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

School of International Hotel Management

BA (Hons) International Hotel Management

Module Handbook Summer Term 2023

BMIH5006

Sustainable Hospitality & Tourism Management

LEVEL 5

Module Lead:

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Sustainable Hospitality & Tourism Management Summer Term 2023

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

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

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

AIM(S)

- To gain a comparative overview of sustainable hospitality and tourism developments both nationally and internationally and to review appropriate policy and strategy frameworks.
- To gain an understanding and knowledge of industry "best practice" through evaluation of appropriate case study examples. Understanding of these issues will provide a sound foundation for becoming more effective – and more 'environmentally friendly' managers of the future.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the term "sustainability" and apply it within the context of tourism and hospitality;
- Analyse concepts of "sustainable good practice" within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector.

<u>Indicative content</u>

- Definitions of sustainability - principles of sustainability; tourism impacts – cause and effects; demand and supply issues.
- Historical development of hospitality and tourism - contemporary growth rates; changing patterns of economic development; changing consumer life styles – "needs and wants".
- Sustainability development – key international, UK and national (Wales) policy documents identified and reviewed.
- Sustainable tourism development – a coastal, rural, urban perspective using case study examples from UK and overseas. Management and marketing perspectives.
- Tourism, Hospitality and sustainability – social inclusion. Case study: disability.
- Environmental regulations, market mechanisms and self-regulatory codes influencing the tourism industry.
- "Greening Your Business" – practical steps for hospitality and tourism business to adopt and introduce sustainable approaches for operational procedures and practice.
- Sustainable development and marketing – the relationship explained.
- Sustainable transport: local/national and international examples and comparisons
- Marriott Hotel: Spirit to Serve; organisational commitment to sustainability; review analysis;
- Sustainable development… an international perspective. Case Studies of good sustainable practice within the hotel industry (Banff National Park, Piran, Slovenia, Wales Coast Path, National Trust etc.).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

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

Teaching plan – Summer 2023

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 **w/c 24th April**	**9:30am-1pm**	**Introduction Week** ○ Welcome back ○ Learning outcomes of this module. ○ What is Sustainable Hospitality? ○ Overview of assignments 1 and 2	Group introductions and socialisation. Direct students to Moodle copy of module handbook and a copy of each assignment pro forma. A**ctivity** What does it mean to be sustainable? Small group research and discussion: feedback to main group.	**Assignment 1 (Essay)** **Assignment 2 (Report)**	**11.55 pm** **26th May** **11.55pm** **15th June**
2 **w/c** **1st May**	**9:30am-1pm**	**Sustainable Tourism:** Definitions, history, principles of sustainability; Pillars of sustainability	PowerPoint Video **Individual** A**ctivity** Using Teams, research, create and record a 2 minute video highlighting the sustainable policies of a hotel group of your choice. Reflect upon the pillars of sustainability.		
3 **w/c** **8th May**	**9:30am-1pm**	**The Circular Economy**	PowerPoint Video **Individual** A**ctivity** How is hospitality reacting to the circular economy? Read pages 274-280 of the article below (it can be found in the online resources of the university library) and summarise its findings in a PowerPoint slide. Fabrice Sorin & Uthayasankar Sivarajah (2021) Exploring Circular economy in the hospitality industry: empirical evidence from Scandinavian hotel operators, Scandinavian Journal of Hospitality and Tourism, 21:3, 265-285		

4 **w/c 15th May**	**9:30am-1pm**	**Greenwashing & CSR**	PowerPoint Video Microsoft Teams Tutorials **Small Group Activity** Look up Accor's "Planet 21" initiative and discuss it as a group. Create a list of your key findings and thoughts to report back to the main group (max 1 page).		
5 **w/c 22nd May**		**INDUSTRY WEEK**		**Assignment 1**	**26th May (11.55 pm)**
6 **w/c** **29th May**	**9:30am-1pm**	**Destination Management:** **Butler & Doxey** Assessment brief Report Writing	PowerPoint Video Activity **Individual Activity** Based on a web search, choose a destination with an existing destination/ development management plan. Write a short report (maximum 1 side of A4) which looks at how their plan reflects the three pillars of sustainability (economic, socio-cultural and environmental).		
7 **w/c** **5th June**	**9:30am-1pm**	**Rural Tourism / Urban Tourism / Coastal Tourism** Case studies	PowerPoint Video Possible guest speaker video. Microsoft Teams Tutorials **Individual Activity** Create an illustrated poster which highlights some key characteristics of hospitality in either rural, coastal or urban destinations; in the context of sustainability.		

