MS985 BDM 1/ MS921 FORBA 1 Assignment

The aim of this assessment is to consider what general modelling literature tells us about models and the modelling process and to reflect on how this compares with the experience of practical case studies. This should be considered in relation to the material covered in **MS921 FORBA/MS985 BDM Part 1**

Select a case study from the OR/MS literature.

*A range of case studies will be identified and shared in the class materials. Please **only** make your choice from this list.*

You may use the case study that you worked on for the group presentation, but if you do so you should ensure that the work you discuss in this individual assignment is your own.

Section	Marks	Notes
Provide an introduction to the case study which describes key information.	20%	*For example, the context, nature of the model, aims, use, and outcomes of the whole intervention.*
Using literature to support your discussion, explain in your own words 1) what are the characteristics of a 'good' OR/MS model 2) what are the characteristics of a 'good' OR/MS modelling process	30%	*In this section it is vital that you use the literature on modelling and analysis to inform and support your discussion.*
Discuss and evaluate the extent to which the model(s) and modelling described in your selected case studies matches these characteristics.	30%	*Discussion and evaluation are required in this section.* *If you believe there has been little information communicated in the case study about modelling process, then state this, and ensure that you cover the characteristics of models comprehensively.*
In theory and practice, why would it be difficult for all the characteristics of a good model and a good process to be achieved in an intervention?	20%	*A chance to use more literature. You can use your selected case study as an example.*

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MARK	Descriptor
92, 100	**Exceptional demonstration of the learning outcomes** Exceptional in most or every respect, the work demonstrates all of the characteristics noted for First class in the Outstanding range below and is also well beyond the level expected of a highly competent student at their level of study, and could not be bettered for the level of study.
84	**Outstanding demonstration of the learning outcomes** Outstanding in most respects, the work is what might be expected of a highly competent student at their level of study. The work demonstrates most of the following attributes: • - A breadth of appropriate and focussed knowledge, and a deep and critical understanding of the subject matter • - An outstanding standard of synthesis and evaluation, and a critical and insightful analysis • - Complexity of thought, creativity, insight and/or originality • - Evidence of comprehensive reading and thought of significant complexity and well beyond, but still relevant to, course/assignment materials • - Outstanding use of references and exemplars, well beyond, but still relevant to, course/assignment materials • - An outstanding standard of writing and communication and/or presentation, that is clearly and logically structured
72, 75, 78	**Excellent demonstration of the learning outcomes** Excellent in most respects, the work is what might be expected of a very competent student at their level of study. The work demonstrates • - Wide, appropriate and focussed knowledge and critical understanding of the subject matter • - An excellent standard of synthesis and evaluation and/or shows critical and insightful analysis • - Some complexity of thought, insight and/or originality - Evidence of comprehensive reading and thought beyond course/assignment materials • - Excellent use of references and exemplars • - An excellent standard of writing and communication and/or presentation, that is clearly and logically structured
Low 2.1: 62 Mid 2.1: 65 High 2.1: 68	**Comprehensive demonstration of the learning outcomes** Very good or good in most respects for the level of study in displaying attainment of the learning outcomes, with marks at the higher end of this scale reflecting stronger and more consistent attainment of the learning outcomes. This work demonstrates: • A very good or good level of appropriate knowledge and critical understanding of the subject matter, with only occasional lapses in detail • Very good or good synthesis, analysis, reflection, understanding and/or critical evaluation • Evidence of reading and thought beyond course/assignment materials • Appropriate use of references and exemplars • A good standard of writing and communication and/or presentation, that is clearly and logically structured
Low 2.2: 52 Mid 2.2: 55 High 2.2: 58	**Satisfactory demonstration of the learning outcomes:** The work is satisfactory for the level of study and clearly meets the requirements for demonstrating the relevant learning outcomes. Marks at the higher end of this

	scale reflect stronger and more consistent attainment of the learning outcomes for this standard of work. This work demonstrates: • Satisfactory knowledge and a reasonable understanding of the essential material – • Weaknesses in the synthesis and/or analysis, reflection, understanding and critical evaluation of material, resulting in parts of the work being overly descriptive in nature • General accuracy with occasional mistakes and/or reduced focus on the main issue or lapses in detail • Limited evidence of reading and thought beyond course/assignment materials • A satisfactory standard of writing and communication and/or presentation, where there may be weaknesses in the clarity and/or structure of the work • Appropriate use of references and exemplars, though there may be minor flaws in the referencing technique
Low 3rd: 42, Mid 3rd: 45, High 3rd: 48	PG: Fail **Unsatisfactory demonstration of the learning outcomes.** The work fails to meet the minimum requirements for demonstrating the relevant learning outcomes at PGT level. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes for this standard of work, although ultimately insufficiently at year 5 and PGT level. This work demonstrates: • Basic knowledge and understanding • A weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements • No relevant critical analysis • Insufficient evidence of reading and thought beyond course/assignment materials • Poor organisation and/or presentation • A lack of references and exemplars
32, 35, 38	**Inadequate demonstration of the learning outcomes** The work fails to meet the minimum requirements for demonstrating the relevant learning outcomes for the level of study. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes within this range of marks. This work demonstrates: • An insufficient level of knowledge and understanding • A poorly structured, poorly developed, or incoherent argument, or no argument at all • An awkward writing style or poor expression of concepts • A lack of familiarity with the subject and/or assessment method • Insufficient evidence of reading and thought beyond course/assignment materials • A lack of references and exemplars
`20	**Clear fail: Weak demonstration of the learning outcomes** The work is very weak or shows a decided lack of effort. The work demonstrates – • Very poor or confused knowledge and understanding, with reference to only a few key words, phrases or key ideas –

	• No argument or one based on irrelevant and erroneous content - Irrelevant content and extensive omissions – • Weaknesses of presentation and/or logic and/or evidence • Inadequate evidence of learning • Incomplete or inadequately presented references, if any
10	**Minimal demonstration of the learning outcomes** The work is extremely weak. The work demonstrates: • No knowledge or understanding of the area in question • Incomplete, muddled, and/or irrelevant material • Irrelevant or little content, extensive omissions • Weaknesses of presentation and/or logic and/or evidence • Deficient evidence of learning • Incomplete or inadequately presented references, if any
0	**No relevant work submitted for assessment**