

ASSESSMENT BRIEF

Module Code: BMP6001 SEP25 SEM 1

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| Assessment Number | 1 |
| Assessment Type (and weighting) | Research Portfolio - 10% |
| Assessment Name | Research Proposal and Ethics Form |
| Assessment Submission Date | Sunday, 18 th January 2026 at 23:59 |

Learning Outcomes Assessed:

LO1: Identify an appropriate research topic and formulate appropriate objectives.

LO3: Develop an effective research strategy in which ethical considerations are critically appraised.

Use of Generative Artificial Intelligence (GAI) Applications in this Assessment

| AI Status | Application | Notes |
|-------------------|--|---|
| Category B | GAI can be used to assist you with the assessment. | <p>Grammar and/or spell checkers may be used to correct individual words and sentences.</p> <p>GAI can also be used for specific tasks, e.g.</p> <p>(1) to generate initial ideas which must then be subject to fact checking by authoritative sources, (2) to structure assessments, (3) to generate summary information which should then be put into your own words and referenced.</p> <p><u>Any GAI generated content which is presented as your own original work and is not acknowledged will be assessed for academic misconduct.</u></p> |

Declaration: At the end of the assessment, you should also include a declaration of any software tools including Generative AI (GAI) applications that you used in developing and completing the assessment.

Assessment Task:

Ethics Form:

RESEARCH ETHICS CHECKLIST (Form RE1) – You must submit a completed Ethics Form attached to the end of your Proposal via Turnitin as part of your submission. The form is issued separately. Please see Canvas.

Research Proposal:

The Research proposal should be **1500 words ($\pm 10\%$)**. The Proposal must be completed and submitted during the early stages of the module, ideally in week 10 of semester one. In this you will outline the context of your research and provide motivation for your work; you will identify a driving research question and clarify the aims and objectives of your proposed research; you will present a short, critical review of key areas of relevant literature and use this to develop an initial conceptual framework; you will briefly present the theoretical perspective underpinning your proposed research approach and use this to justify your research design; finally, you will conclude with a brief discussion of limitations of your proposed approach and state expected research outcomes.

A suggested structure:

1. Introduction (200 words)

- Background/Context of the Research
- Research Question
- Research Aims and Objectives

2. Literature Review (450 words)

- Key Papers
- Conceptual Framework

3. Methodology (400 words)

- Research Approach
- Research Strategy
- Methodology & Tools (Data Collection methods & Tools)
- Sampling Approach
- Ethical Considerations

4. Conclusion (150 words)

- Limitations of Proposed Approach
- Expected Research Outcomes

5. References (Not included in word count)

6. Appendices (Not included in word count)

- Approved Ethics form (Must be included)
- A blank copy of your data collection tools, including Survey Questionnaire or Interview Guide.
- Gantt Chart (Timeline of your research)
- Participation Information sheet and Consent form (If required)

Appendices should be numbered and given titles, which indicate their content and be clearly referenced in the main body of the Report.

Minimum Secondary Research Source Requirements:

Level HE6 - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a **MINIMUM**, the Reference List should include **three refereed academic journals and five academic books**.

Assessment Preparation and Submission:

See section 12 of the module guide for Guidelines on the Preparation and Submission of Assignments.

Additional Submission Instructions:

You are required to submit a soft copy via “Turn-it-in UK” on the module Canvas page. The software will allow you to check your work against other material on the internet. It will also compare your work against other students' work.

You will be able to upload drafts of your written work into Turnitin as many times as you wish before the deadline.

You will not be able to overwrite the final submission after the deadline. You can only submit a single file.

Specific Assessment Criteria/Marking Scheme:

Excellent (70%+): Your proposal will be of excellent quality, where you exhibit coherent and lucidity in the way in which it is written to demonstrate that it will be fit for purpose and able to direct your research activity.

Very Good (60–69%): Your proposal will be of very good quality, where you exhibit coherent and lucidity in the way in which it is written to demonstrate that it will be fit for purpose and able to direct your research activity.

