***Developing People, Leadership and Capabilities – Assessment Grading Rubric***

**Part 1 – Group Presentation (LOs: 1, 2, 3, 4, 5) – 50% of module grade**

| **Grade** | LO1.  Critically analyse the  strategic importance of  engaging stakeholders,  leading teams, and working professionally. | LO2.  Assess the nature of  digital advancements  and their impact on stakeholder  engagement and  team dynamics. | LO3.  Examine regulatory environments, ethics, and standards | LO4.  Critically evaluate the  concept of people and behaviour within  traditional and iterative approaches. | LO5.  (GA) Reflective Practitioner: Undertake critical analysis  and reach reasoned and evidenced decisions, contribute  problem-solving skills to find and innovate in solutions |
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| **Distinction**  80%+ | For both challenges:  Described well,  team member/stakeholder background given.  Root cause discussed from an organisational and individual context, using academic theory.  Linked to real world examples, either from student experience or from referenced case study.  Short and longer term impact of challenge if unresolved discussed, using academic theory. | For both challenges and both resolutions.  A consideration in terms of digital contributing factors  (or why they do not apply), including a link back to academic theory. | Between both challenges all three of the following are considered: regulatory, ethical and professional standards.  Between both resolutions all three of the following are considered: regulatory, ethical and professional standards. | For both resolutions:  Described well, framed from the Project Manager viewpoint.  Considers adaptions to at least one of the Project Management approaches, methodologies, tools or practices being used.  Discussed from an organisational context and individual context, using academic theory.  Linked to real world examples, either from student experience or from referenced case study.  Considers the secondary issues or risks created by resolving the challenge. | For both challenges and both resolutions:  LOs1-4 all feature critical analysis for well developed and presented arguments.  LOs1-4 all feature references which are correctly formatted, demonstrating excellent research skills to utilise references from a good range of recent, high quality academic and professional sources.  Minor consideration given:  Excellent level in terms of professional skills; verbal presentation, format of content, spelling & grammar. |
| **Distinction**  70%+ | For both challenges:  Described well,  team member/stakeholder background given.  Root cause discussed from an organisational and individual context, using academic theory.  Short and longer term impact of challenge if unresolved discussed, using academic theory. | For at least one challenge and one resolution.  A consideration in terms of digital contributing factors  (or why they do not apply), including a link back to academic theory. | Between both challenges two of the following are considered: regulatory, ethical and professional standards.  Between both resolutions all two of the following are considered: regulatory, ethical and professional standards. | For both resolutions:  Described well, framed from the Project Manager viewpoint.  Considers adaptions to at least one of the Project Management approaches, methodologies, tools or practices being used.  Discussed from an organisational context and individual context, using academic theory.  Linked to real world examples, either from student experience or from referenced case study. | For both challenges and both resolutions:  Most of LOs1-4 feature critical analysis for well developed and presented arguments.  Most of LOs1-4 feature references which are correctly formatted, demonstrating very good research skills to utilise references from a good range of recent, high quality academic and professional sources.  Minor consideration given:  Very good level in terms of professional skills; verbal presentation, format of content, spelling & grammar. |
