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

School of Hospitality & Tourism Management

BA International Hotel Management

Module Handbook Spring Term 3

2022-23

BMIH5003

Foreign Languages and Cultural Awareness LEVEL 5

Module Lead

Rodrigo F. Aguilera
Rodrigo.faguilera@uwtsd.ac.uk

Foreign Languages and Cultural Awareness 2022-23

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

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

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

On completion of Mandarin class and portfolio, an optional HSK exam can be provided, which can lead to a sponsored Summer Camp in China.

You will be allocated a language, which will be fixed for the duration of the module **(we are unable to facilitate changes to your designated language once the module has begun)**

AIM(S)

- To communicate effectively in a Modern Foreign Language, at a level commensurate with student competency (either French, Spanish, Mandarin, Italian OR German) in both spoken and written forms within professional Business and Hospitality contexts; students from non-English speaking countries will be able to take English as their Modern Foreign Language.

- To comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience.

LEARNING OUTCOMES

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

- Communicate effectively in both written and spoken language within set hospitality, business and professional contexts;

- Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.

INDICATIVE CONTENT

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

STUDY TIME ALLOCATION

The allocation of teaching to deliver the module is:

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

LEARNING AND TEACHING STRATEGY

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

This module will operate in two sections - foreign languages (Jinping Li/Rodrigo F. Aguilera/Lisa-Marie Bassler/Luciana Sardi) and Cultural Awareness (Rodrigo F. Aguilera). Each will be taught separately in a weekly class. Students will be allocated to a group for the duration of the module.

ASSESSMENT – Foreign Languages (Mandarin/Spanish/French/German/Italian) (75% weighting)

Assessment Component 1
(Tick one)

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

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

ASSESSMENT – Cultural Awareness (25% weighting)

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Written Report	1000 Words	25%

BIBLIOGRAPHY

Essential

Jandt, F (2016) An Introduction to Intercultural Communication, 8th edition, Sage: San Bernadino.

Moran, R. (2018) Managing Cultural Differences, 10th edition, Routledge: Abingdon.

Samovar, L.(2009) Communication Between Cultures, Wadsworth, London.

Timm, A. (2011) Intercultural Problems in the Tourism Industry, GRIN Verlag.

Recommended

Cooper, C. and Wahab, S., (eds.) (2007) Tourism in the Age of Globalisation. London: Routledge.

Methan, K. (2001) Tourism in a Global Society: Place, Culture, Consumption. London: Macmillan.

Brown, K. (2013) Contemporary China, Palgrave Macmillan.

Drake, H. (2011) Contemporary France, Macmillan.

Frew, E. & White, L. (eds) Tourism and National Identities: an international perspective, Routledge.

Gudykunst W.B., Bridging the differences: effective intergroup communication Sage Publications.

Mackay, H. (2011) Understanding Contemporary Wales, University of Wales Press Moran RT et al. Managing Cultural Differences, 2007, Elsevier, Oxford.

Richardson, B. (2008) Contemporary Spain, Routledge.

Background

Bramwell, B. (2004) Coastal Mass Tourism, Clevedon: Channel View.

Cooper, C. and Hall, C. M. (2005) Oceania: A Tourism Handbook, Clevedon: Channel View.

Wall, G. and Mathieson, A. (2006) Tourism: Change, Impacts and Opportunities, Harlow: Pearson.

Lewis, R.D. (2005) When Cultures Collide: Leading, Teamworking and Managing Across the Globe, London, Nicholas Brealey Publishing.

Lewis, R.D. (2008) Cross-Cultural Communication: A Visual Approach, London, Nicholas Brealey Publishing.

