

Introduction.....	1
Submission, Deadlines and Timeline	1
ePortfolio.....	1
Report	2
Timeline for the year.....	3
Module Learning Outcomes related to this assignment	3
Assessment Criteria	3
Reflective Report – Further Guidance	4
Suggested Layout/Focus:	4
ePortfolio (appendices)	5
Style/Word Count/Font/Spacing:	6
Marking Grid.....	7

Introduction

You are required to write a report reflecting on selected aspects of Leadership and Employability:

- Topical responsible leadership issues pertaining to ethics and sustainability, plus wider social management issues, such as cultural diversity within a global context and ‘welfare of staff’. These should be set within the context of your subject discipline and/or your future plans.
- A critical evaluation of your own leadership capability and employability and how you have developed the necessary skill-set to achieve your future aspirations.

There is further information on what this might look like and how you might shape this below (see Reflective Report - Further Guidance).

Submission, Deadlines and Timeline

ePortfolio

To support and underpin your reflective report, you will populate an ePortfolio (via NOW). A template will be provided to you.

The ePortfolio will need to be shared with your Personal Tutor at the start of 16/17, and added to throughout the year. Use your ePortfolio and the Student Dashboard to discuss your progress at each Tutor meeting.

There will be specific sections (a-e) on the ePortfolio to make it easier for both you and your Tutor to navigate. Into the ePortfolio, at the start of the year, you will upload:

- a) **Personal Profile** – current (up-to-date) CV/or Resumé and where available LinkedIn (link)
- b) **Gap Analysis** – Oct 2016 Graduate Attribute Matrix/ similar

- c) **Future Plans** – Action Plan for 16/17
- d) **CPD** – your CPD pro-forma showing *planned/scheduled* activities for the autumn term and beyond (may include events during NBS Discover week - w/c 3/10/16)
- e) **Other** (supporting docs) – you may have some other evidence already relating to courses, experience undertaken...

You will need to update the above and add relevant documents throughout the year.

You will later draw on the contents of the ePortfolio as evidence to support your reflective report and to help you create a strong Action Plan for after graduation.

Deadline 31 October 2016: share your ePortfolio with your Personal Tutor by this date.

Report

Submit by noon on 27 April 2017, at the latest. Upload a soft copy of your reflective report to the Dropbox

- Please name your file: LE Report Nxxxxxx or Txxxxxx (i.e. incorporating your NTU ID)
- Also submit the URL link for your completed ePortfolio to the Dropbox at the same time.