| **Merit**  60-69% | For both challenges:  Described well.  Root cause discussed from either an organisational or individual context, using academic theory.  Impact of challenge if unresolved discussed, using academic theory | For only one challenge or one resolution.  A consideration in terms of digital contributing factors  (or why they do not apply), including a limited link back to academic theory. | Overall between the two challenges and the two resolutions, two of the following are considered: regulatory, ethical and professional standards. | For both resolutions:  Described well.  Considers adaptions to at least one of the Project Management approaches, methodologies, tools or practices being used.  Discussed from an organisational context and individual context, using academic theory. | For some challenges and some resolutions:  Most of LOs1-4 feature some critical analysis for sufficiently developed and presented arguments.  Most of LOs1-4 feature references which are formatted with minor errors, demonstrating good research skills to utilise references from a good range of quality academic and professional sources.  Minor consideration given:  Good level in terms of professional skills; verbal presentation, format of content, spelling & grammar. |
| **.Pass**  50-59% | For only one of two challenges  Described enough to be understood.  Root cause discussed from either an organisational or individual context, limited use of academic theory.  Impact of challenge if unresolved discussed, limited use of academic theory | For only one challenge or one resolution.  A consideration in terms of digital contributing factors  (or why they do not apply). | Overall between the two challenges and the two resolutions, one of the following are considered: regulatory, ethical and professional standards. | For only one of two resolutions:  Described enough to be understood.  Considers adaptions to at least one of the Project Management approaches, methodologies, tools or practices being used.  Discussed only from either an organisational context or individual context, using academic theory. | For some challenges and some resolutions:  Some of LOs1-4 feature minimal critical analysis for somewhat developed and presented arguments.  Some of LOs1-4 feature references which are formatted with errors, demonstrating satisfactory research skills to utilise references from a range of sources.  Minor consideration given:  Satisfactory level in terms of professional skills; verbal presentation, format of content, spelling & grammar. |
| **Marginal Fail**  40-49% | For only one of two challenges:  Described enough to be understood but very limited.  Root cause superficially discussed, either from an organisational or individual context, very limited use of academic theory.  Impact of challenge if unresolved not discussed. | For only one challenge or one resolution.  A superficial mention in terms of digital contributing factors  (or why they do not apply). | Overall between the two challenges and the two resolutions, there is only a superficial description considering one of: regulatory, ethical and professional standards. | For only one of two resolutions:  Described enough to be understood but very limited.  Superficially considers adaptions to at least one of the Project Management approaches, methodologies, tools or practices being used.  No discussion of organisational context or individual context. | For some challenges and some resolutions:  Few of LOs1-4 feature minimal critical analysis under-developed and under-presented arguments  Few of LOs1-4 feature references which are formatted with errors, marginally demonstrating research skills to utilise references from a limited range of sources.  Minor consideration given:  Marginal level in terms of professional skills; verbal presentation, format of content, spelling & grammar. |
| **Fail**  39% and below | If only one challenge provided.  Or  For only one of two challenges:  Confused and unclear description.  Root cause not discussed.  Impact of challenge if unresolved not discussed. | No mention of digital contributing factors  (or why they do not apply) for any of the challenges or resolutions. | No consideration given to: regulatory, ethical and professional standards, for any of the challenges or resolutions. | If only one solution provided.  Or  For only one of two resolutions:  Confused and unclear description.  Adaptions to Project Management approaches, methodologies, tools or practices is not discussed.  No discussion of organisational context or individual context. | For only one challenge or resolution:  None of LOs1-4 feature critical analysis or give developed and presented arguments.  Few of LOs1-4 feature references which are formatted with major errors, does not demonstrate research skills to utilise references.  Minor consideration given:  Poor level in terms of professional skills; verbal presentation, format of content, spelling & grammar. |