Journals

Annals of Tourism Research Tourism Management

Journal of Intercultural Communication

Websites

www.bbc.co.uk/languages/mandarin

www.bbc.co.uk/languages/spanish

Indicative Class Schedule for Foreign Languages section – Term 3 2022/23

Week	Lecture Theme	Assessment hand out date	Assessment Submission date
1 **(9am – 1pm)**	Introduction to the Module and Lecturer Pinyin and greetings		
2 **(9am – 1pm)**	Name, Nationality and self-introduction Age and ability		
3 **(9am – 1pm)**	Date, Price and Plan		
4 **(9am – 1pm)**	Occupation & Direction Hotel information and Check in	Assignment 1 Self-Introduction Video	**19th May 2023** **Self-Introduction Video**
5 **(9am – 1pm)**	**Industry Week**	Assignment 2 Room Booking	**26th May 2023** **Room Booking Recording**
6 **(9am – 1pm)**	Time and Weather Room booking	Assignment 3 Hotel Advertisement	**2nd June 2023** **Hotel Advertisement**
7	Activities, Shopping Hotel check out	Assignment 4 Hotel Breakfast Board	**9th June 2023** **Hotel Breakfast Board**
8 **(9am – 1pm)**	Transportation Recommendation for food and sight-seeing **Assessment week**		

Indicative Class Schedule for Cultural Awareness – Term 3 2022/23

Week commencing	Class content – main themes to be covered
1	Module Overview & Introduction – Key Themes What is Culture? Module assessment 2 introduced Hotel Handbook/Report for Intercultural Competence What is Cultural Awareness
2	Achieving competency in intercultural communications Culture and Contemporary Issues- Culture and Customs associated with countries
3	Understanding International Guest Behaviour Geert Hofstede – National Cultural dimensions Edward Hall – high/low context
4	Cultural Difference in Ethnicity and Social Culture Cluster of Cultures
5	Industry Week
6	GLOBE Assignment Preparation & Advice on Drafts
7	Assessment Week
8	**Assignment Submission date and time:** **Hotel Handbook for Intercultural Competence - 16th June 2023 @ 23:59**

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF INTERNATIONAL HOTEL MANAGEMENT

Student name:		**Student P number:**	
Programmes:	**BA International Hotel Management**		
Module:	**Foreign Languages**	**Module Level (4, 5, 6):**	**5**
Module code:	**BMIH5003**	**Contribution to Overall Module Assessment (%):**	**75%**
Lecturer:	**Rodrigo F. Aguilera**	**Internal Verifier:**	
Assignment Title:	**Portfolio**	**Assignment No:**	**1**
Hand Out Date:	**April 2023**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**9th June 2023 By 23:59** **By 11th July 2023**

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty mark.** Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	

Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**	**NO**	**X**

Portfolio

Week	Submission Date	Content	Requirements	weighting
8	**19th May 2023**	INTRODUCTION VIDEO	**Create a video introducing yourself** *Use the correct phrases, all information should be spoken in the focus language, with assessment of pronunciation and intonation being made*	**/25**
9	**26th May 2023**	ROOM RESERVATION RECORDING	**Record a Room reservation Dialogue:** *This should be recorded within the focus language, the specifics of the boking will be given to you by your lecturer, and may contain special requirements.*	**/25**
10	**2nd June 2023**	HOTEL EVENT ADVERTISMENT	**Create a Hotel Event Advertisement Poster:** *The poster must be created in a professional way using either PowerPoint poster formats or Canva. And include, the event that you are hosting, room types on offer e.g. double, single or family, including breakfast or breakfast and dinner, and the corresponding prices. Any special considerations also such as music, food and the theme. Consider the culture of the language also and what might or might not be appropriate within the geographical area.*	**/25**
11	**9th June 2023**	HOTEL BREAKFAST BOARD	**Design a Hotel Breakfast Board***: It should include the name of the hotel restaurant, times of breakfast service, the range of breakfast available e.g. cold buffet, hot buffet, vegan, vegetarian and whether this is also available within room service. Remember to include the prices for each section and present in a professional format.*	**/25**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment:

N/A

2. Knowledge and Understanding Skills

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

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

3. Cognitive and Intellectual Skills

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data

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

Specific to this assignment:

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

Practical application skills

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: You should deploy useful and applicable information suited to the assignment briefs. Your work should be professional and appealing.

Transferable Skills for Life and Professional practice

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

Specific to this assignment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced. Accurate spelling and grammar throughout.