Good (50–59%): Your proposal will be of good quality, where you exhibit coherent and lucidity in the way in which it is written to demonstrate that it will be fit for purpose and able to direct your research activity.

Satisfactory (40–49%): Your proposal will demonstrate a satisfactory display of coherent and lucidity in the way in which it is written to demonstrate that it will be fit for purpose and able to direct your research activity.

Unsatisfactory (1-39%): Your proposal will demonstrate a limited coherence and lucidity in the way in which it is written to demonstrate that it will be fit for purpose and able to direct your research activity. Your proposal will demonstrate a lack of basic coherence and lucidity in the way in which it is written to demonstrate that it will be fit for purpose and able to direct your research activity.

Assessment Cover Sheet



University of
Greater
Manchester

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| Student ID Number | |
| Cohort and start year | SEP25 |
| Programme Title | BSc (Hons) in Business Management |
| Module Code | BMP6001 |
| Module Title | Dissertation |
| Assessment Number | Assignment 1 |
| Assessment Title | Research Proposal and Ethics form |
| Assessment Submission Deadline | dd/mm/yy |
| Date of Submission | dd/mm/yy |

16. General Assessment Criteria for Written Assessments

GENERAL ASSESSMENT GUIDELINES – LEVEL HE6

| | Relevance Learning outcomes must be met for an overall pass | Knowledge and Understanding | Analysis, Creativity and Problem-Solving | Self-awareness and Reflection | Research/Referencing | Written English | Presentation and Structure |
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| Class I (Exceptional Quality) 85% - 100% | Work is directly relevant and expertly addresses the requirements of the brief. Learning outcomes are met. | Demonstrates an exceptional breadth and depth of knowledge and understanding of theory and practice beyond the threshold expectation for the level. Demonstrates mastery in conceptual understanding of a range of specialised areas. | Presents an exceptional synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and insightful conclusions. Provides a sophisticated critical insight and expertly interprets complex matters and ideas. Demonstrates exceptional creative flair and a high level of originality. Demonstrates exceptional problem-solving skills and initiative. | Provides insightful reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility. | An extensive range of contemporary and relevant reference sources selected and drawn upon. Sources cited accurately in both the body of text and in the Reference List/Bibliography. | Writing style is clear, succinct and appropriate to the requirements of the assessment. An exceptionally well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images. |
| Class I (Excellent Quality) 70% - 84% | Work is relevant and comprehensively addresses the requirements of the brief. Learning outcomes are met. | Demonstrates an excellent breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates an in-depth conceptual understanding of a range of specialised areas. | Presents an excellent synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and perceptive conclusions. Provides a critical insight and clearly interprets complex matters and ideas. Demonstrates creative flair and a high level of originality. Demonstrates excellent problem-solving skills and initiative. | Provides excellent reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility. | A wide range of contemporary and relevant reference sources selected and drawn upon. Sources cited accurately in both the body of text and in the Reference List/Bibliography. | Writing style is clear, succinct and appropriate to the requirements of the assessment. An excellently well written answer with competent, spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images. |

