



## ASSIGNMENT INSTRUCTIONS

<b>Assessment</b>	Report
<b>Assessment code</b>	011
<b>Academic Year</b>	2021/22
<b>Trimester</b>	1
<b>Module Title</b>	Academic and Professional Skills
<b>Module Code</b>	MOD003325
<b>Level</b>	4
<b>Module Leader</b>	Kate Sender
<b>Weighting</b>	70%
<b>Word Limit</b>	2000 words This excludes bibliography and other items listed in rule 6.75 of the Academic Regulations: <a href="http://web.anglia.ac.uk/anet/academic/public/academic_regs.pdf">web.anglia.ac.uk/anet/academic/public/academic_regs.pdf</a>
<b>Assessed Learning Outcomes</b>	1,2,3 & 5
<b>Submission Deadline</b>	Please refer to the deadline on the VLE

### WRITING YOUR ASSIGNMENT

- This assignment must be completed individually.
- You must use the Harvard referencing system.
- Your work must indicate the number of words you have used. Written assignments must not exceed the specified maximum number of words. When a written assignment is marked, the excessive use of words beyond the word limit is reflected in the academic judgement of the piece of work which results in a lower mark being awarded for the piece of work (regulation 6.74).
- Assignment submissions are to be made anonymously. Do not write your name anywhere on your work.
- Write your student ID number at the top of every page.
- You must number all pages.
- You must submit a Word document (a .doc, .docx or .odt file), not a PDF.

## **SUBMITTING YOUR ASSIGNMENT**

In order to achieve full marks, you must submit your work before the deadline. Work that is submitted late (up to five working days after the published submission deadline) will be accepted and marked. However, the element of the module's assessment to which the work contributes will be capped at a maximum mark of 40%.

Work cannot be submitted if the period of 5 working days after the deadline has passed (unless an extension has been approved). Failure to submit within the relevant period will mean that you fail the assessment.

Requests for short-term extensions: These will only be considered in the case of illness or another cause considered valid by the Director of Studies Team. To request an extension, please contact [DoS@london.aru.ac.uk](mailto:DoS@london.aru.ac.uk). A request must normally be received and agreed by the Director of Studies Team in writing at least 24 hours prior to the deadline. See rules 6.64–6.73:

[http://web.anglia.ac.uk/onet/academic/public/academic\\_regs.pdf](http://web.anglia.ac.uk/onet/academic/public/academic_regs.pdf)

Mitigation: The deadline for submission of mitigation in relation to this assignment is no later than five working days after the submission deadline. Please contact the Director of Studies Team - [DoS@london.aru.ac.uk](mailto:DoS@london.aru.ac.uk)

See rules 6.112–6.141:

[http://web.anglia.ac.uk/onet/academic/public/academic\\_regs.pdf](http://web.anglia.ac.uk/onet/academic/public/academic_regs.pdf)

## ASSIGNMENT QUESTION (100 marks)

Write a 2000-word **report** responding to the task in the box below.

**Task:** Analyse the impacts of making a city centre car-free.

Use this analysis to recommend ways of maximising the benefits and/or minimising the challenges of making a city centre car-free.

## READING LIST

- **You must use the following source in your answer:**

Olander, S., 2007. Stakeholder impact analysis in construction project management. *Construction management and economics*. [Online] 25 (3), pp.277–287. Available through: ARU Library website <library.aru.ac.uk>

- **You must also use a range of other sources that you select yourself.**

## ADDITIONAL INFORMATION

- The report should analyse impacts in general. It **should not be about a specific city or country**, although you may use specific examples.
- The Analysis section should be split into 3 main subsections, where you consider the viewpoints of various stakeholders. The first subsection should cover **a perspective relating to your degree** (either **Economic Impacts, Health Impacts** or **Impacts on the Tourism, Hospitality and Events Industries**). The other perspectives should be **Environmental Impacts** and **Social Impacts**.
- Your report should include the following sections:

**Cover Page** (not included in word count).

**Contents Page** (not included in word count).

**Executive Summary** (not included in word count).

**Introduction** (suggested: 300 words).

**Analysis** (suggested: 1200 words. Split into **3 subsections** of roughly 400 words each, one for each perspective).

**Conclusion** (suggested: 150 words).

**Recommendations** (suggested: 350 words. Ideally, include **3 or 4** recommendations).

**Reference List** (not included in word count).

Further guidance on what should be included in each section is provided below.

### **Cover Page**

- Title of the report (the assignment question).
- Title of the module.
- Student Number (1xxxxxx).
- Date of submission.
- Word count. This should exclude the Executive Summary, Contents Page, Reference List and in-text citations e.g. (Smith, 2021).

### **Executive Summary** (not included in the word count)

- Summary of each section of the report and its key points.

### **Contents Page** (not included in the word count)

- Section headings with page numbers.

