



Academic Discipline of Hospitality & Tourism Management

BA International Hotel Management

Module Handbook Winter Term

2023-24

BMIH5003

**Foreign Languages and Cultural Awareness
LEVEL 5**

Module Lead

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Foreign Languages and Cultural Awareness 2023-24

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught to Level 5 BA IHM students in the Academic Discipline of Hospitality & Tourism Management.

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

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.

AIM(S)

- To communicate effectively in a Modern Foreign Language, at a level commensurate with student competency (either French, Spanish, Mandarin, Italian, Welsh OR German) in both spoken and written forms within professional Business and Hospitality contexts; students from non-English speaking countries will be able to take English as their Modern Foreign Language.
- To comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience.

LEARNING OUTCOMES

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

- Communicate effectively in both written and spoken language within set hospitality, business and professional contexts;
- Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.

INDICATIVE CONTENT

- Through the medium of Mandarin, French, Spanish, German or Italian (or English for students from non-English speaking countries), develop basic language competency to communicate about the following:
 - business entertaining – ordering food and drink; offering food and drink; prices and dealing with bills;
 - in town – finding your way to a town; finding your way around town; reading tourist brochures about a town or area;
 - on the telephone – making/dealing with calls; arranging meetings and appointments – days, dates, times;
 - business and leisure travel – buying tickets and reservations for trains, planes, ferries; travelling by car;
 - meeting guest needs within the hotel, – making and amending reservations; describing facilities; dealing with customer requests;
- Culture and customs associated with international countries; understanding international guest behaviour. Cultural differences in ethnicity and social culture.
- Culture and contemporary issues – and influence upon tourism and hospitality.
- Tourism as a vehicle for cultural change. Converging cultures.
- World Host guest service programmes; guest service strategies to manage the international visitor – case studies to be examined.
- Impacts of tourism and travel upon indigenous culture. Tourism: the global village.

STUDY TIME ALLOCATION

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	24%
Independent learning	160	76%
TOTAL	200	100%

LEARNING AND TEACHING STRATEGY

The students will be taught through a structured mix of learning activities aimed at developing increased competence and confidence in using the language. Language classes will include speaking in pairs / role-plays, language drills, aural comprehension exercises, reading and grammatical explanations as appropriate. The target language will be used as much as possible within the class.

This module will operate in two sections - Foreign Languages and Cultural Awareness. Students will be allocated to a group for the duration of the module.

ASSESSMENT – Foreign Languages (75%weighting)

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of written and speaking tasks	4 Assessments	75%

ASSESSMENT – Cultural Awareness (25% weighting)

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	1000 Words	25%

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment	Assessment submission date
1 W/C 08/01	9AM - 1PM	Introduction to the Module Introduction to Cultural Awareness Definitions of Culture Characteristics of Communication	Presentation Introductions Assessment introductions Videos	Assessment 1 Hand out WC 08/01/24	
2 W/C 15/01	9AM - 1PM	Global Village Understanding Intercultural Communication and the Benefits of Bilingualism English as Lingua Franca Welsh Language Awareness	Presentation Videos Group Discussion Group Activities		
3 W/C 22/01	9AM - 1PM	Regulators of Human Life Introduction to German or Welsh	Presentation Videos Group Discussion Group Activities Reflection-writing exercise		
4 W/C 29/01	9AM - 1PM	National Culture Hofstede's 6 Cultural Dimensions Criticism of Hofstede Foreign Language	Presentation Videos Group Discussion Group Activities	Assessment 2 Hand out WC 29/01/24	
5 W/C 05/02	Individual slots	Live Presentations – no lecture	N/A	Assignment 1 Portfolio	Friday 9th February 23:59PM
6 W/C 12/02	9AM - 1PM	The GLOBE Project/House Culture Clusters High and Low Context Cultures Proxemics and Chronemics Foreign Language	Presentation Videos Group Discussion Group Activities		
7 W/C 19/02	9AM - 1PM	Challenging Unconscious Bias The 'Halo' Effect Diversity, Equity, and Inclusion Managing A Diverse Workforce Foreign Language	Presentation Videos Group Discussion Group Activities		
8 W/C 26/02	9AM - 1PM	Contemporary Issues Subcultures, Co-cultures Case Studies from Leading Hotel Companies Module Review Module Feedback	Presentation Group Discussion Group Activities	Assignment 2 Report	Monday, 26th February 23:59PM

