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

School of Tourism & Hospitality (SOTAH)

BA Tourism/ITTM/Events Management
MTour Integrated Masters in Tourism & Events Management

Module Handbook 2018-19

Consultancy Project (M6X02113)

LEVEL 6

Semester 1

Module Tutors:

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Introduction to the Consultancy Project 2018-19

Welcome to this generic overview handbook for the SOTAH Consultancy Project module. It should be read in conjunction with supplementary information and materials available on the Moodle together with information and instructions delivered by the module tutors.

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

AIM

The aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

LEARNING OUTCOMES

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

1. Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation

2. Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve solutions.

Indicative content

1. The roles of internal and external consultant within an organisation. How a consultants intervention can favourably impact upon sustaining success within an organisation;

2. Change management theories that serve as frameworks for implementing and sustaining change within organisations;

3. Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisation's ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation;

4. Identifying projects by studying the significant external or internal influences that impact upon an organisation's ability to serve and bring about change and innovation;

5. Progressing consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;

6. Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;

7. Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations;

8. Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans;

9. Paths to self-improvement in consultancy and project management through reflective review.

Scheduled Class Programme

The module is delivered in semester 2 in a weekly class on Wednesdays from 10am-1pm, room AS307.

Please note that teaching for the module is not scheduled to commence until 30 January, although you will have some preparation work set beforehand.

The following proposed class schedule is indicative only and is subject to change:

Indicative Class Schedule 2018/19 (subject to modification)	
SESSION	**TOPIC**
1 *30/1/19*	**Module Introduction - Key Themes/Concepts** Assignment distribution and briefing **Role of a Management Consultant; Types of Consultancy; Reasons for engagement** Choosing your topic; discussion of possible project ideas; responsibilities
2 *6/2/19*	**Guest presentation** **The Consultancy Process – Bid to Delivery; Working with clients** Discussing ideas; choosing a topic **Exercise:** The Consultant in Action: TV series The Hotel Inspector Determine how & what steps the consulting cycle are being followed
3 *13/2/19*	**The Research Proposal - Project Initiation Documents & consultancy bids** **Skills Development Workshop: Presenting your BID** Tutorial advice to discuss/firm up topic ideas
4 *20/2/19*	**DEADLINE: ASSIGNMENT 1 part 1: BID PRESENTATIONS (=20% of module marks)** 5 minute BID pitch to class and a business 'expert' followed by questions/discussion Feedback given to assist development of the PID **BID Presentations Group 1 – half day class – venue tbc** **BID Presentations Group 2 – half day class – venue tbc**
5 *27/2/19*	**Research methodologies, process and design; techniques and considerations** **Research Skills: Primary and secondary methods** **Strategic Management Toolkit: SWOT, PESTLE, Ansoff, Porter** Tutorials: BID presentation marks and feedback
6 *6/3/19*	**Project Management and planning** **Access to organisations and respondents; managing yourself/client/ tutor** **Delivering innovative and entrepreneurial change** Tutorial advice
7 *13/3/19*	**DEADLINE: ASSIGNMENT 1 part 2: PROJECT INITIATION DOCUMENT (PID) (=30% of total marks)** **Guest lecture: Working with clients and teams: being effective - hard and soft skills** **Research ethics, approvals, being professional** Tutorial advice
8 *20/3/19*	**Research skills: Collecting and analysing data** Tutorial advice
9 *27/3/19*	**Drafting the Final Report – Structure, content, presentation** Tutorial advice: PID marks and feedback
10 *3/4/19*	**Module recap/review** Individual tutorials to review progress/draft reports
	Easter holidays
11 *1/5/19*	Individual tutorials to review progress/draft reports
12 *8/5/19*	**DEADLINE: ASSIGNMENT 2: PROJECT REPORT (=50% of total marks)**
	Final Results and report feedback available by 3 June 2019 – Date TBC

BIBLIOGRAPHY

Essential

Cameron, E. & Green, M. (2015) Making Sense of Change Management, 4th edition, London: Kogan Page

Saunders, M & Lewis, P (2012) Doing Research in Business & Management, Harlow: Prentice Hall

Wickham, L & Wilcock, J (2012) Management Consulting, 4th edition, Harlow: Pearson

Background

Biggs, D (2010) Management Consulting: A Guide for Students, Andover: Cengage

Brierley, E. (2006) Talent on tap: getting the best from freelancers, interims and consultants. London: Chartered Institute of Personnel and Development.

Brotherton, B (2015) Researching Hospitality and Tourism, 2nd edition, London: Sage

Brown, D, Caldwell, R, & White, K. (2004) Business partnering: a new direction for HR. A guide. London: CIPD.

