Module Code and Title	BAM3018 Data Skills
Trimester/Academic Year	1/23-24
Level	3
Assessment Number	002
Assessment Type (and weighting)	Essay of 2000 words (50%)
Assessment Name	Data Commentary on Four Data Samples
Assessment Submission Date	*See Assessment tile on VLE for submission date and deadline*

Learning Outcomes Assessed:

LO3: Demonstrate understanding of the way in which data needs to be used in both academic and professional environments.

LO4: Collect, use and explain data from a range of sources and undertake a simple and straight-forward research task.

Assessment Brief

Your task is to write a commentary on FOUR pieces of data chosen from a bank of data samples. Each commentary is a separate, stand-alone work.

For each piece of data, you must:

1. Summarise what the data shows, clarifying any key terms.

2. Describe at least two important features of the data.

3. Explain the key features using academic/reliable sources as evidence.

4. Comment on the source of the data in terms of its reliability.

5. Include appropriate in-text citations and a reference list.

Total: 100 marks

Data Sources

All of the data samples are broadly related to the various fields of study of UoB Manchester students and are presented in the form of tables, bar charts, line graphs, or pie charts. They have been taken from a variety of sources, including academic journals, textbooks and websites of international organisations, as well as the media.

The data is divided into four separate folders (A, B, C, D) and you must <u>choose one piece of data from each folder</u>. Go to 'Data Samples' in the Assessment/Assessment Guidance tile on the VLE. Copy and paste your chosen piece of data from each folder into a Word document.

You will need to write between 400-500 words for each commentary, with the overall word count not exceeding 2,000 words.

ASSESSMENT CRITERIA

Your data commentary portfolio will be scored based on the following criteria, each of which is weighted at 25%:

• Identification and description of key features: identifying at least two important features of the data and providing an accurate description of each feature.

• Explanation of key features and assessment of source reliability: explaining the key features of the data and commenting on its reliability, for example, considering issues of bias.

• Use of language: writing in a fluent and coherent way, using accurate vocabulary for describing data and an appropriate academic style.

• Formatting and referencing: accurate use of in-text citations and an accurately formatted Harvard style reference list.

<u>Minimum Secondary Research Source Requirements:</u>

As a minimum, you MUST use the mandatory sources. There is one mandatory source for each data sample. See the document entitled 'Mandatory Articles for Written Assignment' under the *Assessments & Assessments Guidance* tile on the VLE.

<u>Specific Assessment Criteria:</u>
(Please note that the <u>General Assessment Criteria</u> will also apply.)

First class (70% and above):
An excellent answer is largely accurate in its description and explanation of key features of data, as well as use of academic style, is generally well structured and shows an excellent understanding of how sources ought to be used.

Upper Second Class 2(1) (60-69%):
A very good answer is mainly accurate in its description and explanation of key features and use of academic style. Most paragraphs are well structured and most of the sources have been used correctly.

Lower Second Class 2(2) (50-59%):
A sound answer shows some lack of accuracy in the description and explanation of key features of data, paragraphs may not be well structured, and the sources used are acceptable but not distinguished in terms of relevance and/or reliability.

Third class (40-49%):
A sufficient answer may contain lack of accuracy in both description and explanation of key features of data with weaknesses evident in paragraph structure and choice of appropriate sources.

Fail (39% and below):
A failing answer demonstrates limited or inadequate skill in describing and explaining key features accurately, including limited or poor use of appropriate academic style, weak paragraph structure and a limited understanding of what makes a source relevant or reliable.