



ASSESSMENT 1 BRIEF; Part A	
Subject Code and Title	MGT501 Business Environment
Assessment	Part A: Initial Statement of Intent
Individual/Group	Individual
Length	1000 words
Learning Outcomes	<p>This assessments addresses the following Subject Learning Outcomes:</p> <p><i>a) Develop and apply a conceptual understanding of reflective practice in a business context.</i></p> <p><i>b) Critically evaluate economic principles and stakeholders viewpoints in business environments.</i></p>
Submission	<p>12 Week Delivery: Due By 11:59pm AEST/AEDT Friday of Module 2.2 (week 4)</p> <p>Intensive Class: Due By 11:59pm AEST/AEDT Friday of Module 2 (week 2)</p>
Weighting	25%
Total Marks	25 marks

### Context:

Self-reflection is a way of assessing yourself and the way you work and study. Reflecting helps in developing your skills further and linking practice with theory. It is about analysing what you do and why you do it and applying what you have learned in the future. Reflective self-awareness leads to better leadership skills and performance. More importantly, an enhanced understanding of oneself also provides a solid basis for empathy and leading others.

In Assessment 1, Part A, the focus will be on you to reflect on the motivation for undertaking postgraduate studies and expectations regarding the course and ensuing career path.

Part B, which is due in module 6, requires you to revisit Part A and do a short video presentation on your learning experience and thinking, and how they might have evolved during the course of the subject.

### Instructions:



Assessment 1; Part A is a statement of intent which should document your intentions regarding your studies at Torrens University and how they might help you develop professionally.

The purpose of this reflective assessment is to help you become aware of your thinking and how it can be used in describing, analysing and evaluating learning experiences.

- How do you define business?
- Why did you choose this course?
- What kind of past experience (or interest) do you have in this area?
- How has your experience (academic, work, etc.) prepared you for this course?
- How do you ensure the required outcomes of your course are met?
- What can you do to manage and monitor your studies to a successful conclusion?
- As you think about the future, how might you apply your studies in later life?
- What kind of goals would you like to set for yourself with regards to this course?

***Your Assessment 1; Part A should also include a brief description of your initial understanding of Business Environment and Economic Principles.***

In writing your reflective statement of intent, you should justify your choice of studies; identify how your studies relate to your own experiences and how you may apply your knowledge in the future.

Think carefully about your previous experiences and current expectations. Your statement should be clear and succinct showing that you have short-term and long-term goals and an understanding of what you want to do with your degree.

**Please Note:**

Your statement of intent is a reflexive writing piece, to be presented in the first person (I, Me, My, Mine) and should be written in accordance with the following:

- You should write in the first person, because this is about YOU, your reflections and your interpretations. (e.g. "I considered this advice to be..... because it had a big impact on my.....and it helped me to understand my.....").
- Try to be as specific as possible, use brief examples to illustrate your points and select examples that enable you to demonstrate learning against the attributes in the rubric.
- All other principles of academic writing apply, including strict referencing, acknowledgement of the work of others and avoidance of plagiarism.

**Submission Instructions:**

Submit **Assessment 1 Part A: Initial Statement of Intent** in the submission link in the main navigation menu in MGT501 Business Environment by the end of Module 2.2 (week 4).

**Intensive Class:** Due By 11:59pm AEST/AEDT Sunday of Module 2 (week 2).

A rubric will be attached to the assessment. The Learning Facilitator will provide feedback via the Grade Centre in the LMS portal. Feedback can be viewed in My Grades.



**Marking Rubric:**

Your reports will be marked against the rubric, which is shown on the next pages. Please ensure that your submission addresses all three of the Assessment Attributes in the rubric.