8 **w/c 12th June**	**9:30am-1pm**	**Sustainable Transport for Tourism and Hospitality** **Current issues in Sustainability and Module Conclusion**	PowerPoint Video Activity Microsoft Teams Tutorials **Small Group Activity** Imagine you are a small team working for an independent 40 bed hotel with a restaurant, operating in the UK. They don't currently do anything 'green' or sustainable. Create a plan to help them become more sustainable in all areas of operation over the next 12 months.	**Assignment 2**	**15th June (11.55pm)**
9 **w/c** **19Th June**	**INDUSTRY WEEK**				

LEVEL 5 DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF HOSPITALITY & TOURISM MANAGEMENT

Student name:		**Student number:**	
Programmes:	**BA (Hons) International Hotel Management**		
Module:	**Sustainable Hospitality & Tourism Management**	**Module Level (4, 5, 6):**	**5**
Module code:	**BMIH5006**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Ruth Taylor-Davies**	**Internal Verifier:**	**Robyn Griffiths**
Assignment Title:	***Essay: A Vision of Change: Sustainability in the hotel industry (2000 words +/- 10%)***	**Assignment No:**	**1 of 2**
Hand Out Date:	**w/c 24th April 2023**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**11.55 pm 26th May 2023** **Provisionally 23rd June 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)

- Demonstrate a critical understanding of the term "sustainability" and apply it within the context of tourism and hospitality;
- Analyse concepts of "sustainable good practice" within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector.

TASK DESCRIPTION

Essay - 2000 words (+/- 10%)

A Vision of Change: Sustainability in the hotel industry.

The hospitality industry has historically had a dramatic environmental impact on the environment, through energy and water consumption and use of consumable goods. With sustainability now being the issue on everyone's mind, discuss ***how the hotel industry is responding and adapting, and why sustainability is a key focus***.

Sustainability is widely regarded as the key to a successful business in the 21st century. Sustainability or social responsibility is fast becoming a prime concern for public and private sectors alike and the hotel industry is no exception. Define sustainability, its pillars and the relationship with the hotel industry. Critically evaluate business concerns, such as increased government pressures and competitors' actions that have motivated hoteliers to embrace sustainability and make it an integral part of the corporate agenda. Discuss the circular economy and the relationship with CSR. Consider examples of CSR strategies / policies in detail, ensuring that you relate your writing to the fundamental pillars of sustainability.

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

The title of the essay – **A Vision of Change: Sustainability in the hotel industry.**

- Your name
- The module title and module code
- Your lecturer's name

You should structure your work with an opening **introduction** (around 10% of your word count), where you will explain what the essay will be looking at, whilst also defining key terms appropriate for your essay. This will be followed by your **main body** (80% of your word count), where you will critically analyse the relationship between sustainability and the hotel industry along with ***how the hotel industry is responding and adapting, and why sustainability is a key focus***. This section will contain several paragraphs and should flow nicely from one section to the next (the golden thread). **Conclude** your essay with a closing paragraph (10% of your word count). The conclusion contains no new material. Summarise your findings, highlighting the benefits of Sustainability within the hotel industry.

Microsoft Word settings:

Please use:

- Arial Font 12
- 1.5 line spacing
- Justify Text

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. **Research-informed Literature**

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: *The work should contain at least* ***15 academic references*** *in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.*

2. **Knowledge and Understanding of Subject**

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

Specific to this assignment: *You should demonstrate knowledge and understanding of the theories/models associated with sustainability, along with a detailed understanding of the main pillars.*

3. **Analysis**

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations.*

4. **Practical application and deployment**

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

Specific to this assignment: The essay should include critical evaluation of a hotel's CSR strategy, including examples of targets set that align with pillars of sustainability. Compare and critically analyse the strategy with another brand's CSR strategy.

5. **Skills for 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: *The essay should be structured in accordance with an academic essay layout (follow guidelines). The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method. Arial font 12 should be used, with 1.5 line spacing and justified text.*

Essential Resources:

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

MARKING CRITERIA AND STUDENT 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. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	15	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	15	

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

GENERIC ASSESSMENT CRITERIA

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported 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.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of

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%**
field of study; knowledge of the main methods of enquiry in the discipline.)	inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	the main methods of enquiry, with minor gaps in the selection of material.	principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the main methods of enquiry.	the subject and the main methods of enquiry. May go beyond established theories.
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,	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	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	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	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	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	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',

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%**
	made without use of any credible evidence.	and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	fully recognise limits of knowledge.	than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	appropriate and valid judgements.	their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical	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	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.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to

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%**
	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.	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 they were first studied.	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.	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 they were first studied.	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 they were first studied. Evidence of some creativity.	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 context in which they were first studied.	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 they were first studied.
Transferable skills for life and professional practice	Communicatio n medium is inappropriate or misapplied.	Communicatio n medium is poorly designed and/or not	Can communicate in a suitable medium for the audience but with some	Can communicate effectively in a suitable medium for the audience, but	Can communicate well, confidently and consistently in a suitable	Can communicate professionally confidently and consistently in a suitable	Can communicate with an exceptionally high level of professionalis

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%**
(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.)	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.	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 skills for employment requiring the	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 exercise of personal	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 and decision-making, with	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 minor weakness.	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 exercise of personal responsibility and decision-making and an	m, 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 and decision-making and an appetite for further development.