### **Introduction** (suggested: 300 words)

- Definition of a car-free city.
- A discussion (with examples) of the various stakeholders involved in making a city centre car-free.
- A sentence summarising the main aims of the report.

### **Analysis** (suggested: 1200 words, 400 for each perspective)

- One subsection for each of the 3 perspectives. Ideally, each perspective should cover 2 to 3 different issues.
- Each subsection should have a subheading.
- All key ideas should be supported with reliable, relevant source evidence.

### **For students studying a degree related to Health and Social Care the first Analysis subsection should be The Health Impacts.**

Relevant issues might include:

- Changes in how citizens exercise.
- The impact on mental health.
- Changes in health related to using vehicles less frequently.

### **For students studying a degree related to Business the first Analysis subsection should be The Economic Impacts.**

Relevant issues might include:

- Impacts related to employment.
- Costs to the taxpayer.
- Impacts on businesses.

**For students studying a degree related to Tourism and Events Management the first Analysis subsection should be The Impacts on the Tourism, Hospitality and Events Industries.**

Relevant issues might include:

- Impacts on the city as a tourist destination.
- Changes in the type of event that can be hosted in the city.
- Opportunities for new hospitality businesses.

**The other Analysis subsections are:**

**The Environmental Impacts.**

Relevant issues might include:

- Impacts on the city's carbon footprint and sustainability.
- Impacts on pollution and climate.
- The environmental impacts of any construction work that is needed.

**The Social Impacts.**

Relevant issues might include:

- Public response to the changes and impacts of this response on society.
- Changes to the demographic of the area.
- Changes in crime rate and prevalent types of crime.

**Conclusion** (suggested: 150 words)

- A summary of key points from the Analysis section.

**Recommendations** (suggested: 350 words)

- Three or four recommendations. Each one should have a subtitle.
- Each recommendation must suggest a way to maximise a benefit or minimise a challenge which has been discussed in your Analysis section.
- The recommendations should be supported by research.

**Reference List** (not included in word count)

- A list of all the sources you have cited.
- This should follow the conventions of ARUL Harvard referencing.

**ALLOCATION OF MARKS**

Your grade is allocated based on four different categories: task fulfilment (worth 40% of your grade), structure, use of sources and language (each worth 20% of

your grade). Each of these categories assesses different aspects of your work, as explained below:

### **Task Fulfilment (40%)**

- **Relevance:** Your report should stay on topic. It should not contain any information that does not help answer the report task.
- **Report section function:** Each section of the report should fulfil its function. This means that each section should follow report-writing conventions and should do what the reader expects it to. Your ideas should be included within the appropriate section (for example, you should not make recommendations in the Analysis section).
- **Analysis:** Your report should go beyond being descriptive. You should analyse your points. This means considering the consequences and implications of the ideas you include, as well as their limitations. Your analysis should show original thinking and a thorough understanding of the point you are discussing.

### **Structure (20%)**

- **Organisation of ideas:** Your ideas should be presented in an order that makes sense. Each paragraph should link logically to the next one, and the same idea should not be repeated in multiple sections (although you may make reference to ideas you have previously discussed).
- **Paragraph structure:** Your paragraphs should be structured in a logical way which makes your ideas easy to follow. They should begin with strong topic sentences that make their main ideas clear. Each paragraph should focus on only one main idea, and this idea should be developed fully. Each sentence should link logically to the next sentence.
- **Cohesive language:** You should use a wide range of cohesive devices (e.g. therefore, whereas, however) to show the links between your ideas. The cohesive language you use should be academic and used in a grammatically correct way.

### **Use of Sources (20%)**

- **Quality and appropriacy:** The sources you choose should be of a high quality, which means they should be academic and reliable. You should use a large enough range of sources to show that you have researched the topic thoroughly. You should use sources in an appropriate way. This means that the ideas you choose to include should support your points and that it should be clear to the reader how they link to your point and to the report task.
- **Use of paraphrase/summary:** Your report should demonstrate an ability to summarise and paraphrase. You may also include direct quotes if you wish, but only when it is appropriate to do so. Your paraphrases and

summaries should be easy to understand. You should use your own words and the meaning of the original source should remain clear.

- **Use of Harvard referencing:** You should make it clear when information comes from sources. To do this, you should reference accurately. Your citations and reference list should follow the conventions of ARUL Harvard referencing, as detailed here:

<https://library.aru.ac.uk/referencing/harvard.htm>.

### **Language (20%)**

- **Range:** Your vocabulary should be varied and relevant to the report topic. You should use a wide range of grammatical structures and subject-specific language where appropriate. You should avoid sounding repetitive.
- **Accuracy:** Your language use should be accurate and natural. Your writing should be easy to understand and should not cause strain for the reader. The grammatical structures and vocabulary you use should make sense in context.
- **Academic style:** Your writing should be formal and should follow the conventions of academic style. You should avoid contractions, idiomatic language and personal language. Your language should be precise, objective and accurate, and you should use caution where appropriate.