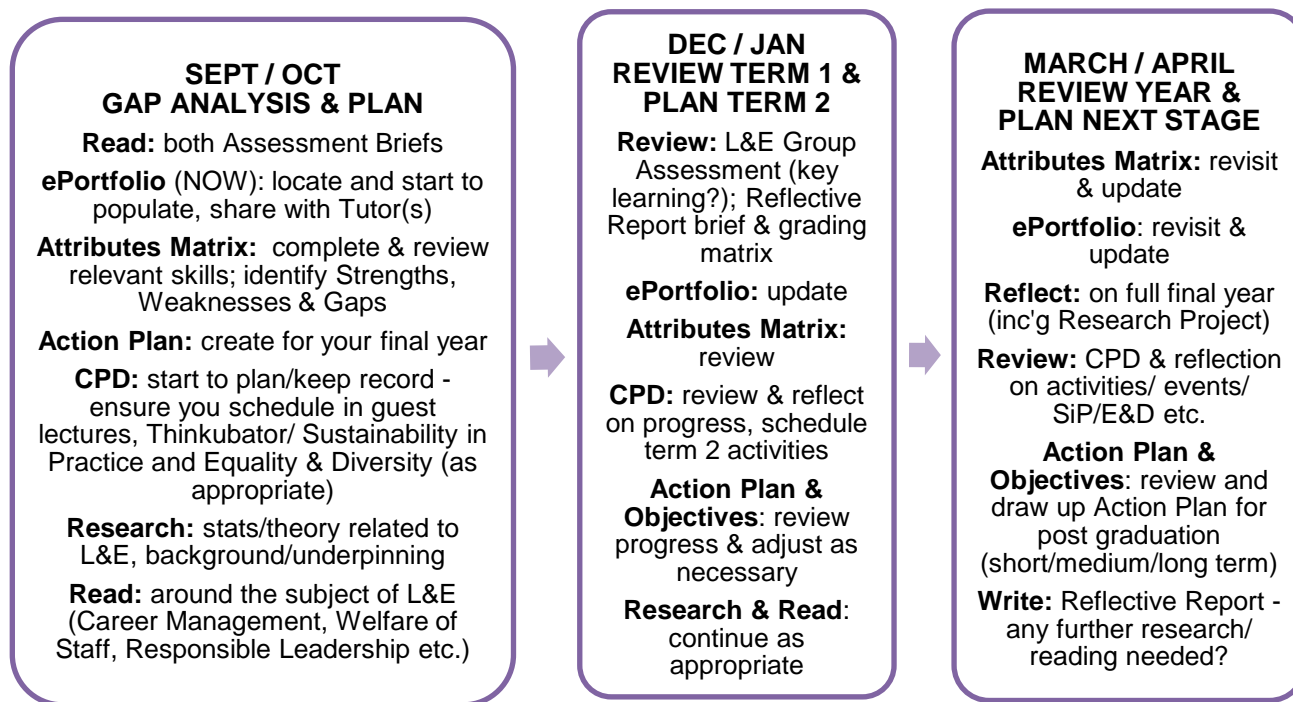
With the exception of direct entrants, and those who have been on 'leave of absence' or have studied abroad, you should all have carried out some form of reflection in PPD or on your HY2 Internship, Enterprise Project or year-long Placement, and you should all have created a Personal Development/Action Plan before. You will build on these here.

Via the **NBS Attribute Matrix**, you will establish a baseline for the year. You are free to adapt the one provided on NOW and add to it, or indeed use a different professional body's skill-set if deemed more appropriate (discuss with your Personal Tutor).

Having thereby carried out a **Gap Analysis**, you will devise a **Personal Development/Action Plan** with SMART **Objectives** for your final year (see NOW for suggested layout). This will allow you to plan for and schedule appropriate Continuing Professional Development (CPD) activities.

The above will underpin the report you submit after Easter. You therefore need to work on this throughout your final year, keeping a record of your CPD, noting what you have learned/gained from each activity, lecture, role etc. as you go along (see pro-forma on NOW). Your ePortfolio will therefore need adding to throughout the year as well.

Timeline for the year



Module Learning Outcomes related to this assignment

Knowledge and Understanding

After studying this module you should be able to:

- Demonstrate knowledge of your chosen profession or discipline and a critical understanding of associated leadership and employability issues.
- Demonstrate an understanding and appreciation of social, economic and environmental sustainability issues within the context of your chosen profession or discipline.

Skills, Qualities and Attributes

After studying this module you should be able to:

- Demonstrate the ability to reflect critically on your achievement of relevant professional attributes and your own employability, allowing you to manage your future.

Assessment Criteria

Markers are looking for evidence of a reflective report with:

1. Critical application of theory, knowledge and evidence relevant to **your** career aspirations, work experience and areas of interest in **your** discipline with respect to Responsible Leadership (such as: Ethics and Sustainability). Along with wider social management issues such as Cultural Diversity within a global context and 'Welfare of Staff'¹. (20%)
2. Critical application of theory, knowledge and evidence relevant to **your** career aspirations, work experience and areas of interest in **your** discipline with respect to

¹ If you are on BA Business or one of the five joint honours degrees, then you are potentially eligible to gain the Chartered Management Institute (CMI) level 5 qualification when you graduate. However you must address the issue of 'Welfare of Staff' in this instance. There are related CPD lectures in November and January, please make every effort to attend. You can also access CMI's Management Direct online resources.