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| Class II/i (Very Good Quality) 60% - 69% | Work is relevant and addresses most of the requirements of the brief well. Learning outcomes are met. | Demonstrates a thorough breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a sophisticated conceptual understanding of a range of specialised areas. | Presents a perceptive synthesis and critical evaluation of findings from a range of relevant sources in order to draw clear, justified and thoughtful conclusions. Interprets complex matters and ideas well. Demonstrates a good level of creativity and originality. Demonstrates strong problem-solving skills. | Provides very good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment. | A wide range of relevant reference sources selected and drawn upon. Sources cited accurately in the main in both the body of text and in the Reference List/Bibliography. | Writing style is clear, succinct and appropriate to the requirements of the assessment. A very well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured in the main. Where relevant, there is effective inclusion of, and reference to, figures, tables and images. |
| | Relevance Learning outcomes must be met for an overall pass | Knowledge and Understanding | Analysis, Creativity and Problem-Solving | Self-awareness and Reflection | Research/Referencing | Written English | Presentation and Structure |
| Class I/ii (Good Quality) 50% - 59% | Work addresses key requirements of the brief. Some irrelevant content. Learning outcomes are met. | Demonstrates a sound breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a sound conceptual understanding of specialised areas. | Presents a logical evaluation of findings from a range of relevant sources in order to draw clear and justified conclusions. Interprets some complex matters and ideas. Demonstrates some creativity. Demonstrates effective problem-solving skills and initiative. | Provides good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment. | A range of relevant reference sources selected and drawn upon. Most sources accurately cited both the body of text and in the Reference List/Bibliography. | Writing style is mostly appropriate to the requirements of the assessment. Grammar, spelling and punctuation are generally competent and minor lapses do not pose difficulty for the reader. Paragraphs are structured and include some linking and signposting. Sentences are complete. A range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Logically structured in the most part. Inclusion of figures, tables and images but not all relevant or referred to. |
| Class III (Satisfactory Quality) 40% - 49% | Work addresses the requirements of the brief, although superficially in places. Some irrelevant content. Learning outcomes are met. | Demonstrates a sufficient breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a conceptual understanding of some specialised areas. | Presents an evaluation of findings from a range of sources in order to draw some valid conclusions. Interprets some complex matters and ideas but with descriptive passages evident which lack clear purpose. Demonstrates creativity in places. Demonstrates sufficient problem-solving skills and initiative. | Provides some reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment. | Some relevant reference sources selected and drawn upon. Some weaknesses in referencing technique. | Writing style is occasionally not appropriate for the assessment. Grammar, spelling and punctuation are generally competent, but may pose minor difficulties for the reader. Some paragraphs may lack structure, and there is limited linking and signposting. Some appropriate vocabulary is used | The presentational style and layout are largely correct for the type of assignment. Adequately structured. Inclusion of some figures, tables and images but not all clear, relevant and/or referred to. |
| Borderline Fail 35% - 39% | Work addresses some of the requirements of the brief. Irrelevant and superficial content. One or more learning outcomes have not been met. | Demonstrates a lack of knowledge and understanding of theory and practice for this level. Demonstrates insufficient conceptual understanding of specialised areas. | Presents a limited evaluation of findings from set sources. Descriptive or narrative passages evident which lack clear purpose. Demonstrates little creativity. Demonstrates insufficient problem-solving skills and initiative. | Provides limited reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, when required. | Sources selected are limited and lack validity/relevance. Poor referencing technique employed. | Writing style is unclear and does not match the requirements of the assessment. Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear in places. Paragraphs are poorly structured. | For the type of assignment the presentational style, layout and/or structure are lacking. Inclusion of figures, tables and images but not clear, relevant and/or referred to. |

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| <p>Fail <34%</p> <p>One or more learning outcomes have not been met.</p> | <p>Work does not address the requirements of the brief. Irrelevant and superficial content.</p> <p>One or more learning outcomes have not been met.</p> | <p>Demonstrates inadequate knowledge and understanding of theory and practice for this level.</p> <p>Demonstrates Insufficient conceptual understanding of relevant areas.</p> | <p>Analysis is weak and poorly constructed with inadequate sources drawn upon.</p> <p>Demonstrates little or no creativity.</p> <p>Demonstrates a lack of problem-solving skills and initiative.</p> | <p>Provides inadequate reflection and self-awareness in relation to the outcomes of own work and personal responsibility, when required.</p> | <p>An absence of relevant sources selected and drawn upon.</p> <p>Poor referencing technique employed.</p> | <p>Writing style is unclear and does not match the requirements of the assessment in question.</p> <p>Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear. Unstructured paragraphs.</p> | <p>For the type of assignment the presentational style, layout and/or structure are lacking.</p> <p>Inclusion of figures, tables and images but not clear, relevant and/or referred to.</p> |
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