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

School of International Hotel Management

BA International Hotel Management

Module Handbook Winter Term 2024

(For Resit Assignment)

BMIH5005

Personnel Resourcing and Development

LEVEL 5

Module Lead:

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Personnel Resourcing and Development Winter Term 2024

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught in term 2 to Level 5 IHM students in the School of International Hotel Management.

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

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 develop student knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for and applications in, professional practice

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage;
- Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment.

<u>Indicative content</u>

- The role of personnel professionals within varying sectors and within small, medium and large enterprises;
- Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals; managing and initiating change for improvement;
- Major features of national and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing;
- Staffing processes employed by organisations and how these are now influenced by technology; ensuring such processes are administered lawfully, fairly, efficiently and effectively;
- Socialising personnel into the organisation; managing diversity; building the business activist;
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow;
- Individual learning styles; retention and levels of engagement of individuals within firms
- Linkages between individual and organisational learning;
- Traditional and contemporary means of professional development; coaching and mentoring; continuous professional development;

- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	24%
Independent learning	160	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Essay – case study evaluation	2000 words	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Research project proposal	2000 words	50%

Assessment Summary

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

Teaching plan

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
		• **Welcome to the module** • **Module content** • **Module assessments** • **Introduction to HR**	**PowerPoint** **Handbook** **Activity**		
		• Exploring the role of personnel professionals within varying sectors • Modern day HR	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		
		• Employee engagement including personnel development and retention • Linkages between individual and organisational learning;	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		
		• Traditional and contemporary means of professional development; continuous professional development • Processes of managing performance; delivering outstanding customer service; breeding an environment where talent may grow	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		
		• Coaching and Mentoring; GROW model and coaching within the workplace • Internal (SWOT) and external (PESTLE) environments that impact upon the work	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		

		of personnel professionals; managing and initiating change for improvement			
		• Current industry challenges • Introduction to Change Management	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		
		• Recruitment and Selection process and impact of technology • socialising personnel into the organisation; managing diversity; building the business activist;	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		
		• Ethics and professionalism; commitment to equality of opportunity; managing diversity.	**Power Point** **Video** **Activity** **Microsoft Teams Tutorial**		

BIBLIOGRAPHY

Module Code	BMIH5005	
Module Title	Personnel Resourcing and Development	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. and Taylor, S. (2020) Armstrong's handbook of human resource management practice. 15th edition. London, United Kingdom ;: KoganPage.	☒
Essential	Torrington, D, Hall, L, Atkinson, C, & Taylor, S 2020, Human Resource Management PDF EBook, Pearson Education, Limited, Harlow. Available from: ProQuest Ebook Central.	☒
Further	Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.	☐
Further	Gallagher, K. (2016) Essential study and employment skills for business and management students. Oxford: Oxford University Press.	☐
Further	Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.	☐
Further	Johnston, R. Clark, G. Shulver, M (2012). Service Operations Management ,Pearson, London	☒
Further	Marchington, M. and Wilkinson, A. (2016) Human resource management at work. 6th ed. London: Chartered Institute of Personnel and Development.	☐
Further	Murton, A,. Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education	☐
Journals	People Management (https://www.peoplemanagement.co.uk/)	☒
Journals	Personnel Today	☒
Journals	Human Resource Management Journal	☒
Journals	International Journal of Human Resource Management: Available at: www.cipd.co.uk/journals	☐
Websites	www.cipd.co.uk/cpd - Continuing professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).	☒
Websites	www.cipd.co.uk/hr-topics/performance-management.aspx Links to the CIPD's top resources on performance appraisal and feedback in general, including factsheets, surveys, research, books and more	☒
Websites	https://www.customer1st.co.uk - website of Customer 1st International.	☒
Websites	www.instituteofcustomerservice.com - website of the Institute of Customer Service.	☒

Module Code	BMIH5005	
Module Title	Personnel Resourcing and Development	
Classification	Reading List entry	Electronic*
Websites	https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy - website for the UK government Department for Business, Energy & Industrial Strategy	☒

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA (Hons) International Hotel Management**		
Module:	**Personnel Resourcing and Development**		
Module code:	**BMIH5005**	***Contribution to Overall Module Assessment (%):***	**50%**
Lecturer:	**Helen Lee**	**Internal Verifier:**	**Katheryn Roberts**
Assignment Title:	**Essay:** "The role of HRM is nothing more than recruitment and compensation within a large hotel." How far do you agree with the above description?	**Word count (or equivalent):**	**1 of 2**
Submission deadline:	**1st March 2024 (Friday) by 23.59**	**Return date of provisional marks & written feedback:**	**3rd April 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.) **Alternative submission method (if applicable):** **Late submission of the assessment 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.		