Essential Resources: Resources provided in module handbook, lecture notes, tutorial material and on Moodle and Teams

ASSIGNMENT 1 - MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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		
	0	
2. Knowledge and understanding skills		
	20	
3. Cognitive and intellectual skills		
	30	
4. Practical Application skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	20	

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

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF INTERNATIONAL HOTEL MANAGEMENT

Student name:		**Student P number:**	
Programmes:	**BA International Hotel Management**		
Module:	**Cultural Awareness**	**Module Level (4, 5, 6):**	**5**
Module code:	**BMIH5003**	**Contribution to Overall Module Assessment (%):**	**25%**
Lecturer:	**Rodrigo F. Aguilera**	**Internal Verifier:**	**Kathryn Roberts**
Assignment Title:	**Hotel Handbook for Intercultural Competence**	**Assignment No:**	**2**
Hand Out Date:	**April 2023**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**16th June 2023 By 23:59** **By 18th July 2023**

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty mark.** Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	

Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**	**NO**	**X**

Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
To comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience. Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.	• An understanding of Intercultural competence. • The importance of cultural understanding in a global marketplace. • Thorough analysis of two countries. • Demonstrate a critical understanding identifying key cultural differences, customs and behaviour. • Recommendations provided in hotel handbook. • Referencing Skills

TASK DESCRIPTION: HOTEL HANDBOOK

Students are to compile a report for **hotel staff** to help them to prepare and manage the guest experience for international visitors.

Using relevant cross-cultural theories and models, begin by critically evaluating why cultural intelligence and sensitivity is essential for hotel personnel before focusing on the hotel guest service implications for guests from **ONE** international country of your choice.

Please consider relevant hotel departments/functions and how they might need to adapt their service delivery to accommodate the guests' specific cultural norms and requirements.

Summarise the above in a table of 'Do's and Don'ts' which can act as a briefing document to relevant staff in the hotel.

Use a report format for your work.

(1000 Words)

Assessment 2 – Cultural Awareness (25% weighting)

Hotel Handbook (1000 words)

Students will produce a Hotel Handbook for staff to help manage guest service experiences for the international visitor.

Ensure that the report writing format is used, and must include

- An executive summary
- Contents list
- Introduction
- and then additional content- which can be supported by illustrations, tables, graphs and photographs to support the written text.
- A summary
- 2 recommendations for staff must be included at the end of the report.

The document will inform staff of the key cultural differences, customs, and behaviour – for the **CHOSEN COUNTRY**

The report will contain a list of "Do's and Don'ts" for hotel staff will be included within this submission.

Students are expected to research their chosen country- the country chosen to be discussed with the Lecturer and confirmed as suitable for this assessment

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The importance of respecting and sustaining cultures (and language) will be explored within this module, which is particularly relevant within a global industry.	

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment:

You should show a wide level of reading, a minimum of 10 to 12 references, from a variety of sources including textbooks, academic journals and academic based websites. <u>You must reference academic sources for theory.</u>

2. Knowledge and Understanding Skills

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

Make reference to relevant cross-cultural communication theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them.

3. Cognitive and Intellectual Skills

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is

crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

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

4. Practical application skills

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.*

5. Transferable Skills for Life and Professional practice

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

Specific to this assignment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced.

Essential Resources: Resources provided in module handbook, lecture notes, tutorial material and on Moodle and Teams

ASSIGNMENT 2 - MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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		
	20	
3. Cognitive and intellectual skills		
	30	
4. Practical Application skills		
	30	
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.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

GENERIC ASSESSMENT CRITERIA – BOTH ASSESSMENTS

Level 5

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

Level 5	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (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 (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 the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their

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							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. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		they were first studied.		they were first studied.	they were first studied. Evidence of some creativity.	context in which they were first studied.	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 responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility

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		skills for employment requiring the exercise of personal responsibility and decision-making.	exercise of personal responsibility and decision-making, with some areas of minor weakness.	and decision-making, with some areas of strength and some of minor weakness.	minor weakness.	exercise of personal responsibility and decision-making and an appetite for further development.	and decision-making and an appetite for further development.