Graduate Employability (for example: graduate prospects under Brexit, or employability in your home country). (20%)

3. Suitable analysis and reflection on **your** own Leadership capability and Employability, underpinned by relevant progress benchmarks, such as the NBS/NTU attributes or other evidence-based skills-sets, to compare and contrast different experiences, including engagement with CPD. (20%)
4. Appropriate conclusions and recommendations, in the form of a Personal Development/Action Plan² for after graduation and beyond, clearly linked to and justified by your reflections on **your** experience, and application and evaluation of theory. (20%)
5. Appropriate style/structure, with a high standard of design, authorship and presentation with appropriate formatting, clear concise language (adhering to the maximum word count). Accurate use of Harvard referencing (both in text and in the List of References). Includes relevant supporting evidence in the ePortfolio. (20%)

Reflective Report – Further Guidance

Suggested Layout/Focus:

Executive Summary

This should stand alone and provide the reader with a complete overview of the report, including an outline of the report's overall aims, key findings, key conclusions and key recommendations.

Table of Contents

- Preferably generated using the Word feature, using sensible, relevant section headings.
- Page numbers to be shown and included on the report itself.
- The Executive Summary and List of References are not usually numbered sections and do not form part of the word count.

Introduction

Clearly state the aims and objectives of your report and provide a context and background to the analysis that will follow. You may wish to cite statistics or some of the employer reports highlighted in the lectures as context to your report.

Main Body of the Report (not to be headed as such)

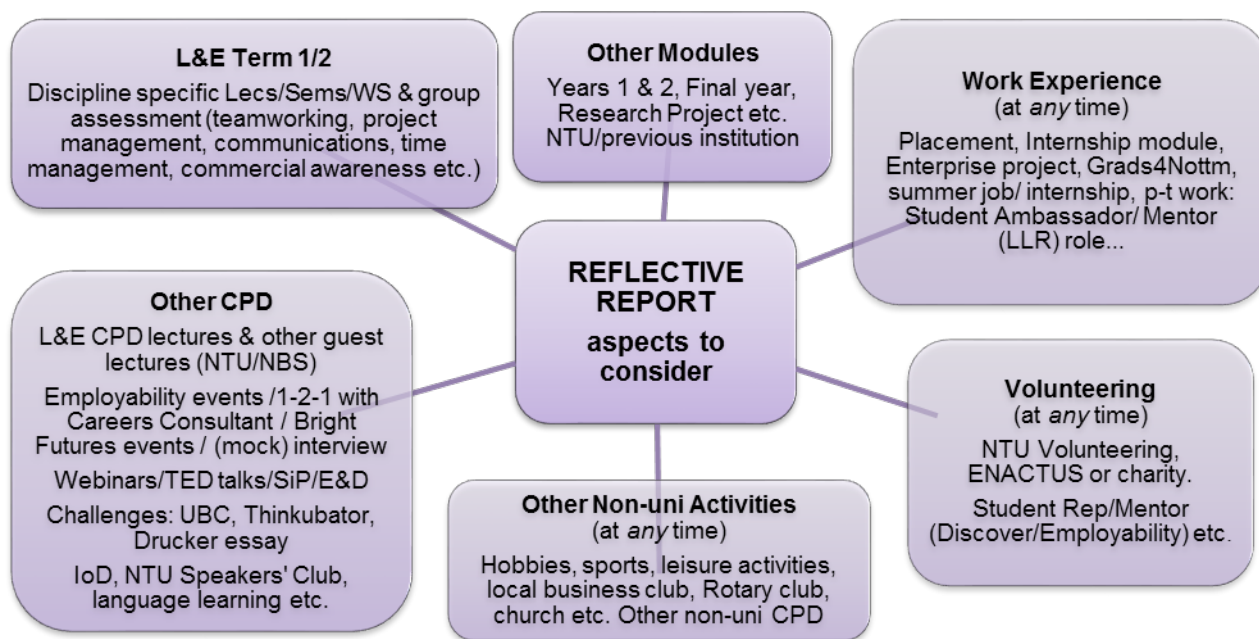
You may wish to split your main body into sections of Responsible Leadership and Graduate Employability or you may prefer to cover those topics under themes. There is no prescribed structure and it may help you to select a framework (an employability model such as CareerEDGE and/or NBS/NTU Graduate Attributes) to help you shape your analysis.

