



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

School of Tourism & Hospitality (SOTAH)

BA International Hotel Management

Module Handbook 2019-20

M5X01924

Management and Organisational Behaviour

LEVEL 5

Module tutor:

Dr Olu Adegbite

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Introduction to Management and Organisational Behaviour 2019-20

Welcome to this generic overview handbook. This is a level 5, 20 credit module taught in semester 1 to second year BA International Hotel Management students in the School of Tourism and Hospitality.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

In order to get the best out of this module it is vital that you engage with the themes explored as well as with both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIMS

- To cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work.
- To enable students to gain insight into, and comprehend, concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.

To comprehend concepts of organisational design, functions and processes of management,

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Coherently and critically analyse the relationship between structure, culture, people and organisational performance;
2. Critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership;
3. Critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

Indicative content

- Theoretical perspectives on organisations and management with a particular focus on the paradigm shift from transition, stability, predictability and order towards flexibility, contingency and flux
- An assessment of the general principles of organisation design, structure and culture, illustrated through practical examples and applications.
- A focus on managerial behaviour and action, with an analysis of the elements that constitute effective managerial behaviour. Management accountability.

- Theories of leadership, within an emphasis on the pivotal importance of leadership ability within times of organisational change and transition
- An introduction and overview of the behavioural science approach to the management of people within organisations
- Psychological theories and explanatory frameworks of individual behaviour, pertaining to:
 - Personality
 - Perception
 - Learning
 - Attitudinal dispositions, namely motivation, satisfaction and commitment
- The nature of work groups and teams

Scheduled Class Programme

The module will be delivered via Microsoft Teams (specific MOB Team channel) as follows:

Commencing Thursday May 14th 2020, 9 am - 1pm for 10 weeks concluding 17th July 2020.

The following is indicative only and is subject to change:

Indicative Class Schedule 2020

(subject to modification)

	CLASS TOPIC (Associated tutorials will apply and develop each topic)	Pre-read Mullins Ch
	Module Introduction - Key Themes/Concepts	1
	Approaches to management	5
	Introducing Organisations	4
	Organisation Structure, Design and Strategy	4
	Organisational Culture	10
	The Role of the Manager	5
	Managerial Behaviour & Effectiveness	5/6
	Introducing Leadership	6
	Organisational Control and Power	-
	Ethics and Corporate Social Responsibility Assignment 1 due for submission Friday June 19	4
	Working in Groups and Teams 1	8
	Working in Groups and Teams 2 <i>Assignment 2 topic confirmed</i>	8
	Motivation 1: Content Theories	7
	Motivation 2: Process Theories	7
	Organisational Change and New Technology	10
	Managing Challenging Situations; Personality and diversity	9/2
	Perception and communication	2
	Managing Organisational Performance and Effectiveness	10
	<i>Assignment 2 – feedback on draft reports in class</i>	
	Assignment 2 PRESENTATION & REPORT SUBMISSION DATE July 10 Presentation and feedback 17 July 2020	

Lectures are on Thursdays (May Term, BA IHM Cohort, 2) starting on Thursday May 14th, 2020

Time of each session	Type of session
09.00 – 10.30	Lecturer available for student drop in, either via 'Teams' or email
10.30 – 11.00	Lecture presentation
10-minute break	
11.10 – 11.30	Activity /group discussion
11.30 – 12.00	Lecture presentation
20-minute break	
12.00 – 12.20	Activity / Group discussion
12.20 – 12.45	Session summary / Group discussion
12.45 – 13.00	Availability of tutor for individual discussion

BIBLIOGRAPHY

Essential

Mullins, L & Dosser, P. (2013) Hospitality Management and Organisational Behaviour (5th Ed) Harlow, Pearson.

Mullins, L (2020) Organisational Behaviour in the Workplace (12th edition) Harlow:Pearson

Mullins, L. (2016) Management and Organisational Behaviour (11th edition) Harlow: Pearson

Boddy, D. (2014) Management: An Introduction (6th Ed), Harlow, Pearson

Recommended

Adair, J. (2009) The Inspirational Leader (2nd Ed), London: Kogan Page

Armstrong, M. (2012) Armstrong's Handbook of Management and Leadership (3rd Ed), London: Kogan Page.

Arnold, J. (2005) Work Psychology (4th edition) Harlow: Prentice Hall.

Bloisi, W. et al (2007) Management and Organisational Behaviour, (2nd edition) Maidenhead: McGraw-Hill.

Buchanan, D. And Huczynski, A. (2007) Organisational Behaviour: An Introductory Text (6th edition), Harlow: Prentice Hall.

Huczynski, A. & Buchanan, D. (2013) Organisational Behaviour (8th Ed), Harlow: Pearson

Robbins, S. Et al (2008) Organizational Behaviour (5th edition) Harlow: Pearson Education Limited.

Rollinson, D. et al (2008) Organisational Behaviour and Analysis (4th edition) Harlow: Addison-Wesley Longman.

