argument indicate a comprehensive understanding of the topic area and literature discussed? Is the analytical framework correctly assessed in the literature review?	30
Structure Is the argument well organised and logically constructed to achieve synthesis while being mindful of the needs of the reader?	10
Style and Referencing Is the report clearly written, spell checked and grammatically sound? Are the sources in the academic literature referenced appropriately (Harvard format)?	20

Detailed marking rubric – click on link and also see at the end of the document.



Important note: Coursework is marked on the understanding that it is the student's own work on the module and that it has not, in whole or part, been presented elsewhere for assessment. Where material has been used from other sources, this must be properly acknowledged in accordance with the University's Regulations regarding Academic Misconduct.

Marking, feedback and next steps

To pass this module, students must achieve an overall mark of 50+ for the Industry Analysis report and a Pass for the Research Proposal.

For coursework, the marks and feedback will normally be provided to students within fifteen working days of the submission deadline. In exceptional circumstances, where there is a delay in providing feedback, you will be informed by the module leader.

If you do not pass a module at the first attempt, you may be eligible for a resit

opportunity on the failed assessments. This will be confirmed after the Progression and Award Board (PAB). Note that marks on resit assessments are capped at 50% unless extenuation has been applied for and granted.

For further details on resit assessments, please see section 7 below.

The assessment and feedback policy can be accessed at [Assessment and Feedback Policy](#)

Extenuating circumstances and student support

The University recognises there are times when serious and unexpected matters which are beyond a student's control (such as serious illness or injury, death in family) impact on their academic performance and ability to complete assessments by the deadline. Guidance on claiming extenuation can be found at: [Extenuating circumstances](#)

External Examiner

The External Examiner for this module is:

Name: Dr Yingli Wang

Institution: Cardiff University

Please note that the role of the External Examiner is to evaluate the overall standard of assessments on the module. They are unable to correspond with individual students about their work. If you need to discuss your marks or feedback, please contact the module leader.

Resit assessments

Assessment Schedule

Resit assessments	Deadline	Weighting out of 100%*	Maximum length	Marking type	Learning outcomes mapped to this assessment.
<i>Industry Analysis Report</i>	<i>TBC</i> 11.30pm	100 %	3000 words	<i>insert: stepped, numerical, pass/fail</i>	1.3
<i>Research Proposal</i>	<i>TBC</i>	0 %	3000 words	<i>Pass/Fail</i>	4,5,6

Reading recommendations

The following are suggested readings for the module. Additional, more detailed reading recommendations will be provided for the module topics.

Online resources and core textbook for Business Analysis:

University Week for required completion:	Reference
	Adams, John; Khan, Hafiz T. A.; Raeside, Robert; White, David I.. 2007., Research Methods for Graduate Business and Social Science Students. [online]. SAGE
	Bailey, Stephen. 2011., Academic Writing. [online]. Taylor & Francis. Available from:< http://lib.myilibrary.com?ID=310467 >
	Booth, W; Colom, GG; Williams, J. 2008. The Craft of Research. University of Chicago Press Available from my ilibrary]. Download the following: • Chapter 3 - pages 35 to 49 • Chapter 4 – pages 51 to 65
	Cameron, Sheila. 2005., Business Student's Handbook, The. [online]. Pearson Education UK. Available from:< http://lib.myilibrary.com?ID=60474 >
	Daniels, Radebaugh & Sullivan (DRS) <u>International Business</u> . London: Pearson
	Krishnaswami, Dr. O.R.; Satyaprasad, Dr. B.G.. 2010., Business Research Methods. [online]. Global Media. Available
	Lomas, Robert. 2011., Mastering Your Business Dissertation: How to Conceive, Research and Write a Good Business Dissertation. [online]. Taylor & Francis. Available from:< http://lib.myilibrary.com?ID=343509 >
Recommended alternative to DRS.	Morrison J (2006) <u>The international business environment: global and local marketplaces in a changing world</u> . Basingstoke: Palgrave
Download from Moodle	Porter (2008) The five competitive forces that shape strategy
	Saunders, Mark N.K; Thornhill, Adrian. 2008., Research Methods for Business Students. [online]. Pearson Education UK. Available from:< http://lib.myilibrary.com?ID=288757 >
Business analysis core text	Wynn-Williams M (2016) <u>Managing Global Business</u> . London: Palgrave eBook

Textbooks for Research Methods:

ISBN	Author	Date	Title	Publisher
1282069594	Booth, W; et al	2008	The Craft of Research	Chicago Press
0199284989	Bryman, A & Bell, E.	2007	Business Research Methods	OUP
0273716867	Saunders, M; Thornhill, A	2009	Research Methods for Business Students	Harlow
1845282493	Hennessy, B.	2008	Writing an Essay: Simple Techniques	How To Books Ltd
0335220894	Neville, C.	2007, 2010	The Complete Guide to Referencing and Avoiding Plagiarism	Prentice Hall
0273713582	Weyers, J. McMillan,	2007, 2011	How to Write Dissertations and Project Reports	Prentice Hall