**Assessment Rubric: Assessment 1 Part A; Initial Statement of Intent**

Assessment Attributes	Fail (Unacceptable) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75 -84%	High Distinction (Exceptional) 85-100%
<p><b><i>Knowledge and understanding (technical and theoretical knowledge)</i></b></p> <p><i>Understands theoretical models and concepts</i></p> <p>Percentage for this criterion <b>30%</b></p>	<p>Limited understanding of required concepts and knowledge</p> <p>Key components of the assignment are not addressed.</p>	<p>Knowledge or understanding of the field or discipline.</p> <p>Resembles a recall or summary of key ideas.</p> <p>Often confuses assertion of personal opinion with information substantiated by evidence from the research/course materials.</p>	<p>Thorough knowledge or understanding of the field or discipline/s. Supports personal opinion and information substantiated by evidence from the research/course materials.</p> <p>Demonstrates a capacity to explain and apply relevant concepts.</p>	<p>Highly developed understanding of the field or discipline/s.</p> <p>Discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading.</p> <p>Well demonstrated capacity to explain and apply relevant concepts.</p>	<p>A sophisticated understanding of the field or discipline/s.</p> <p>Systematically and critically discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading.</p> <p>Mastery of concepts and application to new situations/further learning.</p>
<p><b><i>Application of knowledge and reflection to practise</i></b></p>	<p>Shows limited capability to analyse and evaluate experiences reflectively.</p> <p>Difficulty in identifying purpose of studies,</p>	<p>Demonstrated capability to analyse and evaluate experiences reflectively with some insight of new knowledge.</p>	<p>Well-developed capability to analyse and evaluate experiences reflectively with application of new knowledge.</p>	<p>Thoroughly developed and creative capability to analyse and evaluate experiences reflectively with application of new knowledge.</p>	<p>Highly sophisticated and creative capability to analyse and evaluate experiences reflectively with application of new with existing knowledge.</p>



<p>Understands the importance of reflective skills in continuous learning</p> <p>Percentage for this criterion <b>30%</b></p>	<p>goals, and/or career path.</p>	<p>Demonstrates limited awareness of purpose of studies, goals and/or career path.</p>	<p>Demonstrates awareness and a capacity to explain the purpose of studies, goals and/or career path.</p>	<p>Well demonstrated capacity to explain own short-term and long-term goals with regards to studies and career aspirations. Adjusts own attitudes and beliefs when relating past experiences with future goals and objectives.</p>	<p>Understands and describes own short-term and long-term goals with regards to studies and career aspirations, is aware of implications and takes appropriate action to modify behaviours when necessary.</p>
<p><b>Effective Communication</b></p> <p><i>Well-structured report with clear flow of ideas</i></p> <p>Percentage for this criterion <b>30%</b></p>	<p>Difficult to understand for audience, no logical/clear structure, poor flow of ideas, argument lacks supporting evidence.</p> <p>Audience cannot follow the line of reasoning.</p>	<p>Information, arguments and evidence are presented in a way that is not always clear and logical.</p> <p>Line of reasoning is often difficult to follow.</p>	<p>Information, arguments and evidence are well presented, mostly clear flow of ideas and arguments.</p> <p>Line of reasoning is easy to follow.</p>	<p>Information, arguments and evidence are very well presented; the presentation is logical, clear and well supported by evidence.</p> <p>Demonstrates cultural sensitivity.</p>	<p>Expertly presented; the presentation is logical, persuasive, and well supported by evidence, demonstrating a clear flow of ideas and arguments.</p> <p>Engages and sustains audience's interest in the topic, demonstrates high levels of cultural sensitivity</p> <p>Effective use of diverse presentation aids, including graphics and multi-media.</p>



<p><b><i>Correct citation of key resources and evidence</i></b></p> <p><i>Professional presentation, well written and meeting APA guidelines for referencing</i></p> <p>Percentage for this criterion <b>10%</b></p>	Demonstrates inconsistent use of good quality, credible and relevant resources to support and develop ideas.	Demonstrates use of credible and relevant resources to support and develop ideas, but these are not always explicit or well developed.	Demonstrates use of high quality, credible and relevant resources to support and develop ideas.	Demonstrates use of good quality, credible and relevant resources to support and develop arguments and statements. Shows evidence of wide scope within the organisation for sourcing evidence	Demonstrates use of high-quality, credible and relevant resources to support and develop arguments and position statements. Shows evidence of wide scope within and without the organisation for sourcing evidence
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