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

Hospitality & Tourism Management

BA(Hons) International Gastronomy Management

Module Handbook Spring Term 2024

BMGM4000

Effective Management

LEVEL 4

Module Lead: Ben Chong

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Effective Management Autumn Term 2023

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module for Level 4 IGM students in the Hospitality & Tourism Management.

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

To get the best out of this module it is vital that you engage with the themes explored as well as 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 provide students with an introduction to effective restaurant management, and what constitutes good practice.

LEARNING OUTCOMES

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

- Understand the different positions within the kitchen brigade and appreciate the importance of the work based key skills within this area of restaurant operation.
- Examine the different positions within Front of House management and leadership and appreciate the importance of the work based key skills within this area of restaurant operation.
- Explore the relationship between front of house (dining area) and back of house (kitchen) for effective management and delivery of core functions.
- Investigate issues relating to operations such as resource allocation, the

need for technical knowledge, of all departments, industry standards, planning and organisation, differing management styles, health, and safety.

INDICATIVE CONTENT

- Styles of management- what is required for the individual, organisation, and the individual restaurant.
- Teamwork: roles of team membership versus team leadership. The elements of a successful team, internal and external communication for teams.
- Operational tasks: how to manage workload, considerations to allocation, knowing your colleagues- capabilities and strengths of skills.
- Understanding your place in the market: meeting the diners ‘needs’ and delivering their ‘wants’.
- Organisational Issues: policies and procedures relating to safe operation, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.
- Operating legally: licensing, local laws (planning and permissions) national government (Acts of Parliament).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	4 elements	100%

Assessment Summary

Activity type	**Percentage**
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

Week W/C	Time	Lecture content – main themes to be covered	Supporting material	Assessment / Activity	Assessment submission date
Week 1 08/01	09:00 - 13:00	**Welcome to the Module** **Module Content** **Module Assessments** **Introduction to Effective Management** - Brigade System - FOH Structure - Role & Responsibility	Presentation Video - Remy with Gusteau at his restaurant | Ratatouille Video - Keep Your Station Clear ¦ Ratatouille Mentimeter	Assignment 1 : Portfolio	Assignment 1: **Submission Dead Line:** 23:59 25th March 2024
Week 2 15/01	09:00 - 11:00	**Management Principle** - Definitions of Management and Leadership - Function of Management - 5 levels of Leadership - Management by Objectives	Presentation Video - John Maxwell The 5 Levels of Leadership shortened version Video - Hell's Kitchen Season 1	Case Study – Hell's Kitchen	
Week 3 22/01	09:00 - 13:00	**Communication and Characteristics** - Teamwork - Effectiveness - Communication - Belbin Theory - MBTI Personality Test	Presentation Video - The Service Where NOTHING Was Served | Hell's Kitchen Website - Gartic.com	Communication Game - Draw and Guess	
Week 4 29/01	09:00 - 13:00	**Marketing Principle** - The 4 Types of Content - Target Market	Presentation Video - The Ritz Carlton Hong Kong Christmas		

		- Research Methods	promotion video Video - The Ritz Carlton Maldives, Fari Islands Resort Video 3 minutes Video - The Ritz-Carlton Sanya, Yalong Bay Luxury beach travel, Hainan, China Video - The Ritz-Carlton: The Art of the Craft, Housekeeping Supervisor Video -The 4 Ps of The Marketing Mix Simplified		
Week 5 05/02	09:00 - 13:00	**Organisational Culture** - Mission, Vision, Values - Aims & Objectives - SMART - Organizational Culture	Presentation Video - The Ritz-Carlton's Famous $2,000 Rule Video - Most Leaders Don't Even Know the Game They're In | Simon Sinek		
Week 6 12/02	09:00 - 13:00	**Quality Management** - Quality Standard - Service Operating Procedure (SOP) - Quality Control - Quality Assurance - Balance Score Card	Presentation Video - SOP For Entering The Guest Room Video - Chef Can't Be Fooled By Quality Control		

