

Reflective Log Brief

Semester:	A16 Spring 2016
Module Code:	POG340
Module Title:	Innovation & Risk Management
Programme:	BSc (Hons) Oil and Gas Management BSc (Hons) Event Management BA Business Studies BSc (Hons) Human Resource Management with Information Systems BSc (Hons) Business Management BSc (Hons) Business Management with Human Resource Management BSc (Hons) Business Management with Information Technology BSc (Hons) Business Management (Travel and Tourism Pathway)
Level:	Level 6
Awarding Body:	Plymouth University
Module Leader:	Kelvin Lawal
Format:	Essay
Presentation:	No
Any special requirements:	<ul style="list-style-type: none"> • All work should be submitted on the Student Portal. • Work to be submitted in a professional manner, and as directed by the Module Leader.
Word Limit:	500 words (with 10% plus or minus leeway)
Deadline date for submission:	Tuesday 19 th April 2016
Learning outcomes to be examined in this assessment	Reflect on learning
Percentage of marks awarded for module:	<i>This reflective log is worth 10% of the total marks for the module.</i>

Assessment criteria	Explanatory comments on the assessment criteria	Maximum marks for each section
	Refer to the marking criteria below	
	Refer to the marking criteria below	
	Refer to the marking criteria below	

Assignment Task

Discuss the benefits and challenges experienced as a result of completing the Innovation & Risk Management Module.

Marking Criteria

Reflect upon the coursework task set at the beginning of the module involving an innovative company.

(Marks: 20)

Describe the research process undertaken during the completion of the coursework for this module.

(Marks: 40)

Highlight the personal benefits and challenges you have experienced during the implementation of your research strategy and the writing of your coursework on this module.

(Marks: 40)

Marking Criteria for Assessment at Level 6 (Bachelors Degree with Honours)

Marks	0-25 (Fail)	26-39 (Fail)	40-49 (3 rd)	50-59 (2.2)	60-69 (2.1)	70-85 (1 st)	86-100 (1 st)
Assessment categories							
Knowledge & Understanding of Subject	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Threshold level. Understanding of key aspects of field of study; coherent knowledge, at least in part informed by current research in the subject discipline.	Systematic understanding of field(s) of study, as indicated by relevant QAA subject benchmark statements for the degree programme.	Good understanding of the field(s) of study; coherent knowledge, in line with subject benchmark, at least in part informed by current research in the subject discipline.	Excellent knowledge and understanding of the main concepts and key theories/ concepts of the discipline(s). Clear awareness of the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts of the discipline(s), and an awareness of the ambiguities and limitations of knowledge.
Cognitive/ Intellectual Skills (e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence)	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance.	Threshold level. Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration.. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.
Use of Research-informed Literature (including referencing, appropriate academic conventions and academic honesty)	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Academic conventions used inconsistently.	Threshold level. References to a range of relevant sources. Some omissions and minor errors. Academic conventions evident and largely consistent, with minor lapses.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Academic skills consistently applied.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.

LEVEL 6 cont... Graduate Skills for Life and Employment (e.g. research-related skills; written, graphical and oral communication skills; group working; problem-solving; practical and professional skills)	Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.	Limited evidence of the graduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for graduate-level employment.	Research skills: Can competently undertake reasonably straightforward research tasks with minimum guidance, but with minor weaknesses. Can communicate in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can generally work effectively within a team , negotiating in a professional manner and managing conflict. Is largely confident and effective in identifying and defining complex problems and applying knowledge and methods to their solution. Able to recognise own strengths and weaknesses in relation to graduate employment, with minor areas of weakness.	Research skills: Can competently undertake reasonably straightforward research tasks with minimum guidance. Can communicate effectively in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can consistently work effectively within a team , negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining complex problems and applying knowledge and methods to their solution. Able to evaluate own strengths and weaknesses in relation to graduate employment.	Research skills: Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can communicate well, confidently and consistently in a range of formats, including orally, at a standard appropriate for graduate-level employment. Can consistently work very well within a team , leading & negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to take initiative in evaluating own strengths and weaknesses in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary.	Research skills: Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can communicate professionally and confidently in a range of formats, at a high standard appropriate for graduate-level employment. Can work professionally within a team , showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in autonomously identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to show insight and autonomy in evaluating own strengths and weaknesses and developing professional and practical skills needed for graduate-level employment.	Research skills: Exceptionally successful in a wide range of research-like tasks, including evaluation, with a high degree of autonomy. Can communicate with an exceptionally high level of professionalism, in a range of formats, including orally, appropriate for graduate-level employment. Can work exceptionally well and professionally within a team , showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems and applying knowledge and methods to their solution. Outstanding ability to evaluate own strengths and weaknesses , showing outstanding attributes for graduate-level employment.
Marks for Level 6	0-25 (Fail)	26-39 (Fail)	40-49 (3rd)	50-59 (2.2)	60-69 (2.1)	70-85 (1st)	86-100 (1st)