**APS WRITTEN REPORT MARKING CRITERIA**

<b>Grade</b>	<b>Task Fulfilment (40%)</b> Relevance, report section function, level of analysis	<b>Structure (20%)</b> Organisation of ideas, paragraph structure and cohesive language	<b>Use of Sources (20%)</b> Quality and appropriacy of sources, use of paraphrase/summary and use of Harvard referencing	<b>Language (20%)</b> Range, accuracy & style
<b>90-100% Exceptional</b>	<ul style="list-style-type: none"> <li>• Completely on topic and succinct without digression.</li> <li>• Report sections completely fulfil their functions in an effective and clear way.</li> <li>• Analysis is exceptionally original and is present throughout the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is exceptionally logical.</li> <li>• Paragraphs show exceptional organisation.</li> <li>• Cohesive devices are natural, varied and sophisticated.</li> </ul>	<ul style="list-style-type: none"> <li>• An exceptional range of complex, reliable, academic sources have been used. They have been used exceptionally well.</li> <li>• Paraphrasing, summarising and use of quotes demonstrate an exceptional ability to manipulate language.</li> <li>• Flawless use of Harvard referencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional range of high-level vocabulary and grammatical structures.</li> <li>• Language use is exceptional and highly natural.</li> <li>• Exceptional, consistent academic style.</li> </ul>
<b>80-89% Outstanding</b>	<ul style="list-style-type: none"> <li>• On topic and succinct without digression.</li> <li>• Report sections fulfil their functions effectively and thoroughly.</li> <li>• Analysis is outstandingly original and is present throughout the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is outstanding and logical.</li> <li>• Paragraphs show outstanding organisation.</li> <li>• Cohesive devices are natural and attract no attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Many complex, academic and reliable sources have been used. They have been used in an outstanding way.</li> <li>• Paraphrase, summary and quotes are used in an outstanding way.</li> <li>• Flawless use of Harvard referencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding range of high-level vocabulary and grammatical structures.</li> <li>• Language use is outstanding and highly natural.</li> <li>• Outstanding, consistent academic style.</li> </ul>
<b>70 – 79% Excellent</b>	<ul style="list-style-type: none"> <li>• Report stays on topic (there may be extremely minimal digression).</li> <li>• Report sections fulfil their functions.</li> <li>• Analysis is excellent and very frequent.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is excellent and almost always logical.</li> <li>• Paragraphs show excellent organisation.</li> <li>• Excellent range of cohesive devices, used well.</li> </ul>	<ul style="list-style-type: none"> <li>• Many academic and reliable sources have been used. They have been used in an excellent way.</li> <li>• Paraphrase, summary and quotes are used in an excellent way.</li> <li>• Near flawless use of Harvard referencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent range of vocabulary and grammatical structures.</li> <li>• Language use is excellent and causes no strain.</li> <li>• Excellent, consistent academic style.</li> </ul>
<b>60 – 69% Good</b>	<ul style="list-style-type: none"> <li>• Report is mostly on topic with only minor digression.</li> <li>• Most report sections fulfil their functions.</li> <li>• Analysis is good and frequent.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is good and mostly logical.</li> <li>• Most paragraphs show good organisation.</li> <li>• Good range of cohesive devices, generally used well.</li> </ul>	<ul style="list-style-type: none"> <li>• Some academic and reliable sources have been used. They have generally been used in a good way.</li> <li>• Paraphrase, summary and quotes are used in a good and generally clear way.</li> <li>• Good use of Harvard referencing (there may be some small errors).</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures.</li> <li>• Language use is good and causes little to no strain.</li> <li>• Good academic style which is mostly consistent.</li> </ul>
<b>50 – 59% Satisfactory</b>	<ul style="list-style-type: none"> <li>• Report is often on topic, with some digression.</li> <li>• Most report sections fulfil their functions, although some sections do so more completely than others.</li> <li>• Analysis is satisfactory and fairly frequent.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is satisfactory and is often logical.</li> <li>• Most paragraphs show satisfactory organisation.</li> <li>• Satisfactory range of cohesive devices, sometimes used well.</li> </ul>	<ul style="list-style-type: none"> <li>• Some suitable academic sources have been used, although there may also be some unsuitable sources. The sources have generally been used in a satisfactory way.</li> <li>• Paraphrase, summary and quotes are used in a satisfactory way, although these may be unclear at times.</li> <li>• Satisfactory use of Harvard referencing (there may be some errors).</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures.</li> <li>• Language use is satisfactory but may cause slight strain.</li> <li>• Satisfactory academic style, which may be inconsistent.</li> </ul>
<b>40 – 49% Basic</b>	<ul style="list-style-type: none"> <li>• Report is partly on topic with frequent digression.</li> <li>• Some report sections fulfil their functions,</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is basic and is sometimes logical.</li> <li>• Some paragraphs show basic organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources are mostly unsuitable. They are used in a basic way, which may be inappropriate.</li> <li>• Paraphrase, summary and quotes are used in are used in a</li> </ul>	<ul style="list-style-type: none"> <li>• Basic range of vocabulary and grammatical structures.</li> </ul>