Here are some highly recommended sections from:

Business Research Methods Bryman, A & Bell, E	Research Methods for Business Students Saunders, M; Thornhill, A	Business Research Methods Krishnaswami, O.R.; Satyaprasad, B.G
Getting Started <ul style="list-style-type: none"> pages 11-15: Deductive and Inductive Theory pages 28 – 29: Research Strategy: Quantitative and Qualitative Chapter 4: Getting Started: Reviewing the Literature 	Similar chapters can be found in this textbook	Similar chapters can be found in this textbook
Research Proposal <ul style="list-style-type: none"> pages 82 - 89: Formulating Suitable Research Questions pages 16 – 21: Epistemological pages 22 – 26: Ontological 	Similar chapters can be found in this textbook	Similar chapters can be found in this textbook
Research Design and Methodology <ul style="list-style-type: none"> Chapter 2: Research Designs Page 155: Main Steps in Quantitative Research Page 405: Main Steps in Qualitative Research Page 412-413: Triangulation Pages 162 – 168: Reliability and Validity 	Similar chapters can be found in this textbook	Similar chapters can be found in this textbook
Conducting Research <ul style="list-style-type: none"> Chapter 10 – Asking Questions Chapter 13 – Secondary Analysis Chapter 19 – Focus Groups 	Similar chapters can be found in this textbook	Similar chapters can be found in this textbook

Ethical Compliance for Research on Taught Courses

University policy requires ANY research which might involve human participants to use set procedures for informing participants, obtaining their informed consent to provide data, collecting and storing data. This includes the collection of data for formative or extra-curricula activities.

Normally this requirement will impact upon approval of topics for undergraduate and postgraduate dissertations BUT may also impact upon individual assignments where a student or group of students will undertake primary research.

Where a course includes an assessment item involving student collection of data, whether from human participants or not, before any data is collected each student on such a course must:

- Undertake and pass the Epigium Research Ethics online course, if they have not already done so;
- Register the details of the project on the online Ethics Approval Form on the FBUS Research Ethics Moodle site;

All data collected in the course of the project must be:

- stored on the student's University Home (G:) or OneDrive only¹;
- destroyed following the confirmation of results at the PAB or resit PAB.

In addition, any student collecting data from human participants must:

- Not collect data that is sensitive in nature or is collected from University of Greenwich staff, nor from vulnerable populations such as children;
- Provide all participants with an offline or online participant information sheet and consent form, using the authorised template;
- Include the participant information sheet consent form template as appendices to the submitted assignment;
- Include any questionnaire or interview guide as appendices to the submitted assignment;
- If collecting data online, utilise the University's subscriptions to JISC Online Surveys, Office 365 Forms, SNAP, Qualtrics, Teams, Skype for Business or AdobeConnect;
- Not collect data using public domain tools such as SurveyMonkey, GoogleDocs, Google Hangouts (which are outside EU regulation).

If any variation from the set procedures is sought:

- i. an individual application must be made to the Business Faculty Research Ethics Committee using a University Research Ethics Application Form available from: <https://docs.gre.ac.uk/rep/vco/urec-application-form>.
- ii. The response of the committee will be emailed to the student's University email address. The email confirming ethics approval has been granted must be kept and included as an appendix to the assignment submission it has been granted for.
- iii. Where an application is not approved, the Committee will provide contact details for the person the student should approach to negotiate the next steps.

Failing to comply with the conditions of this policy is an academic offence.

 [FREC process Nov 2019 Rev.docx](#)

Additional module information

Activities

N/A

Resources

MyLabResearch

Costs

None

Changes to the module

At the University of Greenwich, we value feedback from students as well as External Examiners and other stakeholders and we use this information to help us improve our provision. For example, on this module we have introduced extra material and lectures on Business Analysis.

Important note: The University of Greenwich will do all that it reasonably can to deliver the module and support your learning as specified in our handbooks and other information provided. However, under some circumstances, changes may have to be made. This may include modifications to the:

- content and syllabus of modules, including in relation to placements
- timetable, location and number of classes
- content or method of delivery of your module
- timing and method of assessments.

This might be because of, for example:

- academic changes within subject areas
- the unanticipated departure or absence of members of university staff
- where the numbers expected on a module are so low that it is not possible to deliver an appropriate quality of education for students enrolled on it.
- industrial action by university staff or third parties
- the acts of any government or local authority
- acts of terrorism.

In these circumstances, the University will take all reasonable steps to minimise disruption by making reasonable modifications. However, to the full extent that it is possible under the general law, the University excludes liability for any loss and/or damage suffered by any applicant or student due to these circumstances.

Other Details

The majority of information relevant to you while you study at the University has been brought together into your programme handbook. Please refer to your programme handbook for any further information you might require including:

- Deadlines and extenuating circumstances,
- Plagiarism and referencing,
- Who to go to for advice or if you are concerned,
- How to provide us with feedback,
- Key administrative procedures.