To demonstrate your achievement of the L&E Module Learning Outcomes, and your knowledge and understanding of Responsible Leadership issues including sustainability, you could draw on experience (part-time work, volunteering or Internship for example), the CPD lectures, PRME, GRLI and Responsible Futures resources (see Introduction, Module Handbook) and general wider reading. Sustainability may also feature as part of your group assignment and you will undertake the Sustainability in Practice (or Tourism) online course (and potentially progress onto the Certificate – see Module Handbook). These will provide a good understanding of the relevant issues, which you can then reflect upon and **apply to your own circumstances and future**.

You will also need to demonstrate your future Leadership capability (of yourself and others) and your understanding of 'Welfare of Staff' (especially important for Joint Honours and Business students).

² To demonstrate Leadership capability, you need to show the ability to manage your own future through a well thought-through plan – this is *especially* important if you wish to graduate with the CMI qualification as well (Business & Joint Honours students).

Your reflective report will not just focus on this module, it should link to your whole degree and



relevant external activity, for example:

Conclusions and Recommendations (suggested approaches)

- Draw conclusions in relation to your achievement of the Module Learning Outcomes.
- Review to what extent you have achieved your Objectives during your final year.
- Review to what extent you have developed the necessary skills (using the NBS/NTU Graduate Attributes, or other skills-sets) to allow you to achieve your future goals.
- Ensure you have a realistic and robust well-thought-through Personal Development/ Action Plan with SMART Objectives and strategy in place for the next stage of your life and beyond (build on your October 2016 Final Year Plan, and those from previous years). See NOW for a sample Plan.
- If you have identified areas that you have not perhaps developed as much as you would have liked (as per your own Objectives at the beginning of the year), these may well form part of your Objectives and Actions going forward (see above).

List of References

This must be Harvard style. For guidance, refer to the latest guide on the NTU Library website: http://www4.ntu.ac.uk/library/developing_skills/referencing_plagiarism/referencing_styles/index.html

ePortfolio (appendices)

All the documents to support your report (that would usually appear in an appendix) must be in your ePortfolio and must be correctly cross-referenced. To include:

- Personal Profile** – October 2016 CV/Resumé and April 2017 version. Plus LinkedIn (link)
- Gap Analysis** – Oct 2016 Graduate Attribute Matrix/similar and April 2017 version
- Future Plans** – Action Plan for 16/17 and April 2017 version (summer 2017 onwards)
- CPD** – your CPD pro-forma complete with all the activities undertaken
- Other** (supporting docs) e.g. Sustainability in Practice certificate, Equality & Diversity results, etc.

Apart from the above, you are free to supplement the “Other” section with further relevant evidence: copies of emails; feedback from peers/ colleagues/ manager(s)/

tutors; results of questionnaires or worksheets, with commentary; extracts from a critical incident diary, or notes demonstrating reflection and a change in behaviour. All must be mentioned in the main body of the report, this is not meant to be a general storage area.

Style/Word Count/Font/Spacing:

- This is a reflective report about you, therefore you may use the first person (I/me).
- The maximum word count is 3,000 words (no +/- 10% allowance). This includes all content within the report including citations, but excludes the Executive Summary, Table of Contents, List of References and any associated 'appendices' in the ePortfolio.
- State an accurate word count on the front sheet - the grade of anyone found to be falsifying this will be reduced.
- Use a font such as Verdana or Arial (11 or 12 point) and 1.5 line spacing.

