



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

M6X02119

Strategic Travel & Tourism Management

LEVEL 6

Semester 1

Module Tutor:

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Introduction to Strategic Travel & Tourism Management 2018-19

Welcome to this generic overview handbook. This is a level 6, 20 credit module taught in semester 1 to third year BA Tourism/ITTM/Events Management and MTour students in the School of Tourism and Hospitality.

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

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.

MODULE AIM

- The module will aim to provide students with an appreciation of the dynamic relationship between the need to plan effective travel and tourism development strategies at both national and international levels - and the requirement to integrate this with compatible transportation environmental planning and sustainable development strategies

LEARNING OUTCOMES

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

- Systematically evaluate contemporary strategic tourism planning issues and the relationship between tourism development and the environment, whilst reviewing and evaluating management planning techniques and their role in effecting sustainable tourism development.
- Critically analyse in detail 'green' transport and tourism initiatives and assess European, UK and Welsh transport policies and their impact upon tourism.

INDICATIVE CONTENT

- Strategic travel and tourism management. Introduction and issues.
- Environmental issues , tourism trends and impacts
- Planning policy and practice, sustainable development initiatives
- Environmental impact assessment, environmental management techniques
- Approaches to tourism planning and development, case studies of good tourism development practice, Tourism and environmental initiatives.
- Links between transport and the development of Tourism from the 19th century to current times
- Evaluation of Transport Policy in the UK, Wales and EU and its implications for the tourist journey

- Road, rail, aviation, water based transportation, cycling and walking. Appropriate analysis of case studies; current/contemporary issues e.g. Heathrow expansion; HS2.
- The opportunities arising from the new developments in travel and transport strategies with national/international context
- Transport privatisation, transport deregulation and its implications for tourism
- Green transport, sustainability and tourism opportunities, Specialist transport products for tourists
- Political influences and issues upon travel and transport provision
- Package holidays and transport, transport innovations and future markets for tourism

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and strategic issues associated with travel and tourism management are suited to delivery within weekly classes combining lectures, tutorials and student-led seminars. Lectures will introduce the students to relevant principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of information learned. Case studies will also be used to develop further understanding and practical application within travel and tourism. Exploration of topic areas will draw upon previous modules within levels 4 and 5 – and in particular upon knowledge, experience and industry insights gained within work experience placements.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	30%
Independent learning	150	70%
Placement learning		
TOTAL	200	100%

ASSESSMENT

The module will be assessed through a mix of coursework (50%) and an “Open Book” examination (50%).

Reading List 2018-19

Essential

Cooper C. and Hall M. (2012), Contemporary Tourism: an International Approach. Goodfellows, Oxford.
Edgell D and Swanson J (2013) Tourism Policy and Planning 2nd Ed., Routledge, London.

Recommended

Bagwell, P. & Lyth, P. (2006) Transport in Britain 1750 – 2000, Hambledon, London.
Benckendorff P. and Lund – Durlacher D. (2013) International Cases in Sustainable Travel and Tourism. Goodfellows, Oxford.
Dowling R. and Newsome D. (2010) Global Geotourism Perspectives. Goodfellows, Oxford.
Mowforth M and Munt I (2009) Tourism and Sustainability. Routledge, Abingdon.

Journals

Town and Country Planning

Transport

Transportation

Travel and Tourism Analysis

Journal of Sustainable Tourism

NB.....please use on-line library databases to access full text journals. There are many – and they provide a rich vein of information resources, as well as a wealth of information on contemporary issues.

Websites

www.culture.gov.uk

www.visitwales.com

www.etoa.org

www.visitbritain.com

www.britishwaterways.co.uk

Indicative content: (provisional only – subject to change)

WEEK	CLASS TOPICS
1	Module Introduction. Definitions. Key issues. Transport and tourism. Strategic management in tourism & hospitality.
2	Historical Developments – changing patterns of demand. Political influences. Government policy. Levels of strategy.
3	Tourism and land based transportation: public/private sector influences; motorised vehicles and impacts upon tourism. Sustainable transport initiatives.
4	Tourism and rail transportation. UK overview; emerging trends; key issues; international perspectives on rail travel. Tourism challenges and opportunities.
5	Cycling. Tourism development opportunities.
6	Sea transportation. Ferries/ cruise ships. Tourism impacts and developments.
7	Aviation sector. Introduction. Key issues explored. UK and international perspectives.
8	Integrated transport and sustainable transport development.
9	Tourism resource management 1: natural resources; UK designations/ policy. Issues and challenges re tourism development.
10	Tourism resource management 2
11	Future trends and developments.
12	In class assessments – Open Book examination prep
13	In class assessments – Open Book examination
14	In class assessments - module appraisal and feedback

Student name:		Student ID number:	
Programmes:	BA Tourism/ITTM/Events Management MTour Integrated Masters in Tourism & Events Management		
Module:	Strategic Travel and Tourism Management		
Module code:	M6X02119	Contribution to Overall Module Assessment (%):	50% (1 of 2)
Lecturer:	Mike Davies	Internal Verifier:	Kathryn Flynn
Assignment Title:	Tourism Travel Planning for Brexit	Word count (or equivalent):	2,000
Submission deadline:	19 November 2018	Return date of provisional marks & written feedback:	14 December 2018
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)

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

- Systematically evaluate contemporary strategic tourism planning issues and the relationship between tourism development and the environment, whilst reviewing and evaluating management planning techniques and their role in effecting sustainable tourism development.
- Critically analyse in detail 'green' transport and tourism initiatives and assess European, UK and Welsh transport policies and their impact upon tourism.