Journals

Human Relations

Human Resource Management Journal

Journal of Organizational Behaviour

Management Today

People Management

Learning Organisation

Organization Studies

Websites

www.bized; www.businessballs.com; www.hrmguide.co.uk; www.bized.co.uk



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LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Management & Organisational Behaviour		
Module code:	M5X01924	Contribution to Overall Module Assessment (%):	50% (1 of 2)
Lecturer:	Dr Olu Adegbite	Internal Verifier:	Dr Jahanzeeb Qurashi
Assignment Title:	Mark the Hotel Manager	Word count (or equivalent):	2,000 $\pm$ 10%
10% Submission deadline:	12 th June, 3.00pm	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

1. To coherently and critically analyse the relationship between structure, culture, people and organisational performance;
2. To critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership;
3. To critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

TASK DESCRIPTION: The Grosvenor Hotel, Torquay

1. With reference to two models of management behaviour and two models of leadership, construct a critical profile of Grosvenor Hotel Torquay General Manager Mark Jenkins in terms of his performance and overall effectiveness in his role. Use examples from the series to support your analysis.
2. Using teamworking theories, consider how Mark could improve his people management skills?

Please see the following Youtube link for episode 1 of series 2 of Channel 4's 'The Hotel'

<https://youtu.be/jxqMi8nAGmQ>

NB - Further episodes are also available on Youtube – please refer to series 2 only.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS – ASSIGNMENT 1

NOTE: The guidance offered below is linked to the five generic assessment criteria given below.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should show a wide level of reading, a minimum of 12 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference Mullins (2013, 2016 or 2020) as your primary source for theory. There is no need to cite the case study itself when referring to the material there.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

The models/theories required have been specified in each of the tasks. You do not need to explain these in depth, but introduce them briefly before analysing and applying them.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should deploy your chosen techniques, models and/or theories, to the case study . Use material from the case and wider reading to illustrate the points you make. Where possible you should show awareness of the limitations of the model used when applied to the case itself.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced. All graphs, charts, and figures in the main body must be clearly referenced beside or beneath. Where possible they should not be on separate pages but should be incorporated within the text.

STUDENT FEEDBACK FORM – A1

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		



LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Management & Organisational Behaviour		
Module code:	M5X01924	Contribution to Overall Module Assessment (%):	50% (2 of 2)
Lecturer:	Dr Olu Adegbite	Internal Verifier:	Dr Jahanzeeb Qurashi
Assignment Title:	Hotel Management Audit	Word count (or equivalent):	2,000 $\pm$ 10%
Submission deadline:	24th July 3.00pm Presentation via MS Teams 30th July 2020.	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

To coherently and critically analyse the relationship between structure, culture, people and organisational performance;

To critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership;

To critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

TASK DESCRIPTION

Task 1 Organisation Audit (75% of total overall marks)

Produce a report of 1500 words containing the results of your audit.

Select and research one of the following hotel groups as your audit case study:

Holiday Inn /IHG	Premier Inn /Whitbread	Hilton
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You may also choose a 'wildcard' and opt for an alternative hotel organisation to audit from those listed. This must be agreed with the tutor in advance of starting work.

With reference to relevant theories, audit, analyse and critically evaluate your chosen organisation using the following key topics (500 words per section)

- Organisation structure, culture and goals
- Recent change initiatives, their impact and how well they were managed
- The organisation's strategic direction and current business performance

Use evidence from your research to support your analysis, and try to use up to date material from the news to provide examples for each topic. You may choose the order of topics but be aware that the lectures/tutorials may not have taken place for all topics when you begin so refer to the module outline for guidance and plan accordingly.

Task 2 Presentation (25% of total marks)

Produce and deliver a **presentation** summarising your report and main conclusions including your evaluation of how well the organisation is performing with any key recommendations for improvement (10 minutes).

A maximum of **6 slides** may be used per presentation if using powerpoint/other presentational aids.

You will be expected to answer questions on your work from the tutor and colleagues.

Assignment 2 Assessment Timetable: guidance/support will be given throughout in tutorials

Work on this assignment is designed to be continuous until it is handed in. It has **phased presentation/review dates** when you will be required to provide evidence of your progress to that date on each section. Marks will be awarded for each of the 2 presentations (see below for dates):

Section	Topic	Deadline
Task 1	Deadline for confirming topic	Not later than 9th July 2020
Task 2	<i>Progress report – scoping the project- outline your plan of action/initial research findings</i>	Not later than 16th July 2020
Task 2	<i>Presentation – see brief for issues to be covered (25 marks)</i>	Not later than 23rd July 2020
Task 1	Final Report Submission (75 marks)	Not later than 24th July 2020
	Student module feedback	TBC:

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS – ASSIGNMENT 2

NOTE: The guidance offered below is linked to the five generic assessment criteria given below.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should show a wide level of reading, a minimum of 25 references, from a variety of sources including textbooks, academic journals and academic based websites. You may cite company information and newspaper/magazine articles but take care with issues of reliability and validity.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Use a selection of the models/theories discussed in the course relating to each topic to provide a framework for your audit. You do not need to explain these in depth, but introduce them briefly before analysing and applying them.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

The tasks themselves specify what is required of you. Take care to answer each question fully, and answer only the question set. You may find it helpful to keep the tasks to hand when writing to remain focused on them. Make sure you draw conclusions from the content of your work and highlight any key recommendations.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should deploy your chosen techniques, models and/or theories to your chosen organisation. Use material from your research and wider reading to illustrate the points you make. Where possible you should show awareness of the limitations of the models used when applied to the case itself.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should write a report in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 12 point or Times New Roman 12 point, and be 1.5 or double spaced. All graphs, charts, and figures in the main body must be clearly referenced beside or beneath. Where possible they should not be on separate pages but should be incorporated within the text.

STUDENT FEEDBACK FORM – A2 AUDIT REPORT

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	10	
3. Cognitive and Intellectual Skills		
	40	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA – BOTH ASSESSMENTS

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		making.	minor weakness.			development.	