Marking Grid

LEADERSHIP & EMPLOYABILITY (Accounting and Finance) BUSI32621. (2016-17) REFLECTIVE REPORT FEEDBACK							
Course / Seminar group no.				Student ID			
1 st Assessor				2 nd Assessor /Moderator (where applicable)			
Submission Date				Agreed Grade			
ePortfolio (Appendices to your report) a) Personal Profile – CV (or Resumé) and LinkedIn (link) b) Gap Analysis – Oct 2016 Graduate Attribute Matrix/ similar and April 2017 version c) Future Plans – Action Plan for 16/17 and Action Plan for summer 2017 onwards d) CPD – plans for 16/17 & April 2017 log & review of year e) Other (supporting docs) - Relevant Certificates / Qualifications / correspondence				Y/N	Supporting evidence comments:		
Module Learning Outcomes assessed <u>Knowledge and understanding. After studying this module you should be able to:</u> <ul style="list-style-type: none"> • Demonstrate knowledge of your chosen profession or discipline and a critical understanding of associated leadership and employability issues. • Demonstrate an understanding and appreciation of social, economic and environmental sustainability issues within the context of your chosen profession or discipline. <u>Skills, qualities and attributes. After studying this module you should be able to:</u> <ul style="list-style-type: none"> • Demonstrate the ability to reflect critically on your achievement of relevant professional attributes and your own employability, allowing you to manage your future 							
NB: Criteria are equally weighted. Final grade is determined by how well the criteria have been met overall, not the sum of the individual aspects of the work.							
Grade Criterion	Fail Low Mid	Marginal Fail	Third Low Mid High	Lower Second Low Mid High	Upper Second Low Mid High	First Low Mid High	First Exceptional First
1. Critical application of theory, knowledge and evidence relevant to your career aspirations, work experience and areas of interest in your discipline with respect to Responsible Leadership (such as: Ethics and Sustainability). Along with wider social management issues such as Cultural Diversity within a global context and 'Welfare of Staff'. (20%)	No theoretical underpinning. Little or no evidence of appropriate reading. <u>No</u> apparent appreciation of relevant/topical issues.	Little theoretical underpinning. Uses narrow range of sources, applied descriptively. Little apparent appreciation of relevant topical Responsible Leadership issues.	Some theoretical underpinning, could be more relevant to chosen approach to reflection, and could be applied more critically. Evidence of basic appreciation of relevant topical issues relating to Responsible Leadership.	Reasonable relevant theoretical underpinning. Uses reasonable range of sources with some level of critical application to reflection. Reasonable appreciation of relevant topical issues relating to Responsible Leadership.	Good theoretical underpinning. A good range of sources critically applied to reflections, which demonstrate the real-world utility of theory. Good appreciation of relevant topical issues relating to Responsible Leadership.	Excellent use of theory, seamlessly integrated into approach to reflection – including personal experiences used to challenge and evaluate theory and the contemporary debate around relevant topical issues relating to Responsible Leadership.	Exceptional theoretical underpinning, using sources beyond those provided. Achieves critical evaluation of publishable standard. Demonstrates <u>thorough</u> appreciation of relevant topical issues relating to Responsible Leadership.

