

School of Tourism & Hospitality (SOTAH)

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

Module Handbook 2018-19

Sandwich Internship (M6X02117)

LEVEL 6

Semesters 1 & 2

Module Tutors:

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Introduction to the Sandwich Internship 2018-19

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

AIM

With the Government and QAA's increased focus on employability and work based learning this elective module is designed to provide students with an opportunity to fully develop their vocational skills within the Industry whilst focusing on enhancing their practical organisation and management understanding. The module allows students to spend a year working in industry and so provides greater opportunities for observation and evaluation in order to apply learning in a practical context. Where possible the module aims to progress the student work based skills to gain either supervisory experience or develop a specialism.

In the current economic climate it may also allow students who are struggling financially to earn much needed revenue to help support them through their final year of studies. The Sandwich Internship also allows students to experience working in the UK or internationally, and if they wish an opportunity to develop their skills working with more than one organisation. Furthermore this allows for greater comparative evaluation of management issues and policies. Students will be encouraged to complete the level 6 consultancy project module or dissertation linked to their sandwich internship experience.

LEARNING OUTCOMES

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

- Reflect upon their development of their personal and professional skills and enhance their CV and employability skills.
- Systematically discuss, compare, analyse and assess in detail specific or generic concepts regarding resources, organisational, financial and motivational issues affecting the organisation and its performance.
- Critically apply a range of theories in a work based context to evaluate and discuss a variety of industry issues and organisational policies and procedures in order to put forward actionable strategic recommendations.

Indicative content

- The organising of an appropriate sandwich internship relevant to the programme aims and objectives and the student's individual career goals and aspirations. Linked to this will be the need to complete an internship learning contract and risk assessment in preparation for the experience.
- Development of personal and professional skills (vocational and reflective learning). Undertaking operational roles and in addition and where ever possible the development of supervisory or specialist skills via practical experience as well as observation. To include Communication skills, team work, task management, problem solving and initiative.
- Industry and organisational issues and the application of academic knowledge (observation, research, evaluation and analysis) which may include management structures, management styles, motivation theory and practice, delegation, training policies and procedures, staffing issues, quality policies, performance measures, marketing strategies and evaluation, market position, competition, pricing policies, funding, financial management, budgets, health and safety, standards, industry sector, corporate culture.
- Detailed research, problem solving and the ability to think critically discuss and debate issues and put forward strategic policy initiatives.

Teaching and Learning Programme

This module is a student self-managed learning experience. The internship team will discuss possible internship opportunities and support, however, the student is responsible for organising their own internship experience which will develop their employability skills and provide them with the required learning experience. This will encourage them to further develop their self-management ability as well as gain a detailed management understanding and an organisational management appreciation from operational experience, observation, research and reflection.

The tutor will assist in facilitating reflection, critical analysis and in-depth debate. The students will also be supported in the research and analysis process by the employer but will be encouraged to develop their independence.

Tutors and employers will also facilitate and support students in evaluating issues and applying theories to produce critical and strategic solutions to work based problems. Organisations will be encouraged to set the student an internship research project to undertake during their internship for submission to the organisation and the university which may be linked to the organisational consultancy module.

Whilst the student will be supported and assisted by the internship unit it is the student's responsibility to secure an appropriate and acceptable sandwich internship experience, and manage the experience and not the internship tutor.

If the student elects to undertake the consultancy project module whilst on internship the module support and guidance hours will be increased in line with the support available for the consultancy project module.

BIBLIOGRAPHY

Essential

NCWE, 2009 Work based Learning: Code of Practice, NCWE, London

QAA, 2012 Internship Learning code of Practice, QAA, London

UWTSD 2013 Quality Handbook Chapter 10

ASET 2013 Good Practice Guide for Work based and Internship Learning in Higher Education, ASET, Sheffield

Background

ASET, 2005, Internship Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Internship Pack, NCWE, London

Journals

LTSN – Link

Prospects – Work based Learning

Student name:		Student ID number:	
Programmes:	BA Tourism/ITTM/Events Management MTour Integrated Masters in Tourism & Events Management		
Module:	Sandwich Internship		
Module code:	M6X02117	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Mike Davies	Internal Verifier:	Suzanne Wells
Assignment Title:	Student Viva, Development Record & Employer Assessment	Word count (or equivalent):	2000 (1 of 2)
Submission deadlines:	Phased submission dates	Return date of provisional marks & written feedback:	See schedule
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- To reflect upon their development of their personal and professional skills and enhance their CV and employability skills.
- To systematically discuss, compare, analyse and assess in detail specific or generic concepts regarding resources, organisational, financial and motivational issues affecting the organisation and its performance.
- To critically apply a range of theories in a work based context to evaluate and discuss a variety of industry issues and organisational policies and procedures in order to put forward actionable strategic recommendations.

TASK DESCRIPTION

Tutor Viva: (50%)

Students will be required to demonstrate cognitive thought and depth in analysing and discussing relevant organisational management issues through a 30 minute Viva with a course tutor.

They will need to critically apply theory to discuss issues and put forward strategic recommendations for policy improvements.

Employer Appraisal: (25%)

This will evaluate the student's overall performance and development in the workplace.

E- portfolio development record: (25%)

This allows the student to reflect upon their learning and development.

Students will also be required to successfully complete the full duration of the sandwich internship contract.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

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

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:

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:

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:

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:

STUDENT FEEDBACK FORM – ASSIGNMENT 1



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

School of Tourism & Hospitality

VIVA ASSESSMENT FORM

Student(s):	
Module	Sandwich Internship
Tutors	Mike Davies / Suzanne Wells
Presentation date:	

GENERIC CRITERIA	1 (weak) - 5 (excellent)	Comments
<i>Organisational overview provided including identification of stakeholders & interested parties</i>		
<i>Activity/issues are appropriate & clearly articulated</i>		
<i>Depth of analysis of relevant management issues</i>		
<i>Awareness of the context/overall business performance</i>		
<i>Quality of recommendations made for improvement/change</i>		

Final mark:
/50
= %

Signature	Date

Employer/Supervisor Evaluation of Intern Performance

Interim / Final report:

Date completed:

NB: AN INTERIM REPORT IS REQUIRED AFTER 3 MONTHS; FINAL REPORT AT CONCLUSION

Student Name: Dates of Employment:/...../.....

Employing Organisation: Supervisor's Name:

Interest in Work

☐

High interest in job. Very enthusiastic.

☐

More than average amount of interest and enthusiasm for job.

☐

Satisfactory amount of interest and enthusiasm for job.

☐

Interest spasmodic. Occasionally enthusiastic.

☐

Little interest or enthusiasm for job.

Comment

Initiative

☐

Self-starter. Asks for new jobs. Looks for work to do.

☐

Acts voluntarily in most matters.

☐

Acts voluntarily in routine matters.

☐

Relies on others. Must be told frequently what to do.

☐

Usually needs to be told what to do next.

Comment

Organisation and Planning

☐

Does an excellent job of planning and organising work.

☐

Usually organises work well.

☐

Does normal amount of planning and organising.

☐

More often than not fails to organise and plan work effectively.

☐

Consistently fails to organise and plan work effectively.

Comment

Ability to Learn

☐

Exceptionally quick.

☐

Quick to learn.

☐

Average.

☐

Slow to learn.

☐

Very slow to learn.

Comment

Quality of Work

☐

Very thorough in performing work. Very few errors if any.

☐

Usually thorough. Good work with few errors.

☐

Work usually passes review. Has normal amount of errors.

☐

More than average amount of errors for a trainee.

☐

Work usually done in a careless manner. Makes errors often.

Comment

Quantity of Work

☐

Highly productive in comparison with other students.

☐

More than expected in comparison with other students.

☐

Expected amount of productivity for a student.

☐

Less than expected in comparison with other students.

☐

Very low in comparison with other students.

Comment

Judgement

☐

Exceptionally good. Decision based on thorough analysis of problem.

☐

Uses good common sense. Usually makes the right decision.

☐

Judgement usually good in routine situations.

☐

Judgement often undependable.

☐

Poor judgement. Jumps to conclusions without sufficient knowledge.

Comment

Dependability

☐

Can always be depended upon in any situation.

☐

Can usually be depended upon in most situations.

☐

Can only be depended upon in routine situations.

☐

Somewhat unreliable, needs above average checking.

☐

Unreliable.

Comment

In order to assess the overall performance of the intern we have identified a number of areas on which we would welcome your feedback:

Please give your view of the student's performance (*see attached guide for definitions*):

	A	B	C	D	E
Self-management & development					
Managing Tasks					
Communication skills					
Working with & relating to others					
Applying knowledge					
Applying initiative in work problems					

A - Outstanding

(consistently exceeded the standard expected of a placement student)

B -Very Good

(frequently exceeded the standard expected of a placement student)

C - Good

(always achieved (at least) the standard expected of a placement student)

D -Satisfactory

(achieved (at least) the minimum accepted standard for a placement student)

E - Unsatisfactory

(did not achieve the minimum accepted standard for a placement student)

Your opinion of their overall performance: _____ (A to E)

Concluding Comments /Overview of Student Performance:

Finally, could you please confirm that at the date of this form's completion the student:
(please circle as appropriate)

- a) Has fully completed their contracted term of employment/internship
- b) That the time spent exceeded 200 hours in total over at least 8 weeks
- c) Has yet to complete their contract and agreed number of hours
- d) That upon completion they will have exceeded a minimum of 200 hours over at least 8 weeks

I confirm that I am the student's nominated supervisor/their nominee and am able to comment knowledgeably on their performance whilst on placement.