**Part 2 –** **Individual Critical Reflection (LOs: 2, 3, 5) – 50% of module grade**

**with Appendices (Peer Review Assessment Questionnaire and Personal Development Plan)**

| **Grade** | LO2.  Assess the nature of digital advancements  and their impact on stakeholder engagement  and team dynamics. | LO3.  Examine regulatory environments,  ethics, and standards. | LO5.  (GA) Reflective Practitioner: Undertake critical analysis and reach reasoned and evidenced decisions,  contribute problem-solving skills to find and  innovate in solutions. |
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| **Distinction**  80%+ | The essay considers how leadership and team dynamics develop, fully underpinned by academic theory, linked to student experience and a relevant industry case study.  The essay considers the challenges and possible improvements that digital working provides, fully underpinned by academic theory, linked to student experience and a relevant industry case study.  The peer review considers the challenges digital working provided. | The essay critically reflects on the students experience for two of: regulatory, ethical and professional standards.  The Professional Development Review analyses and sets future goals for professional standards.  The Professional Development Review sets personal objectives which relate to the critical reflection content of the essay. | The essay demonstrates problem solving skills by suggesting innovative solution**s** to either a leadership or team dynamics challenge, which are well justified and academically underpinned.  The essay demonstrates excellent research skills to utilise references from a good range of recent, high quality academic and professional sources. References are formatted correctly.  The peer review for self shows excellent critical reflection.  The peer review for others shows constructive, tactful feedback on the other team members.  Across all three components, minor consideration given:  Excellent level in terms formatting, spelling & grammar. |
| **Distinction**  70%+ | The essay considers how leadership and team dynamics develop, fully underpinned by academic theory, linked to student experience and a relevant industry case study.  The essay considers the challenges and possible improvements that digital working provides, fully underpinned by academic theory, linked to student experience.  The peer review considers the challenges digital working provided. | The essay critically reflects on the students experience for one of: regulatory, ethical and professional standards.  The Professional Development Review analyses and sets future goals for professional standards.  The Professional Development Review sets personal objectives which relate to the critical reflection content of the essay. | The essay demonstrates problem solving skills by suggesting solution**s** to either a leadership or team dynamics challenge, which are justified and academically underpinned.  The essay demonstrates very good research skills to utilise references from a good range of recent, high quality academic and professional sources. References are formatted correctly.  The peer review for self shows very good critical reflection.  The peer review for others shows constructive feedback on the other team members.  Across all three components, minor consideration given:  Very good level in terms formatting, spelling & grammar. |
| **Merit**  60-69% | The essay considers how leadership and team dynamics develop, underpinned by academic theory, linked to student experience.  The essay considers the challenges and possible improvements that digital working provides, underpinned by academic theory, linked to student experience.  The peer review superficially mentions the challenges digital working provided. | The essay critically reflects on the students experience for one of: regulatory, ethical and professional standards.  The Professional Development Review analyses and sets future goals for professional standards.  The Professional Development Review sets personal objectives which only somewhat relate to the critical reflection content of the essay. | The essay demonstrates problem solving skills by suggesting a solution to either a leadership or team dynamics challenge, which is underpinned by academic theory.  The essay demonstrates good research skills to utilise references from a range of quality academic and professional sources. References are formatted with only minor errors.  The peer review for self shows good critical reflection.  The peer review for others shows limited constructive feedback on the other team members.  Across all three components, minor consideration given:  Good level in terms formatting, spelling & grammar. |
| **Pass**  50-59% | The essay considers how leadership and team dynamics develop, with limited underpinning by academic theory, linked to student experience.  The essay considers the challenges and possible improvements that digital working provides, with limited underpinning by academic theory, linked to student experience.  The peer review does not discuss the challenges digital working provided. | The essay only gives superficial critical reflection on the students experience for one of: regulatory, ethical and professional standards.  The Professional Development Review analyses and sets quite generic future goals for professional standards.  The Professional Development Review sets personal objectives which only somewhat relate to the critical reflection content of the essay. | The essay demonstrates problem solving skills by suggesting a minor solution to either a leadership or team dynamics challenge, which is underpinned by limited academic theory.  The essay demonstrates satisfactory research skills to utilise references from a range of sources. References are formatted with some errors.  The peer review for self shows limited critical reflection.  The peer review for others shows limited, mainly negative, feedback on the other team members.  Across all three components, minor consideration given:  Satisfactory level in terms formatting, spelling & grammar. |
| **Marginal Fail**  40-49% | The essay marginally considers how leadership and team dynamics develop, with limited underpinning by academic theory, linked to student experience.  The essay marginally considers the challenges and possible improvements that digital working provides, with limited underpinning by academic theory, linked to student experience.  The peer review does not discuss the challenges digital working provided. | The essay only gives superficial critical reflection on the students experience for one of: regulatory, ethical and professional standards.  The Professional Development Review sets very generic future goals for professional standards.  The Professional Development Review sets personal objectives which are unrelated to the critical reflection content of the essay. | The essay demonstrates limited problem solving skills by suggesting limited solutions to either leadership or team  dynamics challenges, which are underpinned by limited academic theory.  The essay demonstrates limited research skills to utilise references from a range of sources. References are formatted with errors.  The peer review for self shows little critical reflection, no learning or improvements suggested.  The peer review for others shows only negative feedback on the other team members,  Across all three components, minor consideration given:  Satisfactory level in terms formatting, spelling & grammar. |
| **Fail**  39% and below | No peer review appendix provided.  The essay only does one of the below:  The essay marginally considers how leadership and team dynamics develop, with limited underpinning by academic theory, linked to student experience.  The essay marginally considers the challenges and possible improvements that digital working provides, with limited underpinning by academic theory, linked to student experience. | The essay gives only descriptions and no critical reflection on the students experience for one of: regulatory, ethical and professional standards.  No Professional Development Review appendix provided. | The essay does not demonstrate problem solving skills. A limited or irrelevant solution is suggested to either a confused leadership or team dynamics challenge, without underpinning by any academic theory.  The essay does not demonstrate research skills to utilise references. References are formatted with major errors.  No peer review appendix provided.  Across all three components, minor consideration given:  Poor level in terms formatting, spelling & grammar. |