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%**
		exercise of personal responsibility and decision-making.	responsibility and decision-making, with some areas of minor weakness.	some areas of strength and some of minor weakness.		appetite for further development.	

Student Self Evaluation Form

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

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

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

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

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

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF HOSPITALITY & TOURISM MANAGEMENT

Student name:		**Student number:**	
Programmes:	**BA (Hons) International Hotel Management**		
Module:	**Sustainable Hospitality & Tourism Management**	**Module Level (4, 5, 6):**	**5**
Module code:	**BMIH5006**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Ruth Taylor-Davies**	**Internal Verifier:**	**Robyn Griffiths**
Assignment Title:	**Report:** **Destination Management:** *Destination of choice* ***(2000 words +/- 10%)***	**Assignment No:**	**2 of 2**
Hand Out Date:	**w/c 24th April 2023**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**15th June 2023 (11.55pm)** **Provisionally 8th 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)

- Demonstrate a critical understanding of the term "sustainability" and apply it within the context of tourism and hospitality;
- Analyse concepts of "sustainable good practice" within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector.

TASK DESCRIPTION

Assignment 2 (50%) – Report – 2000 words (+/- 10%)

Destination Management: Destination of choice

Using an appropriate case study taken from the hospitality and tourism sector, ***critically evaluate to what extent the principles of sustainable tourism are present in the development management plan of your chosen destination***.

This assignment will require you to write an evaluative report about a tourism destination of your choice, and will evaluate principles of sustainable tourism, using the three pillars of sustainability (economic, socio-cultural and environmental). The extent to which these principles are closely associated with the general principles of development should be evaluated and analysed throughout. Evidence will need to be collated from a case study within the hospitality and tourism sector to justify broader in-depth research. Practices should be identified, outlining regulations and organisations responsible for the implementation. The travelling aspect of the industry should also be analysed, exploring how they are closely related. Use Butler's life cycle model and Doxey's irridex model to determine which stages your chosen destination has been through / is currently at. ***Use data and statistics*** to back up your evidence. Provide recommendations for the future development of the destination, ***keeping sustainability at the core of your recommendations***.

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

The title of the report – **Destination Management: Destination of choice (Replace red text with your destination of choice).**

- Your name
- The module title and number
- Your lecturer's name

Your report should also include a clear contents page and headings throughout. The use of data can be presented through including graphs, models, and illustrations throughout your report. You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

Microsoft Word settings: Please use: Arial Font 12**,** 1.5 line spacing and justify your text.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

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: *The work should contain at least* ***15 academic references*** *in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions. Access relevant and current data from your chosen destination.*

2. Knowledge and Understanding of Subject

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

Specific to this assignment: *You should demonstrate knowledge and understanding of the theories/models associated with sustainability, for example, the Butler model of Tourism life cycle and Doxey's irridex model. You should demonstrate a sound understanding of your destination of choice, with clear rationale for your choice.*

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations.*

4. Practical application and deployment

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

Specific to this assignment: The report should include critical evaluation of the benefits and drawbacks of sustainable tourism and sustainable development. Consider comparisons with other successful destinations to emphasise the need for change / development.

5. Skills for 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: *The report should be presented using a formal business report as demonstrated within the assignment guidance notes. The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. Include data through the use of graphs, tables and charts throughout your report, where necessary. Images can also be included.*

Essential Resources:

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

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. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	15	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	15	

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

GENERIC ASSESSMENT CRITERIA

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and	Engagement with an extensive range of relevant and credible literature. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	and non-authoritative. Referencing conventions used incoherently or largely absent.	Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	texts. Referencing may show minor inaccuracies or inconsistencies .	credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies .	application of referencing.	consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement**;** the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
						the broader field and wider concepts.	knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Very weak problem-solving skills outside the context in which they were first studied.	appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	Can identify problems and propose basic solutions outside the context in which they were first studied.	Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	identify problems and propose excellent, creative solutions outside the context in which they were first studied.	propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal	Communicatio n medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate	Communicatio n medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently,	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work	Can communicate with an exceptionally high level of professionalis m, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
responsibility and decision-making.)	style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Student Self Evaluation Form

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

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

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

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

Student's Name		Date	
Student's Signature			