Assignment Brief

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| **Module and title:** | Introduction to Management | **Module leader:** | Lauren Anderson |
| **Assignment No. and type:** | Essay, 3000 words | **Assessment weighting:** | 100% |
| **Submission time and date:** | **Monday 30th May 2022** | **Target feedback time and date:** | 3 weeks from the date of final submission |

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| **Assignment task** |
| This assignment involves preparing an essay that demonstrates your engagement and learning with a key area of study on the module. |

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| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** | |
| LO 1 | Understanding of the different forms of business |
| LO 2 | Foundational knowledge of different management functions |
| LO 3 | Understanding of the role of marketing in business |
| LO 4 | Understanding of the role of human resources in management |

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| **Assignment task(s) requirements:** |
| Select **ONE** organisation from the list below to form the basis of your essay:  1. Balfour Beatty 2. Kier Group  3. Travis Perkins 4. Barratt Developments  5. Morgan Sindall Group 6. Interserve |

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| **How your work will be assessed** |
| Write an essay on the management structure, role of marketing and human resource functions of a selected organisation.  Using publicly available materials, journals and the recommended core texts, address the following areas;   1. Define the organisation 2. Provide a detailed background of the organisation, the type of business and the area(s) in which it operates 3. Outline the management structure of the selected organisation 4. Discuss the advantages and disadvantages of the organisation’s management structure 5. Introduce marketing and its role within the selected organisation 6. Briefly discuss the 4Ps of the Marketing Mix in relation to the selected organisation 7. Provide an overview of the organisations Human Resources functions. Present details of; 8. Recruitment and selection 9. Employee relations 10. Talent management   You must reference all sources and information used in the report using the Harvard Referencing Guide.  See attached grid for assessment criteria. |

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| **Referencing and research requirements** |
| Please reference your work according to the Harvard style; you can access guidance on this here: <https://www.bathspa.ac.uk/library/researching-and-referencing/>  And the GBS Harvard Style Referencing: a quick guide available, located at the top of the Moodle page |

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| **How your work will be assessed** |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against other key criteria, as defined in the University’s institutional grading descriptors. If it is appropriate to the format of your assignment and your subject area, a proportion of your marks will also depend upon your use of academic referencing conventions.  This assignment will be marked according to the grading descriptors for Level 3. |

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| **Submission details** |
| This assignment should be submitted electronically via Moodle (module tutors will discuss this process with you during class time).   * Please ensure that your work has been saved in an appropriate file format (Microsoft Word, Excel or PowerPoint, or PDF are the most widely used; Google Docs is also accepted). Your file must also contain at least 20 words of text, consist of fewer than 400 pages and be less than 40MB in size * You can submit your work as many times as you like before the submission date. If you do submit your work more than once, your earlier submission will be replaced by the most recent version. * Once you have submitted your work, you will receive a digital receipt as proof of submission, which will be sent to your forwarded e-mail address (provided you have set this up). Please keep this receipt for future reference, along with the original electronic copy of your assignment. * You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: https://www.uos.ac.uk/sites/default/files/Academic-Misconduct-Policy.pdf. In submitting your assignment, you are acknowledging that you have read and understood these regulations |

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| **Submission date and time** |
| This assignment should be submitted to Moodle **before 1pm on Monday 30th May 2022.**    You should submit all work for summative assessments by the above deadline. Work submitted up to three working days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for the late submission (i.e., having been granted an extension to the deadline or a deferral under the terms of the Extenuating Circumstances Policy).    Work submitted more than three working days after the deadline without a valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted).    For more information, please refer to: <https://www.bathspa.ac.uk/about-us/governance/policies/mitigating-circumstances/>  Feedback and marks for this assignment will be available in three weeks from the deadline. |

**Please see marking criteria below**

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| **Level 3 (Foundation Year)** | | | | | |
| Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work. | | | | | |
| **Assessment Category** | | | | | |
| **Level 3** | | **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style, and structure (Work that significantly exceeds the specified word limit may be penalised** |
| Pass mark, demonstrating achievement of all associated learning outcomes | **90-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4 | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **60%- 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |
| Pass mark | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| 40% – 49% | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| Marginal fail | 35% – 39% | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| Fail | 20% – 34% | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style |
| < 20% | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |