

ASSIGNMENT 1 BRIEF

Module code	MBB7056M	Module tutors	Anjali Raj Westwood Ellie Maria Koseda		
Module title	The Essence of Healthcare Management				
Level	7	Credit value	20		
Assessment task	Literature Review				
Word count	1,500				
Assessment no.	1	of	2	Weighting	40%
Type of submission	Essay plan and critical analysis of the literature				
Method of submission	Moodle submission link				
Publication date	Monday 4 th October 2021				
Due date	Friday 22 nd April 2022, 12:00pm				
Expected feedback date	Friday 13 th May 2022				
Format of feedback	Typed feedback within Moodle, available via the assignment link				
Learning outcomes					
LO 1. Research and identify pain points in health service delivery					
LO 2. Demonstrate understanding of tools learnt during the course of the module					
LO 3. Critically analyse situations, make leadership decisions based on available data and justify the choices made.					
Assignment Description					
Assessment 1					
This assessment is a literature review of 1500 words. The topic for literature review is dependent on the consultancy case you choose for the end-term assessment.					
Once you have chosen your consultancy case, please conduct a literature review identifying and critiquing relevant literature from published sources. The mid-term assessment will be your foundation for the end term essay in assessment 2.					
Additional Information					
Your work needs to be:					
<ul style="list-style-type: none">Based on the two consultancy cases which can be found on the module page.<ul style="list-style-type: none">Case 1 LinkCase 2 LinkYour work should be underpinned by a range of academic and industry research.Cite Them Right Harvard Referencing should be used.					
Assessment Regulations					

Your attention is drawn to the University policy on cheating and plagiarism. Penalties will be applied where a student is found guilty of academic misconduct, including termination of programme ([Policy Link](#)).

You are required to keep to the word limit set for an assessment and to note that you may be subject to penalty if you exceed that limit. You are required to provide an accurate word count on the cover sheet for each piece of work you submit ([Policy Link](#)).

For late or non-submission of work by the published deadline or an approved extended deadline, a mark of 0NS will be recorded. Where a re-assessment opportunity exists, a student will normally be permitted only one attempt to be re-assessed for a capped mark ([Policy Link](#)).

An extension to the published deadline may be granted to an individual student if they meet the eligibility criteria of the ([Policy Link](#)).

Please see the assessment criteria below.

	PASS GRADES				FAIL GRADES		
	(100-85)	(84 - 70)	(69 - 60)	(59 - 50)	(49 - 40)	(39 - 20)	(19 - 0)
Overarching indicators:	All learning outcomes/assessment criteria have been achieved to an exceptionally high level, beyond that expected at Level 7, with features consistent with Level 8 (doctoral study).	All learning outcomes/assessment criteria have been achieved to a high standard, and many at an exceptionally high level.	All learning outcomes/assessment criteria have been met fully, at a good or very good standard.	All learning outcomes/assessment criteria have been met.	One or more of the learning outcomes/assessment criteria have not been met.	A significant proportion of the learning outcomes/assessment criteria have not been met.	Most of the learning outcomes/assessment criteria have not been met.
SUMMARY DESCRIPTOR: Learning accredited at Level 7 (Master's) will reflect the ability to display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical/professional activity, accepting accountability for related decision-making, including use of supervision.							
Assessment criteria	General characteristics						
Subject knowledge & understanding	Exceptional subject knowledge and conceptual understanding at the forefront of the discipline.	Comprehensive subject knowledge and conceptual understanding, informed by recent developments in the discipline, demonstrating reading/research at significant depth/breadth. Informed & confident	Detailed subject knowledge and conceptual understanding demonstrating purposeful reading/research. Developing awareness of complexity.	Broad subject knowledge and conceptual understanding, demonstrating directed reading/research. Some awareness of complexity.	Reproduction of taught content and/or tendency to describe or report facts rather than demonstrate complex ideas. Any errors or misconceptions are outweighed by the overall degree of knowledge & understanding	Insufficient evidence of knowledge and understanding of the subject and its underlying concepts.	Little or no evidence of knowledge and understanding of the subject and its underlying concepts.
PLO(s): All	Authoritative approach to complexity.						

		approach to complexity.			demonstrated.		
Higher cognitive skills & originality	Rigorous and sustained criticality, independent thinking and original insight; convincing conclusions and/or application to practice.	Strong and sustained criticality and independent thinking/original insight; persuasive conclusions and/or application to practice.	Detailed criticality and evidence of independent thinking/original insight; logical and sustained conclusions and/or application to practice.	General criticality and some evidence of independent thinking; logical conclusions and/or application to practice.	Limited criticality and independent thought, leading to conclusions and/or application to practice that is poorly supported.	Mainly descriptive and/or inadequately supported conclusions and/or application to practice.	Little or no evidence of criticality and independence of thought.
PLO(s): 2 and 3							
Advanced technical, professional and/or research expertise	Exceptional demonstration of advanced technical, professional and/or research expertise. Innovative. Work may challenge the existing boundaries of knowledge and/or practice.	Purposeful, systematic and sophisticated demonstration of advanced technical, professional and/or research expertise.	Purposeful, systematic and skilled demonstration of advanced technical, professional and/or research expertise.	Skilled demonstration of advanced technical, professional and/or research expertise.	Developing expertise. Inconsistent demonstration of advanced technical, professional and/or research conduct.	Limited demonstration of advanced technical, professional and/or research conduct.	Little or no demonstration of advanced technical, professional and/or research conduct.
PLO(s): All							
Written and/or oral communication [e.g. of information, results of research, ideas, concepts and arguments etc] and adherence to academic conventions	Professional, sophisticated/innovative communication, with exceptional clarity and/or audience-engagement, and exemplary academic conventions.	Professional and fluent communication, that holds the attention of its reader/audience throughout and which demonstrates academic conventions that are accurate and relevant to the level of study/beyond.	Fluent and coherent communication, which demonstrates consistent and accurate academic conventions.	Mostly fluent and coherent communication; demonstration of appropriate academic conventions, which may include some errors or inconsistencies.	Communication that is difficult to follow at times because of poor clarity/structure; inconsistent demonstration of academic conventions.	Limited clarity and/or structure in communication, and/or inadequate demonstration of academic conventions.	Highly limited clarity and/or structure in written and/or oral communication. Inadequate demonstration of academic conventions.
PLO(s): All							