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	<p>although in an incomplete way.</p> <ul style="list-style-type: none"> <li>• Analysis is basic and infrequent.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic range of cohesive devices, sometimes used well.</li> </ul>	<p>basic and frequently unclear way.</p> <ul style="list-style-type: none"> <li>• Basic use of Harvard referencing (there may be frequent errors).</li> </ul>	<ul style="list-style-type: none"> <li>• Language use is basic and may cause some strain.</li> <li>• Some attempts at academic style.</li> </ul>
<p>30 – 39% Limited</p>	<ul style="list-style-type: none"> <li>• Unsuccessful attempt to stay on topic, with extremely frequent digression.</li> <li>• There may be an attempt to make report sections fulfil their functions, but it is unsuccessful.</li> <li>• Analysis is limited and extremely infrequent.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of ideas within sections is limited and is rarely logical.</li> <li>• Paragraph organisation is limited.</li> <li>• Limited range of cohesive devices, used inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Unsuitable sources, used inappropriately.</li> <li>• Paraphrase, summary and quotes are used in a limited way (there may be major plagiarism).</li> <li>• Limited use of Harvard referencing, with frequent, significant errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary and grammatical structures.</li> <li>• Language use is limited and causes significant strain.</li> <li>• Limited attempts at academic style.</li> </ul>
<p>1-30% No or inadequate or limited information base</p>	<ul style="list-style-type: none"> <li>• Little to no content is on topic.</li> <li>• There is little to no evidence that the report sections fulfil their functions.</li> <li>• Little to no analysis is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no attempt to organise ideas within sections.</li> <li>• Little to no organisation of paragraphs.</li> <li>• Little to no cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no attempt to use sources.</li> <li>• Little to no attempt to paraphrase, summarise or quote.</li> <li>• Little to no Harvard referencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Extremely limited range of vocabulary and grammatical structures.</li> <li>• Language use causes severe strain.</li> <li>• Little to no attempts at academic style.</li> </ul>

## ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

### LEVEL 4 (*was level 1*)

**Level 4** introduces students to HE. Students are expected to demonstrate relevant skills and competencies; to be articulate in expressing ideas orally; and to be coherent and structured in terms of written or other media. Forms of expression at this level may be descriptive or imitative, but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills. Students are expected to develop an awareness of strengths and weaknesses in their skill sets.

Mark Bands	Outcome	Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)			
		Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills		
Characteristics of Student Achievement by Marking Band	90-100%	Achieves module outcome(s) related to GLO at this level	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality.	Exceptional management of learning resources, complemented by assured self-direction/exploration. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional practical/professional skills.	
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality	Outstanding management of learning resources, complemented by assured self-direction/exploration. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding practical/professional skills	
	70-79%		Excellent information base, exploring and analysing the discipline, its theory and ethical issues with considerable originality.	Excellent management of learning resources, complemented by self-direction/exploration. Structured/ accurate expression. Very good academic/intellectual and team/practical/professional skills	
	60-69%		Good information base; explores and analyses the discipline, its theory and ethical issues with some originality	Good management of learning resources with some self-direction. Structured and mainly accurate expression. Good academic/intellectual skills and team/practical/ professional skills	
	50-59%		Satisfactory information base that begins to explore and analyse the discipline and its ethical issues but is still mainly imitative	Satisfactory use of learning resources and input to team work. Some lack of structure/accuracy in expression. Acceptable academic/intellectual skills and satisfactory practical/professional skills	
	40-49%		<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic information base; omissions in understanding of major/ethical issues. Largely imitative	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Some difficulties with academic/intellectual skills and developing practical/ professional skills
	30-39%		<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark.</i>	Limited information base; limited understanding of discipline and its ethical dimension	Limited use of learning resources. No self-direction, little input to team work and difficulty with structure/accuracy in expression. Weak academic/intellectual skills. Practical/professional skills are not yet secure
	20-29%		<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension.	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Little evidence of practical/professional skills
10-19%		Inadequate information base. Inadequate understanding of discipline and its ethical dimension.	Inadequate use of learning resources. No attempt at self-direction with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Inadequate practical/professional skills		

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	1-9%		No evidence of any information base. No understanding of discipline and its ethical dimension.	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/ professional skills
	0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (e.g.: answers the wrong question) and/or related learning outcomes	