Grade Criterion	Fail Low Mid	Marginal Fail	Third Low Mid High	Lower Second Low Mid High	Upper Second Low Mid High	First Low Mid High	First Exceptional First
2. Critical application of theory, knowledge and evidence relevant to your career aspirations, work experience and areas of interest in your discipline with respect to Graduate Employability (for example: graduate prospects under Brexit, or employability in your home country). (20%)	No theoretical underpinning. Little or no evidence of appropriate reading. <u>No</u> apparent appreciation of relevant/topical issues relating to graduate Employability.	Little theoretical underpinning. Uses narrow range of sources, applied descriptively. Little apparent appreciation of relevant topical issues relating to Graduate Employability.	Some theoretical underpinning, could be more relevant and critical. Evidence of basic appreciation of relevant topical issues relating to Graduate Employability.	Reasonable relevant theoretical underpinning. Uses reasonable range of sources with some level of critical application to reflection. Reasonable appreciation of relevant topical issues relating to Graduate Employability.	Good theoretical underpinning. A good range of sources critically applied to reflections, which demonstrate the real-world utility of theory. Good appreciation of relevant topical issues relating to Graduate Employability.	Excellent use of theory, seamlessly integrated into approach to reflection – including using personal experiences to challenge and evaluate theory and the contemporary debate around relevant topical issues relating to Graduate Employability.	Exceptional theoretical underpinning, using sources beyond those provided. Achieves critical evaluation of publishable standard. Demonstrates <u>thorough</u> appreciation of relevant topical issues relating to Graduate Employability.
3. Suitable analysis and reflection on your own Leadership capability and Employability , underpinned by relevant progress benchmarks, such as the NBS/NTU attributes or other evidence-based skills-sets, to compare and contrast different experiences, including engagement with CPD. (20%)	Lacking self-analysis. No comparison to theory and/or evidence-based benchmarks. Apparent lack of engagement with CPD.	Limited self-analysis attempted. Little theory used and/or inadequate use of benchmarks. Poor support for reflection, including poor evidence of CPD.	Provides adequate self-analysis, although there is a tendency to describe or list experiences and personal development. Limited reference to CPD.	Provides reasonable self-analysis with appropriate comparison to evidence-based benchmarks relevant to aspirations. Some critical depth to reflection and reasonable attempt at analysis of CPD.	Provides good self-analysis, compared to a very well evidenced set of benchmark skills, justified by analysis. Good justification and evaluation of relevant CPD.	Provides excellent self-analysis and excellent analysis of a range of CPD activities and wider development. Strong links made between reflections on personal development and evaluation of theory.	Provides exceptional self-analysis. Excellent analysis of professional development with a wide range of CPD, used imaginatively, and based on evaluation of relevant theory.
4. Appropriate conclusions and recommendations , in the form of a Personal Development/Action Plan for after graduation and beyond, clearly linked to and justified by your reflections on your experience, and application and evaluation of theory. (20%)	No clear conclusions. No Plan. Vague or poor links to reflections or theory.	Limited conclusions. Plan lacks specific detail (time scales, milestones, success measures). Few links to reflection/ theory.	Conclusions are adequate but descriptive – more of a summary of the report than a clear plan for future development. Plan could have more detail.	Reasonable attempt at conclusions and planning with reasonable links to reflections/theory. Justification and detail could be stronger, with SMART objectives and longer term.	Good conclusions, justified by reflection. The Plan has clear links to reflection and theory covered, and objectives are SMART.	Excellent conclusions, clearly drawing on the consequences of reflections made re personal development and wider topics. Excellent, SMART objectives, clearly linked to reflection/ theory.	Exceptional conclusions, critically linking own personal development to contemporary topics. Exceptional, well-constructed, realistic short term and longer term Plan.

Grade Criterion	Fail Low Mid	Marginal Fail	Third Low Mid High	Lower Second Low Mid High	Upper Second Low Mid High	First Low Mid High	First Exceptional First
5. Appropriate style/structure , with a high standard of design, authorship and presentation with appropriate formatting, clear concise language (adhering to the maximum word count) and accurate use of Harvard Referencing 'HR' (both in text and in the List of References). Includes relevant supporting evidence in the ePortfolio. (20%)	Very poor style /structure. Unprofessional design/ authorship/ presentation. Really vague, unclear language. Far too long (or inaccurate word count). Lack of HR. Lack of supporting evidence.	Poor style/ structure. Not very good design/ authorship/ presentation. Quite vague, unclear language. Over long. Really poor HR (in text & List). Poor supporting evidence.	Adequate style/ structure. Design/ authorship/ presentation competent, but with weaknesses. Adequate use of language. HR - many errors (in text & List). Adequate supporting evidence, but maybe not well-signposted.	Reasonable style/ structure. Reasonable standard of presentation. Reasonable use of language, with some weaknesses. Reasonable attempt at HR (in text & List). Reasonable supporting evidence, mostly well-signposted.	Good style /structure, with good standard of presentation. Good clear concise language. Good use of HR (in text and List). Well sign-posted, good supporting evidence.	Excellent style /structure, with very high standard of presentation. Clear concise language. Excellent use of HR (in text & List). Excellent supporting evidence, with excellent sign-posting.	Style/structure of publishable standard. Outstanding use of language & format. Faultless use of HR throughout. Professional ePortfolio which provide excellent support, all fully cross-referenced.
Additional comments:							
Strengths include:				Areas for improvement include:			