Learning Outcomes tested (from module syllabus)
• Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage; • Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment.

TASK DESCRIPTION

Essay - 2000 words (+/- 10%)

"The role of HRM is nothing more than recruitment and compensation within a large hotel." How far do you agree with the above description?

Research and discuss what the changing role of Human Resources Management (HRM) over these decades. Illustrate your answers with reference to strategic roles of HRM.

Consider:

- Select ONE hotel for illustration
- Discuss about the role of human resources in engaging employees
- Provide examples of how your selected hotel extends their roles from HR perspective.
- Illustrate all the other functions of HRM in addition to recruitment and compensation.

You should structure your work as an **ESSAY** with an opening introduction (around 10% of your word count), where you will explain what the essay will be looking at, whilst also defining key terms appropriate for your essay. This will be followed by your main body (80% of your word count), where you will review strategic role of HRM. This section will contain several paragraphs and should flow nicely from one section to the next (the golden thread). Conclude your essay with a closing paragraph (10% of your word count). The conclusion contains no new material. Summarise your findings, highlighting the benefits of strategic roles of HRM within the hotel industry and your selected hotel. As this is an essay, it must be structured accordingly with no section headings or contents page, each paragraph should flow nicely from one section to the next.

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

The title of the essay – **"The role of HRM is nothing more than recruitment and compensation within a large hotel." How far do you agree with the above description?**

- The module title and module code
- Your lecturer's name
- Your name in full
- Your student ID

Microsoft Word settings:

Please use:

- Arial Font 12
- 1.5 line spacing
- Justify Text

Reference List (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 2,000 word paper and so you need to **include 20 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.

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.

Specific to this assignment: *The work should contain at least 20 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 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.

Specific to this assignment: *You should demonstrate knowledge and understanding of the theories/models associated with personnel resourcing, along with a detailed understanding the evolution of Human Resources Management and its strategic roles in supporting a hotel.*

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.

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 recommendations. Review current industry trends and standards and analyse their performance.*

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.

Specific to this assignment: *The essay should demonstrate understanding of the evolution of HRM and how it affects the strategic workforce planning and strategic development, including specific examples of how to employees development, retention, employee relations.*

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.

Specific to this assignment: *The essay should be structured in accordance with an academic essay layout (follow guidelines). 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. Arial font 12 should be used, with 1.5 line spacing and justified text.*

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material and on Moodle / Teams.

ASSIGNMENT 1 - 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.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	10	

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.)	**Max. mark will be capped at 40%.** **Late Submission will be considered as non-submission**	**%**

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 (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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and	Engagement with an extensive range of relevant and credible literature. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills

Level 5	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%**
	and non-authoritative. Referencing conventions used incoherently or largely absent.	Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	texts. Referencing may show minor inaccuracies or inconsistencies .	credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies .	application of referencing.	consistently applied.
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 (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%**
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	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

Level 5	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%**
						the broader field and wider concepts.	knowledge, and how this influences their analyses and interpretations.
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.	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	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.	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.	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	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	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

Level 5	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%**
	Very weak problem-solving skills outside the context in which they were first studied.	appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	Can identify problems and propose basic solutions outside the context in which they were first studied.	Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	identify problems and propose excellent, creative solutions outside the context in which they were first studied.	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 to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal	Communicatio n medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate	Communicatio n 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,	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	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	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	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work	Can communicate with an exceptionally high level of professionalis m, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented

Level 5	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 and decision-making.)	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.	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.	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.	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.	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.	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.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Student Self Evaluation Form

Student name:		**Student number:**	
Programme:		**Year of programme**	
Assignment Title:			

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.

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. Engagement with Literature Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
2. Knowledge and Understanding Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
3. Cognitive and Intellectual Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
4. Practical Application Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
5. Transferable Skills for Life and Professional Practice	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		**Date**	
Student's Signature			

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA (Hons) International Hotel Management**		
Module:	**Personnel Resourcing and Development**		
Module code:	**BMIH5005**	***Contribution to Overall Module Assessment (%):***	**50%**
Lecturer:	**Helen Lee**	**Internal Verifier:**	**Katheryn Roberts**
Assignment Title:	**Research Project Proposal –** Discuss the impacts of technological force on employee development and retention : Hospitality HR's perspective	**Word count (or equivalent):**	**2 of 2**
Submission deadline:	**1st March 2024 (Friday) by 23.59**	**Return date of provisional marks & written feedback:**	**3rd April 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.) **Alternative submission method (if applicable):** **Late submission of the assessment 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.		