Burnes, B (2014) Managing Change, 6th edition, New York: Prentice Hall

Buttrick, R. (2005) The Project Workout, London: Prentice Hall (ebook on library website)

Gardiner, P. (2005) Project Management: A Strategic Approach, Basingstoke, Palgrave.

Johnson, M. (2005) The Independent Consultant's Survival Guide, London:CIPD.

Maylor, H. (2010) Project Management, 4th edition, Harlow: Prentice Hall.

Newton, R (2010) The Management Consultant: Mastering the Art of Consultancy, Harlow: Pearson

Thomson, I. (2007) Hiring consultants, London, Chartered Institute of Personnel and Development. Available at: http://www.cipd.co.uk/subjects/hrpract/general/hireconslt

Journals

British Journal of Management

Coaching at Work

Harvard Business Review

HRM Review

Human Resource Management Journal

International Journal of Employment Studies

Journal of Organisational Behaviour

Management Today

People and Strategy: Journal of the HR Planning Society

People Management Magazine: http://www.peoplemanagement.co.uk/pm/

Public Personnel Management

Strategic HR Review

Work Employment and Society

Websites

http://apollo.UWTSD.ac.uk/library/
http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm
http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp
www.acas.org.uk
www.berr.gov.uk
www.cbi.org.uk
www.cipd.co.uk
www.employment-studies.co.uk
www.equalityandhumanrights.org.uk
www.hrmguide.co.uk
www.statistics.gov.uk
www.wao.gov.uk
www.pmi.org/uk
www.cmi.org.uk
www.cipd.co.uk

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LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programmes:	**BA Tourism/ITTM/Events Management** **MTour Integrated Masters in Tourism & Events Management**		
Module:	**Consultancy Project**		
Module code:	**M6X02113**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Mike Davies**	**Internal Verifier:**	**Suzanne Wells**
Assignment Title:	**Consulting for Change**	**Word count (or equivalent):**	**5,000**
Submission deadlines:	**Phased submission dates - see handbook schedule**	**Return date of provisional marks & written feedback:**	**See schedule**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
1. To identify with the role of a consultant and initiate and carry out a project that is of strategic relevance to an organisation 2. To undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution.

TASK DESCRIPTION

The aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

The students will be required to work closely with an organisation (placement organisation, part time employer, local business, UWTSD or other link organisation), and secure permission to undertake an agreed organisational consultancy project. It is the student's responsibility to select an organisation and devise their own project proposal which will then need to be approved by the tutor. The projects may focus on operational issues, marketing, market research, problem solving, feasibility studies, business plans, HR issues, events strategy or plan, policies and procedures, financial investigations, guest service strategies or other appropriate projects which are related to the student's area of study and interests and the organisation's own needs. The project therefore also requires the organisation's support and approval.

Students may work alone or in pairs to undertake the project, however for groups the required outputs and project size will increase pro-rata to membership. Groups must ensure that all participants fully contribute to the task. An individual mark will be given for each of the tasks. Groups will be required to include detailed minutes of all their team meetings in their final report as well as minutes of client and other meetings.

The organisational consultancy project consists of 3 main tasks designed to develop their organisational consultancy skills**:**

- **Task 1 Project Bid Presentation**
- **Task 2 Project Initiation Document (PID)**
- **Task 3 Project Report.**

Prior to the submission of their PIDs (Task 2) students will meet with the organisation they are bidding to work with (with the module tutor present) in order to pitch for the business. This will involve a pre prepared presentation (Task 1) and provide an opportunity to discuss their ideas, to refine their aim and objectives and reflect upon the project's feasibility and relevance to their chosen organisation.

The format of this presentation meeting will resemble either an initial meeting a consultant would have with a potential customer to determine the boundaries and deliverables of a project or an invited bid meeting. Here, students will be encouraged adopt an innovative and entrepreneurial stance towards "selling" their project idea(s) for the purpose of gaining such skills and experience in readiness for their entry into the world of work. This task will simulate the "Pitch" exercise undertaken by a professional consultant when tendering for contracts and the student/s will therefore be required to sell their project without giving away the findings and recommendations that their report will make. If an organisational representative is not available to attend this meeting the tutor will adopt the role of the organisation in a simulated situation. However, where possible the students will be encouraged to invite the organisations to attend this presentation meeting. Feedback will be provided at the end of the meeting to assist the students in developing the next task.

Following the presentation meeting the student will be required to formulate and finalise their project ideas and present them in the form of an accepted project initiation document (PID). This will be submitted on a set date, as is demanded in real life, or else the bid may not be considered.