Indicative Reading List

Module Code	BMIH5003	
Module Title	Foreign Languages & Cultural Awareness	
Classification	Reading List entry	Electronic*
Essential	Christiansen, B., Branch, J.D. and Karmowska, J. (2020) <i>Cultural Factors and Performance in 21st Century Businesses</i> . Hershey : IGI Global.	☒
Essential	Maheshkar, C. and Sharma, V. (2018) <i>Handbook of Research on Cross-Cultural Business Education</i> . Hershey: IGI Global.	☒
Essential	Abramson, N.R. and Moran, R. (2018) <i>Managing Cultural Differences: Global Leadership for the 21st Century</i> . 10th Ed. Abingdon: Routledge.	☒
Further	Deresky, H. (2017) <i>International Management: Managing Across Borders and Cultures: Text and Cases</i> . 9 th Ed. Harlow: Pearson Education Ltd.	☒
Further	Hampden-Turner, C. and Trompenaars, F. (2020) <i>Riding the Waves of Culture</i> . 4 th Ed. London: John Murray Press.	☐
Further	Hofstede, G., Hofstede, G.J. and Minkov, M. (2010) <i>Cultures and organizations: software of the mind</i> . 3 rd Ed. New York: McGraw-Hill.	☒
Further	Nedelko, Z. and Brzozowski, M. (eds) 'Recent advances in the roles of cultural and personal values in organizational behavior' in Ordóñez de Pablo, P. (2020) <i>Advances in Human Resources Management and Organizational Development Book Series</i> . Hershey: IGI Global.	☒

Students will also be directed to use academic databases such as Business Source Complete and MarketLine.

Journals

Cross-cultural Management Journal

Culture and Dialogue

International Journal of Contemporary Hospitality Management

Journal for Cultural Research

Journal of International and Intercultural Communication

Also advisable to read country-specific journals as they relate to your chosen areas of study.

Websites

<https://globeproject.com/>

<https://www.hofstede-insights.com/country-comparison-tool>

www.bbc.co.uk/languages/german

www.bbc.co.uk/languages/spanish

www.bbc.co.uk/languages/italian

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Foreign Languages & Cultural Awareness		
Module code:	BMIH5003	Contribution to Overall Module Assessment (%):	75%
Lecturer:	Lisa Bassler, Heidi Prosser	Internal Verifier:	Lola Villard-Coles
Assignment Title:	Portfolio	Word count (or equivalent):	2,000
Submission deadline:	9 th February 2024 by 23:59PM (Drafts: 2 nd February 2024 by 5pm)	Return date of provisional marks & written feedback:	8 th March 2024 by 23:59PM
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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 communicate effectively in both written and spoken language within set hospitality, business and professional contexts.

TASK DESCRIPTION

Complete the following 4 components of the Portfolio.

Component	Content	Requirements	Weighting
1	PROFESSIONAL REFLECTION (500 words)	Reflection on cultural misunderstandings: <i>Briefly outline a scenario in which a F&B employee might have a cultural misunderstanding with a hotel guest, e.g. based on language etc.. Using first-person, explain how cultural misunderstandings can occur, then reflect on the skills you need to develop or any behavioural changes you need to make, in order to prevent a cultural misunderstanding from happening in the future. Minimum of 3 academic references. Please specify if the misunderstanding is taking place in a hotel restaurant or bar, during breakfast/dinner service, and whether you are the person having the experience or have observed somebody else having the misunderstanding, e.g. whilst on your Level 4 placement.</i>	25%
2	TRAINING PLAN (500 words)	Write a training plan: <i>Based on the above reflection, present to your Level 4 Placement Hotel a staff training plan ensuring that all employees are equipped in dealing with similar situations in the future. First and third-person writing welcome. Minimum of 3 academic references.</i>	25%
3	STUDENT SELF-REFLECTION (500 words)	Reflection on your self-development: <i>Using a self-reflection model of your choice, critically reflect on your own understanding of the importance of cultural awareness within the hospitality industry. Ask yourself self-reflective questions: How did your understanding of the subject change over time? What did you learn as a result of the experience? Why is the experience important etc.? Support your work with concrete examples. Use first-person. Minimum of 3 academic references.</i>	25%

4	TRAINING PRESENTATION	Create a 6-slide training presentation: <i>Outline the benefits of multilingualism and the importance of language awareness skills for hotel staff. Refer to a modern European language of your choice for examples: Where is the language spoken? Is it hard to learn? What is considered to be polite/impolite in a business context? Provide direct examples from the hotel industry. The presentation is a working document for your Level 4 Placement Hotel. Add the hotel name/logo. Minimum of 5 academic references.</i> Present to your Module Tutor: <i>Present your 6-slide presentation as if you were to educate the hotel staff. The presentation should be 5 minutes long. You and your slides must be visible. You should present freely rather than reading off a pre-written script.</i> Presentation slots must be booked in advance (Week 5). Your lecturer will invite you to do so.	25%
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You must use the given assignment template for the completion of this Portfolio. The template can be accessed via Moodle. DO NOT make any changes to the assignment template, otherwise marks may be deducted.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

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 14 references (4 components), from a variety of sources including textbooks, academic journals and academic based websites. You must reference academic sources for theory.