Learning Outcomes tested (from module syllabus)
• Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage; • Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment.

TASK DESCRIPTION

Research Project Proposal – 2000 words (+/-10%)

Discuss the impacts of technological force on employee development and retention : Hospitality HR's perspective

Background

This project proposal is for the General Manager of the hotel highlighting solutions to the current external challenges such as Automatic Intelligence (AI), Retirement tide, and so forth, facing the hotel and the industry and how these challenges re-shape employee recruitment and retention**.** The General Manager has requested you, the HR Manager to conduct a **research proposal** of 2000 words based on a **hotel of your choice**. Please provide a brief background of the hotel in your report.

Consider:

- Select ONE hotel for illustration
- Discuss about the technological development in the hospitality industry
- Turnover rate of hospitality industry
- Mention about the technological force as part of PESTLE and how it affects employee recruitment and retention of your selected hotel through SWOT
- Provides examples to support your answers.

You should structure your work as a report, inclusive of a cover page, contents page and subheadings.

Introduction and Background (20% - 400 words)

- *Briefly discuss the hotel on which the proposal is to be based. Within your discussion identify the current challenges the proposal will examine along with the issue of retention. This very much sets out the subject that you are proposing, a short background of the hotel of your choice, identifying the current issues the proposal will examine based around the theme of retention. Consider what might impact retention in your hotel, examples include staff shortage, lack of training, poor management.*

Discussion/Literature (60% - 1200 words)

- *In this section, you should summarise work on this topic that other researchers have conducted including their finding and provide any background on the topic that your readers should have before you present your own work.*
- *Provide examples on how technological development such as artificial Intelligence (AI), Virtual Realty (VR) are influencing employee development and retention.*
- *What are potential solutions? Provide examples of your selected hotel.*

Evaluation and Conclusion (20% - 400 words)

Summarise your main work and findings as well as the implications of your work, including solutions as recommendations to the business.

Proposal Presentation

You must present your research project proposal as a report with a front page, this to include:

Project Proposal Title - **Discuss the impacts of technological force on employee development and retention : Hospitality HR's perspective**

- The module title and module code
- Your lecturer's name
- Your name in full
- Your student ID

Microsoft Word settings:

Please use:

- Arial Font 12
- 1.5 line spacing
- Justify Text

You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

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.

Specific to this assignment: *The work should contain at least 20 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 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.

Specific to this assignment: *You should demonstrate knowledge and understanding of the theories/models associated with technological challenges within a workforce in a hospitality industry. You should demonstrate a sound understanding of the impact of technological force influences employee development and retention.*

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.

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 recommendations. Critically analyse the technological impact on retention within the industry, specifically your selected hotel*.

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.

Specific to this assignment: *The report should include the technological challenges faced within the industry and critical analysis of the affects of this, including, highlighting the importance of retention within the industry and why this is beneficial to the organisation.*

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.

Specific to this assignment: *The report should be presented using a project proposal as demonstrated within the assignment guidance notes. The content should be of a professional standard with correct spelling, grammar, justified text and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method, including a variety of relevant and up to date sources.*

ASSIGNMENT 2 - 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.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	10	

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.)	**Max. mark will be capped at 40%.**		**%**
	Late Submission will be considered as non-submission		

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 (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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and	Engagement with an extensive range of relevant and credible literature. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing

Level 5	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%**
	and non-authoritative. Referencing conventions used incoherently or largely absent.	use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	reliance on texts. Referencing may show minor inaccuracies or inconsistencies .	credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies .	application of referencing.	skills consistently applied.
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 (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%**
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	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

Level 5	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%**
						the broader field and wider concepts.	knowledge, and how this influences their analyses and interpretations.
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.	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	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.	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.	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	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	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

Level 5	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%**
	Very weak problem-solving skills outside the context in which they were first studied.	appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	Can identify problems and propose basic solutions outside the context in which they were first studied.	Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	identify problems and propose excellent, creative solutions outside the context in which they were first studied.	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 to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal	Communicatio n medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate	Communicatio n 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,	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	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	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	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work	Can communicate with an exceptionally high level of professionalis m, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented

Level 5	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 and decision-making.)	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.	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.	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.	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.	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.	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.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Student Self Evaluation Form

Student name:		**Student number:**	
Programme:		**Year of programme**	
Assignment Title:			

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.

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. Engagement with Literature Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
2. Knowledge and Understanding Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
3. Cognitive and Intellectual Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
4. Practical Application Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐
5. Transferable Skills for Life and Professional Practice	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-84%** ☐	**85-100%** ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		**Date**	
Student's Signature			