Following acceptance of the PID the student will undertake the project and produce a report based on their findings (Task 3)

LENGTH REQUIRED

Task 1 - Bid Presentation Event (10 minute presentation followed by 10 minutes of questions/discussion – notional 500 words). Include hard copy of presentation given with notes/handouts (20%)

Task 2 - Project Initiation Document - 1500 words. (30%)

Task 3 - Consultancy Project report - 3000-4000 words words (each/per person if in a group); excluding appendices and detailed minutes of all team meetings. (50%)

BACKGROUND

The taught element of the programme will be where students attend weekly consultancy and research lectures, with supporting tutorials (group and individual). During this students will undertake the first task (the Bid) and be given feedback in order to complete task 1b (the PID). These two submissions together constitute assignment 1.

Finally detailed student led project work on the report itself will begin where tutorial support and guidance will be available through prearranged tutorial meetings and drop in sessions in order to complete task 2. Assignment 2 is the report itself.

The module will be made up of a structured mix of intensive lectures designed to provide students with the vital knowledge and skills that are required to underpin the module. These sessions will include the essential research and interpretation skills required to undertake the necessary qualitative and quantitative research and the ability to utilise analytical tools to interpret data.

In the tutorial sessions students can meet with their allotted tutor individually or as a group to discuss the feasibility of their proposed organisational consultancy ideas and obtain support and guidance. It is the responsibility of the student to attend these and book appointments for specific support, as the project needs to be self-managed by the student. Attendance and progress will be logged in a rolling supervision report.

Students will be required to select a relevant consultancy project within the leisure/events/tourism/sport industries either utilising opportunities and links with UWTSD, the Student Union, their placement organisation, a part time employer or one of the organisations working within the sectors in the UK or internationally.

The consultancy topic which students may select could address any of the following areas or any alternative topic agreed by the sponsoring organisation and the tutor.

Suggested topics**:**

- Management processes
- Operational issues
- Managing change
- Communication issues
- Performance Issues
- Problem Solving

- Guest Services
- Financial Management
- Funding
- Marketing
- Market Research
- Feasibility
- Events
- Personnel /HR
- Business Plan
- Policies and Procedures

It is hoped that as well as developing the student's business, industry, communication, evaluation, initiative**,** problem solving and organisational skills the module will also develop team work skills. Students may work as a team to complete the project to facilitate this, although work will be individually assessed. In line with this the length of the PID, presentation and report will be on a pro rata basis.

The Bid Presentation Event resembles the practice of making a "pitch" as undertaken by a professional consultant when tendering for a contract**.** This will take place at the end of term 1 (see schedule). If the BID pitch is successful, students will then devise a Project Initiation Document (PID) to act as a contract which acts as a job and project specification document. Feedback will be provided before research is undertaken and a detailed consultancy report produced.

In the research phase, teaching sessions will be set aside for individual/group coaching between the module tutors and students. These sessions are intended to encourage the student's development in terms of finding their own solutions, developing their own ideas and taking responsibility for the successful completion of their consultant's report in terms of delivering upon the aims and objectives set out in the PID and in relation to the pre-set marking criteria.
The coaching and supervision sessions are also intended to introduce students to a means of communication and engagement that is solution focused and non-judgemental and the tutors will provide students with ongoing support and guidance. However, it must be noted that it is the student/student group's responsibility to utilise these sessions and not the tutor's responsibility to direct how they should be used.

TASKS

Task 1 Bid Presentation Event

Students will meet with the organisation and the module tutor to discuss their ideas, refine their aim and objectives and reflect upon the project's feasibility and relevance to their chosen organisation.

Students should prepare a concise and effective presentation to support their bid. This should be professional and focus on the main points of the proposed project in order to facilitate discussion. At the meeting the students must submit a copy of their presentation with detailed notes.

The format of this meeting will resemble the initial meeting a consultant would have with a potential customer to determine the boundaries and deliverables of a project. Where possible an organisational representative will be invited to join the panel with the module tutors, together with an external practising management consultant wherever possible.

The meeting will begin with the Bid pitch presentation where students will be encouraged to adopt an innovative and entrepreneurial stance towards “selling” their project idea(s) akin to a real-life business sales pitch scenario.

If the bid for the project is not approved by the sponsoring organisation, students will be required to secure another suitable and approved organisation and topic in order to complete the project.

Task 2 Project Initiation Document (PID)

Following bid feedback, students will formulate and finalise their project ideas and submit them in the form of a formal project initiation document (PID). A pro-forma will be provided in class for completion, together with previous examples of PIDs which can be used as a template. This document will be used as a contract/project specification against which the final consultancy project report will be marked.

Task 3 Consultancy Project Report

The final stage involves the primary research for the project and subsequent drafting of the consultancy report. The report’s format, aims and objectives will have been specified in the PID to allow the final report to be assessed against the PID.