			Sabotage | Hell's Kitchen Video - MYSTERY SHOPPER Video - What is CRM Analytics? | Salesforce		
Week 7 19/02	09:00 - 13:00	**Legislation and Regulation** - Difference between Legislation and Regulation - Working Conduct - Service Charge - Different Legislation in Wales and England	Presentation Video - What happens when Chefs have had it with fussy customers... Video - Tipping in 2023 Video - The MusicLicence - Restore the Rhythm		
Week 8 26/02	09:00 - 13:00	**Debating** - Topic 1 Service Charge - Topic 2 TBC - Topic 3 TBC	Presentation		
Week 9	09:00 - 13:00	**Double Entry Account** - What is Double Entry Account - Enter Transactions - Balance Account - Trial Balance - Limitation of Trial Balance -	Presentation Video - Accounting is the Language of Business (Lyric Video)		
Week 10	09:00 - 13:00	**Double Entry Account** **(Practice Session)**	Practice Question	Practice Question for	

				Double Entry Account Kahoot Quiz	
Week 11	09:00 - 13:00	**Financial Statement** - What is Financial Statement - 4 types of Financial Statement - Analysis Financial Statement	Presentation		
Week 12	09:00 - 13:00	**Q&A Session**			**Submission Dead Line:** 23:59 25th March, 2024

INDICATIVE READING LIST

Module Code	**BMGM5005**	
Module Title	**Professional Service**	
Classification	**Reading List Entry**	**Electronic***
Essential	Brown, D.R (2019) 5th Edn. The Restaurant Managers Handbook. How to set Up, Operate, and Manage a Financially Successful Food Service Operation. Atlantic Publishing Group Inc. Florida.	☒
Essential	Ford, R.C, Sturman, M.C (2020) Managing Hospitality Organizations. 2nd Edn.	☒
Essential	Solomon. M, (2018) The Heart of Hospitality, great Hotel and Restaurant Leaders Share their secrets. SelectBooks. New York	☒
Essential	Wood, R.C., (2015). Hospitality management: a brief introduction, Sage, London	☒
Essential	Heppell, M. (2015) Five Star Service: How to deliver Exceptional Customer Service, Pearson, London	☒
Further	Johnston, R. Clark, G. & Shulver, M. (2012) Service Operations Management, Pearson, London	☐
Further	Tesone, V. (2014) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford	☐

Further	Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.	☒
Journals	People Management	☒
Journals	Personnel Today	☒
Journals	International Journal of Human Resource Management	☐
Journals	Harvard Business Review	☒
Journals	International Journal of Hospitality Management	☐
Journals	International Journal of Contemporary Management	☐
Journals	Journal of Contemporary Leadership	☐

Level 4 Assessment Specification **Hospitality and Tourism Management**			
Student Name:		**Student Number:**	
Programmes:	**BA (Hons) International Gastronomy Management**		
Module:	**Effective Management**	**Module Level:**	**5**
Module Code:	**BMGM4000**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Ben Chong**	**Internal Verifier:**	
Assignment Title:	**Portfolio**	**Assignment No:**	**1**

Submission Deadlines:	**Monday, 25th March, 2024 23:59**	**Return Date of Provisional Marks & Written Feedback:**	**Friday, 13th May, 2024**
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.) *Submission File Name should be as follow: First Name_Last Name_Student Nubmer **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 Outcome (from module syllabus)	Upon the successful completion of this module, the student should be able to demonstrate the ability to: • Understand the different positions within the kitchen brigade and appreciate the importance of the work based key skills within this area of restaurant operation. • Examine the different positions within		

	Front of House management and leadership and appreciate the importance of the work based key skills within this area of restaurant operation. • Explore the relationship between front of house (dining area) and back of house (kitchen) for effective management and delivery of core functions. Investigate issues relating to operations such as resource allocation, the need for technical knowledge, of all departments, industry standards, planning and organisation, differing management styles.

Task1 : Portfolio– 1500 words (+/- 10%)

Portfolio – A case study of XXX Restaurant of XXX Hotel

Background

Different hotels have different management and organization structure. Organization structure is crucial for successful management. As As future professionals in the field of hospitality and service management, you will be tasked with identifying and discussing key skills that are vital for improving internal communication to achieve effective management.

Research and discuss what the F&B Director must employ to engage employees in 3 elements within a large hotel at F&B department.