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 of relevant vocabulary, grammar, appropriateness of vocabulary and use of language rules.

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:

Ensure you deploy accurate and required information suited to each section of the portfolio. Consider the information required for each aspect ensuring quality, accuracy, including its design.

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 useful and applicable information suited to the assignment tasks. Your work should be professional and appealing. You must use the assignment template provided.

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 your work 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 TimesNew Roman 12 point and be 1.5 or double spaced. Accurate spelling and grammar throughout.

STUDENT FEEDBACK FORM

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		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
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:	Foreign Languages & Cultural Awareness		
Module code:	BMIH5003	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Lisa Bassler, Heidi Prosser	Internal Verifier:	Lola Villard-Coles
Assignment Title:	Intercultural Competence Report	Word count (or equivalent):	1,000
Submission deadline:	26 th February 2024 by 23:59PM (Drafts: 19 th February 2024 by 5pm)	Return date of provisional marks & written feedback:	25 th March 2024 by 23:59PM
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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 comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience. Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.

TASK DESCRIPTION

You have been appointed as Assistant General Manager at the 5-star **Inclusivity Hotel & Spa** in **London, England (Anglo Cluster)**.

The Inclusivity hotel company's headquarters is in (*country of your choice**).

Prior to starting your new role, you are visiting the chosen country's hotel branch to learn about the hotel chain's operations, brand standards etc.

As some hotel employees of the chosen hotel location will be joining the hotel team in London from April 2024, you have been asked by the General Manager to prepare a 1,000-word report upon your return.

Within your report, you must discuss the following topics:

- **Outline the key differences between England and the chosen country** (in terms of culture, customs etc.)
- **Analyse and compare the two countries using the GLOBE Project's culture and leadership study**** (focus only on the *most relevant practices and values* for this scenario).
- **Critically discuss the challenges of intercultural leadership in the hospitality industry** (provide concrete examples as to where you see potential areas of conflict in managing a intercultural team by making links to the given scenario).
- **Provide 3 realistic recommendations for how the Hotel Management Team can overcome these challenges.**

*Side note:

-You **must choose your hotel location from one of the following cultural clusters** defined by the GLOBE Project:

- Germanic Europe (e.g. Germany, Austria, Switzerland)
- Latin Europe (e.g. Italy, France, Spain, Portugal)
- Southern Asia (e.g. India, Philippines, Thailand)
- Confucian Asia (e.g. Japan, China, South Korea)
- Middle East (e.g. Qatar, Turkey, Egypt, Morocco etc.)

****Side note:**

-Illustrations (e.g. screenshots) **of the country scores from the GLOBE Project website** should be incorporated within your report. You must reference these accordingly using Harvard Referencing style.

Additional Assignment Guidance

Use a report format (1,000 words). Third-person writing only.

The following report structure is recommended:

- **Executive Summary**
- **Content Table**
- **Introduction**
- **Main Body** (culture overview, GLOBE Project/country analysis, and then additional content which can be supported by illustrations, tables and graphs to support the written text)
- **Conclusion**
- **Recommendations** (bullet-points)
- **References** (minimum of 10 references)

The access link to the GLOBE Project's website can be found in the above reading list or accessed via Moodle. The GLOBE Project is part of the taught content.

The use of a culture study other than the GLOBE Project will result in a deduction of marks.

Students are expected to research their chosen country. The chosen country is to be discussed with the Module Tutor and confirmed as suitable for this assessment.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

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 10 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference academic sources for theory.

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:

Make reference to relevant cross-cultural communication theories/models. 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 and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.

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 11 point or Times New Roman 12 point and be 1.5 or double spaced.

STUDENT FEEDBACK FORM

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%)		

GENERIC ASSESSMENT CRITERIA

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.
Knowledge and understanding (Sound knowledge and critical	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject	Fragmentary knowledge, with only superficial critical understanding. Some significant	Limited but adequate knowledge and critical understanding of the well-	Knowledge is reasonably detailed and accurate. A good critical understanding of	Knowledge is reasonably extensive. Exhibits very competent critical	Excellent, detailed knowledge and highly critical understanding of the well-	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the

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%
understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	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.	the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	established concepts and principles of the subject and the main methods of enquiry.	main methods of enquiry. May go beyond established theories.
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.

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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.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium for the audience but with some room for improvement.	Can communicate effectively in a suitable medium for the audience, but may have minor errors.	Can communicate well, confidently and consistently in a suitable medium for the audience.	Can communicate professionally confidently and consistently in a suitable medium for the audience.	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,

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to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	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.	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.	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 minor weakness.	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.	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.	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 development.	showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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