TASK DESCRIPTION – ASSIGNMENT 1:

Tourism Travel Planning for Brexit

The United Kingdom is due to leave membership of the European Union on 29 March 2019, in around six months time. The media continues to report considerable uncertainty about how this will transpire, and the possible impacts on the economies of the UK and EU. Travel and tourism to and from the UK/EU could potentially be impacted.

Visit Britain's 2018 inbound tourism report, published in December 2017, contained the following statement:

"The impact of Brexit remains a key source of uncertainty. By the end of 2018 the departure date will be less than three months away and there is uncertainty about the transition period and post-Brexit settlement and their impacts on travel. While this forecast concentrates on inbound demand, Brexit creates many uncertainties for the supply and regulatory side too.

VisitBritain has continued to track consumer sentiment towards Britain since the referendum, with the latest wave conducted in September 2017. This reveals that for most potential European visitors, Brexit does not affect their decision to travel to Britain for leisure. Furthermore, most Europeans still see Britain as a welcoming destination – and agree that the exchange rate means that now is a good time to visit. However, likelihood to visit has fallen since our research in August 2016. As we approach the date of Brexit, sentiment about Britain and concern about post-Brexit travel practicalities are downside risks for the forecast."

The UK and EU are currently locked in detailed negotiations to determine how Brexit will affect both parties, and are seeking to come to a mutually agreeable deal for how things will operate post-Brexit.

Strategic planning requires consideration of what could happen in the event of no agreement, as should this occur there is the potential for major disruption to travel to and from the UK and Europe as current arrangements could lapse.

Produce a report containing an assessment of the possible impact of a no agreement decision on tourists travelling to and from the UK and Northern Ireland in the period following the UK's exit. Analyse this by selecting two of the following modes of tourism transport:

- Air
- Channel Tunnel
- Ferries
- Car (via land – Northern Ireland only)

Make strategic recommendations to politicians and transport planners as to what could be done to mitigate these possible impacts.

(length = 2500 words)

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:

This is a contemporary and evolving topic. You need to be up to date to address this task. It is important that you immerse yourself in the news agenda surrounding Brexit by remaining up to date with developments. Read a quality newspaper for commentary and analysis, but beware of potential bias in reporting. You need to provide an objective analysis weighing up several viewpoints before making your recommendations for action.

Please review a range of current material on the topic including, but not restricted to, the following:

Visit Britain (2018), 2018 UK Inbound Tourism Forecast

Access via <https://www.visitbritain.org/forecast>

'Delivering a Golden Legacy' VisitBritain UK Tourism Strategy 2012-2020 available at:

https://www.visitbritain.org/sites/default/files/vb-corporate/Documents-Library/documents/Britain_Strategy.pdf

However please be aware that it was published before the Brexit referendum outcome.

A minimum of 25 valid academic and wider sources will be required in the reference list.

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:

The quality and depth of your research into the topic will inform your answer. Be mindful that this task requires considerable topical research by way of preparation. Consider how/whether any of the strategic models introduced in the module could help you structure your answer by their application to the tasks set.

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:

You need to source and discuss a range of opinions, and be mindful of potential bias. Academics and commentators are writing extensively on this subject, so find out what they have to say through quality media outlets. Do not overuse the web, and on no account cite generalised websites in your work. Try to give a balanced argument from a range of sources before you summarise and conclude.

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:

This is happening around you as we study the module, so stay in touch with events as they develop.

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:

Adopt a suitable report format for your answer, including an executive summary of your findings.

STUDENT FEEDBACK FORM – ASSIGNMENT 1

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	25	
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 name:		Student ID number:	
Programmes:	BA Tourism/ITTM/Events Management MTour Integrated Masters in Tourism & Events Management		
Module:	Strategic Travel and Tourism Management		
Module code:	M6X02119	Contribution to Overall Module Assessment (%):	50% (2 of 2)
Lecturer:	Mike Davies	Internal Verifier:	Kathryn Flynn
Assignment Title:	'Open book' examination PREVIOUS PAPER EXAMPLE ONLY	Word count (or equivalent):	2 hours
Date of examination:	9 January 2019 (provisional)	Return date of provisional marks & written feedback:	11 February 2019
Submission method:	'Open book' examination to be held in venue to be confirmed. There is no late submission/sit option for an examination. Only the Extenuating Circumstances panel may approve any variation.		
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)

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The following is last year's examination paper and is given as an illustration only of the format of the paper. These questions will not be set this academic year, although some of the topics may be included.

STRATEGIC TRAVEL & TOURISM MANAGEMENT
TIME: 2 HOURS

Answer only TWO QUESTIONS out of FOUR

QUESTION 1

Critically evaluate a 'green' and sustainable transport initiative of your choice, highlighting key performance characteristics and the possible influence on tourism development.

QUESTION 2

Critically discuss the tourism, environmental and wider economic arguments FOR and AGAINST the proposed High Speed 2 rail routes between London and the North of England.

QUESTION 3

With reference to a city-based tourism destination of your choice, examine and critically appraise the measures that have been taken to date to minimise the impacts of motorised transportation, and examine what more could be done to improve the environment.

QUESTION 4

With reference to a city of your choice, examine the positive and negative aspects of cruise ship day visitors on the tourism and wider social and transport infrastructure.

End

Equipment or materials required – Notes folder containing 8 sheets maximum of typed notes, 2 per question (16 sides in total)

REMEMBER:

You may refer to your HARD COPY notes folder during the examination.

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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of 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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.