Section 1 – Restaurant and Kitchen Structure

Section 2 – Standard Operating Procedures

Section 3 – Employees' Characteristics and Management (Self-Reflection)

Consider:

- Discuss about the role of organization structure, both restaurant and kitchen.
- Explore the advantages and disadvantages of Brigade system and hieratical structure
- Concept of standard operation procedure
- Advantages and disadvantages of SOP
- The role of Management & Leadership
- The role of MBTI-test
- The relationship between management and employees' characteristics
- Provide examples of your selected hotel
- Provide real-life examples from the industry
- The portfolio design: Figures, images etc

<u>Structure - ESSAY:</u>

Cover Page

You must present your essay with a cover page, this to include:

- The module title and module code
- The title of the Portfolio
- Your name and student's number
- Your lecturer's name
- Submission Date

Introduction (around 10% of your word count)

where you will explain what the portfolio will be looking at, whilst also defining key terms appropriate for your portfolio.

Main body (80% of your word count)

where you will review the three sections with different figures and photos support. This section will contain several paragraphs and should flow nicely from one section to the next (the golden thread).

Conclusion (10% of your word count)

The conclusion contains no new material. Summarise your findings, highlighting the benefits engagement within the hospitality industry. As this is a portfolio, it must be structured accordingly with no section headings or contents page, each paragraph should flow nicely from one section to the next.

List of References (Not included in word count)

You must use credible sources for your research including those from the reading list. This also includes online sources, textbooks, media and industry journals to support your essay. This is a 1,500 word paper and so you need to include 10 sources as a minimum. These must also be inserted as in text citations, to support your writing. You will be

assessed on your ability to synthesise knowledge, to develop an understanding of the subject you have chosen, and how you have been able to present this idea in words within this supporting paper.

Microsoft Word Settings:

Please use:

- Arial Font 12
- 1.5 Line Spacing
- Justified Text

Guidance for Students in the Completion of Tasks

1. Research-informed Literature /10

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 a wide *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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Specific to this assignment: *The work should contain at least 10 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.*

2. Knowledge and Understanding of Subject /25

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *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; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: *You should demonstrate knowledge and understanding of the theories/models associated with personnel resourcing, along with a detailed understanding of the organizational structure, SOP, management and leadership and the importance of employees' characteristics. You should have clear understanding of the theories which learnt from the lesson..*

3. Cognitive and Intellectual Skill /25

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 all times, you must provide justification 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. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and self-evaluation. Review current industry trends and standards and analyse their performance. You should show clear understanding of the importance of the theories.*

4. Practical application and deployment /25

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *The essay should demonstrate understanding of how organization structure affects the management, including SOP, the employees, and yourself.*

5. Skills for professional practice /15

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: *The portfolio should be structured in accordance with a portfolio layout with good design. The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method.*

Marking Criteria and Student Feedback

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 Award
1. Engagement with Literature Skills **Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.**	10	
2. Knowledge and Understanding Skills **Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.**	25	
3. Cognitive and Intellectual Skills **Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence**	25	
4. Practical Application Skills **Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.**	25	
5. Transferable Skills for Life and Professional Practice **Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.**	15	
Assignment 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%	%

Appendix A

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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	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.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing,	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 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	largely absent.	Inconsistent and weak use of referencing.	conventions evident though not always applied accurately or consistently.	may show minor inaccuracies or inconsistencies .	with no/very few inaccuracies or inconsistencies .		
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
argument and make sound judgements.)	arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	problem-solving in particular contexts.	the application. Weak evidence of different approaches to problem-solving in particular contexts.	problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	problem-solving in particular contexts and proposes mostly appropriate solutions.	different approaches to problem-solving in particular contexts and proposes appropriate solutions.	evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal	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 individual or group work, meeting only partial	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group	Mostly coherent, organised and accurate 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	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility,	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	responsibility.	obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	exercise of some personal responsibility, with some areas of strength and some of minor weakness.	with just occasional minor weakness.	appetite for further development.	responsibility with an appetite for further development.

Appendix B

Student Self Evaluation Form			
Student Name:		**Student Number:**	
Programme:		**Year of Programme:**	
Assignment Title:			

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3rd	2:2	2:1	1st	1st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
3. Cognitive and intellectual skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐

Please Comment on Areas in Which You Feel That You Have Performed Well		Please Comment on Areas in Which You Feel That You Need to Develop	
Student's Name		Date:	
Student's Signature			

This section repeats in brief the common assessment criteria detailed on previous pages. The extent to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.