	95	85	75	65	55	45	35	25	15	5
Focus 10%	The focus on the existing core concept or argument is first contextualised within the field of study and then a new focus is directed on future developments in the body of knowledge.	The core concept or argument is fully contextualised within the field of study and new directions are suggested.	A comprehensive overview correctly places the main perspective in the centre of the field of study with less relevant concepts or arguments given appropriate emphasis.	A broader perspective is used to bring a basic sense of context to the core concept or argument.	Additional perspective is brought in to support the core, relevant concept or argument.	The core concept or argument is identified in draft form and its relevance to the central problem briefly mentioned	The core, relevant concept or argument is identified but its role in the task is not demonstrated.	A relevant concept or argument is mentioned but only briefly. Includes use of the wrong concept or argument.	Little mention of any concept, argument or approach.	No evidence of any theoretical concept or argument.
Synthesis 30%	All the major academic approaches have been included and given proper emphasis. The new argument emerges and the recommended approach is supported. Represents a significant contribution to the body of knowledge.	The core academic approach is subjected to full critical analysis alongside alternatives. Suggested improvements are fully analysed. A new concept or argument emerges and represents a minor contribution to the body of knowledge.	The core academic approach is compared and contrasted with alternatives to critical effect. Improvements to the main concept or argument are briefly suggested.	The importance of the core academic approach is explained and it is critically analysed. A brief comparison is made to an alternative approach.	The core academic approach is identified and explained, it is briefly criticised and its relevance to the central problem stated sufficiently.	One academic approach is explained with some consistency. No attempt made to include other approaches.	One academic approach is briefly described and referenced. Some coherence but with many inconsistencies. No or few references of academic quality.	One academic approach is sketched out with some coherence. Any references are totally inadequate.	One academic approach is sketched out. Argument is incoherent. No references.	No attempt to state arguments of any value. No references
Comprehension 30%	The complete field of study	The main argument is thoroughly	The argument demonstrate	Comprehension of the major approach is	The major approach is explained	The major approach is	One major approach is barely	One major approach is mentioned	Some minor concepts	Total lack of understanding

	is explained, analysed and then improved. A new perspective has the potential to shift the entire body of knowledge in a new direction.	investigated put into a broader context. The field of study is comprehensively defined.	s detailed comprehension of the major approaches and those that are given as alternatives. Critical analysis shows understanding of the broader themes.	demonstrated through comparison and contrast with alternatives. The case study yields additional critical material.	and analysed. It is applied to the case study but without yielding more analysis of the theoretical approach.	identified and sparingly described. Case study is perfunctory and adds no new information.	explained, although not in depth. Case study examples are incorrectly applied.	but not explained in depth. Case study applications are barely given or not at all.	or arguments were described but not the full approach.	
Structure 10%	Innovative structure is customised to the report but serves to bring new clarity.	Academic quality structure following a typical journal article with adaptations where necessary.	A logical approach that allows the argument to be presented in a cohesive manner.	A logical structure which is basic and serves its purpose without any customisation to the topic.	The main headings and sections are in order but the paragraphs are poorly linked on occasion.	The main headings and sections are present but disordered.	Most of the main headings and sections are present but a major one is missing.	Several of the main headings and sections are absent. The argument is constructed at random.	The entire structure is random and with no sign of a plan. Sentences are poorly linked.	Random structure
Referencing 20%	The writing style is authoritative and inspiring. All references given in the Harvard format, including quotations. Core authors are cited along with other up-to-date sources as	The writing style is professional and persuasive. Harvard format used consistently. Core authors are cited as well as other sources.	The writing style is professional with Harvard format used consistently. Core authors are cited supported by other sources of variable quality.	The writing style is effective and academic in tone. Harvard format used but with a few minor inconsistencies. Core authors are present but supported by other sources from the mass media.	The writing style is effective. Harvard format used but with numerous minor inconsistencies. A few core authors are mentioned but with mass media sources predominant	The writing style is effective but does not read smoothly. Some of the phrasing is informal. Harvard format is identifiable but with major	The writing style is comprehensible but uninspiring and the phrasing is informal. Harvard format is not followed but the sources are identifiable with difficulty. Core authors are not	The writing style is often difficult to follow but the basic message is understood. There is significant use of slang terms. No referencing format and the sources can only be identified with difficulty or	The writing style is barely comprehensible. There is frequent use of slang or poorly translated phrases. There is some evidence of external	The writing style is incomprehensible in large sections. On many occasions the phrasing seems to be conversational or poorly translated. No citations in text, references or

	appropriate. Bibliography listed separately as necessary.				g.	inconsistencies throughout . The minimum of core authors are mentioned but mass media is the main source.	mentioned but an array of mass media sources support the work.	not at all. Few sources are used and the work appears largely opinionated and unsupported.	sources but no attempt made to record them. The work is generally unsupported and opinionated.	bibliography. No external sources are in evidence. The work is entirely unsupported and opinionated.
	95	85	75	65	55	45	35	25	15	5