The report’s content may vary according to the project specification and may include business plans, marketing strategies, feasibility studies or other reports as agreed in the PID.
The report should follow an accepted report format i.e. include an introduction, an executive summary, detailed research methods and data collection relevant to the project, findings, conclusions and strategic recommendations as well as appendices and bibliography.

The formal minutes from all team meetings and client meetings, records of evidence of research undertaken and the possible use of management theories, SWOT, PEST or competitor analysis should be included within the appendices. Students can be downgraded for lack of contribution to the project based on comments and feedback from the sponsoring organisation.

The report should convey a clear aim and objectives from the outset and demonstrate a business case for the project or justification to facilitate and sustain meaningful organisational change. Finally it should include a cost effective and time efficient plan to undertake implementation of the project.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). 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 a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should demonstrate a wide range of reading from a variety of relevant and current sources including textbooks, academic journals and valid academic websites.

Task 3 – Project Report

Evidence of thorough and independent research using a range of appropriate sources (at least 30 references from credible sources). Sound referencing which adheres to Harvard conventions is evident.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic 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.

Guidance specific to this assessment:

Task 1 – Bid Presentation

In meeting management a professional approach is expected. There should be clear evidence of careful preparation to ensure coverage of the key requirements, establish organisational expectations & boundaries & potential difficulties/issues.

Task 2 – PID

Students are required to formulate & finalise their project ideas following discussion and approval of the relevant tutor. Following this, a formal project initiation document (PID) must be submitted. This will be used as a contract against which the final consultancy project report will be marked.

Task 3 – Project Report

A clear aim and objectives are established which demonstrate a business case for the proposal &/or justification to facilitate & sustain organisational change.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 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. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Task 3 – Project Report

An appropriate methodology is outlined justified and used. Analysis and evaluation of the project data is effective & clearly outlines the key findings of the research. The findings are clearly and concisely presented via the appropriate use of graphs, charts & text.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Task 1 – Bid Presentation

The project proposal should be appropriate, realistic & feasible, meet the needs of the relevant organisation, and be deliverable within the allotted time frame.

Task 3 – Project Report

The conclusions are logical, appropriate and clearly flow from the research findings. The recommendations are sound, realistic, satisfy the original aim and objectives, and are relevant to the needs of the organisation. Relevance & value of the project for the organisation is recognised and a positive student contribution is acknowledged.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment:

Task 1 – Bid Presentation

Power point should be professionally presented, clear and concise. Key points should be effectively highlighted to support the PID. The presentation should be short, sharp and to the point. Effective communication should be demonstrated with clear focus on the main points of the PID in order to facilitate discussion. Copies of all supporting materials should be provided to the panel.

Task 2 – PID

The presentation, style structure and layout of the PID should adhere to established guidelines/templates. The material will be effectively presented, logical and cover the requirements in a clear and concise manner.

Task 3 – Project Report

Presentation, written style, structure and communication are effective and the information is provided in a relevant format, structure & style which are appropriate to requirements. The appendix contains relevant supporting materials including a cost effective & time efficient plan to support the implementation of the project plus comprehensive records & minutes of group & other meetings where appropriate.

STUDENT FEEDBACK FORM – ASSIGNMENT 1A

Prifysgol Cymru
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University of Wales
Trinity Saint David

School of Tourism & Hospitality

BID PITCH PRESENTATION FEEDBACK FORM

Student(s):	
Module	Consultancy Project (Level 6)
Tutors	Mike Davies / Suzanne Wells
Presentation date:	

GENERIC CRITERIA	**1 (weak) - 5 (excellent)** **Comments**
Organisational overview provided including identification of stakeholders & interested parties	
Project aim is appropriate & clearly articulated	
Clear objectives which support the achievement of the aim are outlined	
Rationale (justification) is sound & is clearly linked to the aim & objectives	
Potential (measurable) benefits of the projects are recognised	
Project approach & plan including dates, activities etc are articulated	
Research requirements are considered	
Project management is addressed e.g. team roles/responsibilities (if relevant), communication requirements & controls etc	
Project reporting i.e. when, where and how is highlighted	
'Why me'?: establish credentials/experience/ how value will be added	
Any additional relevant information provided?	

Final mark:
/20
= %

Signature	Date

STUDENT FEEDBACK FORM – ASSIGNMENT 1B – PID

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	40	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	10	

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

STUDENT FEEDBACK FORM – ASSIGNMENT 2 – REPORT

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	40	
5. Transferable Skills for Life and Professional Practice		
	10	

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

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	**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 largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 6	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%**
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

Level 6	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 (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. 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 thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.

Level 6	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%**
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	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%**
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.