Signed..... Position.....
Date.....

Please email this form to the following direct from your work email address

tourism.placement@uwtsd.ac.uk

Note to students:

This feedback form will be interpreted by the tutor and marked accordingly in line with the University's standard grading criteria.

Placement Performance Criteria & Key Skills – Guide for Employers

a) Self-Management & Development

1. The student understood and applies areas covered by training programme.
2. The student imposes an acceptable level of self-discipline.
3. The student has settled in to the new working environment and operating culture.
4. The student is aware of and welcomes opportunities to develop knowledge, skills and abilities.

b) Managing Tasks

1. All work is completed to the desired standard.
2. All work is completed to the desired timescale.

c) Communication

1. Spoken communications are clear and to the point.
2. Spoken communication is appropriate to employer, colleagues and customer expectations.
3. Written communication is well presented and effective.

d) Working with and relating to others

1. The student has an efficient and effective working relationship with the supervisor/manager.
2. The student has an efficient and effective working relationship with colleagues.
3. The student demonstrates a high standard of customer care through understanding and empathising with the needs of the customer.
4. The student works well as a member of a team, and is aware of his/her role in that team.

e) Applying Knowledge

1. Skills and knowledge gained are well applied.
2. Problems are identified, analysed and resolved in a structured and logical manner.
3. Advice is sought whenever and wherever necessary to overcome any knowledge deficiencies.

f) Applying Initiative in Work Problems

1. The student understands when the use of initiative is desirable / necessary.
2. The student understands how far that use of initiative should / could be taken according to employer policy.
3. The student is able to cope with changing circumstances and environmental problems.
4. The student shows self-motivation in seeking solutions to non-typical problems.

TASK DESCRIPTION:

Placement Development Record

The placement development record is designed for the student to reflect on (not describe) their learning experience throughout the module in order to critically review their personal development. Students should consider and focus upon their own vocational, self and academic development as the module develops.

The Record should be developed throughout the module and comprehensively document all student activity/progress and attainment at each of the above stages. It will take the form of a blog and the student will update it regularly to summarise all placement-related activity, and attach key documents as they are developed as the module progresses. Tutors will review them at set intervals in line with the phased submission dates.

Task:

1. Produce a comprehensive learning log using the format specified on a monthly basis.
2. Review progress against the aims and objectives, and reflect on your personal and vocational development to date. Set new targets and review progress with previous targets.
3. Discuss your personal achievements and reflect on any missed opportunities.
4. Highlight in each log one management issue or problem that the placement provider organisation has experienced. This may be an operational issue they have been directly involved in or an issue which management has tackled. The issue should be critically analysed, and possible solutions proposed based upon practical considerations wherever possible using relevant theories to reinforce the analysis. Actionable solutions should therefore result from this. Problems may focus on issues of performance, management, guest services, marketing, people management, culture, communication, teamwork, etc.

SUBMISSION DEADLINE: MONTHLY VIA MOODLE BLOG

Student name:		Student ID number:	
Programmes:	BA Tourism/ITTM/Events Management MTour Integrated Masters in Tourism & Events Management		
Module:	Sandwich Internship		
Module code:	M6X02117	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Mike Davies	Internal Verifier:	Suzanne Wells
Assignment Title:	Project Report	Word count (or equivalent):	3000 (2 of 2)
Submission deadlines:	Phased submission dates	Return date of provisional marks & written feedback:	See schedule
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- To reflect upon their development of their personal and professional skills and enhance their CV and employability skills.
- To systematically discuss, compare, analyse and assess in detail specific or generic concepts regarding resources, organisational, financial and motivational issues affecting the organisation and its performance.
- To critically apply a range of theories in a work based context to evaluate and discuss a variety of industry issues and organisational policies and procedures in order to put forward actionable strategic recommendations.

TASK DESCRIPTION

Employers will be encouraged to agree an internship project for the student to undertake whilst an intern.

They will be required to select a management/organisational issue to research in depth and produce a project that discusses the topic from a practical and theoretical stance offering strategic policy recommendations for the organisation.

Projects will require work based research and a detailed theoretical review to support critical analysis and develop strategic policy initiatives. The project is designed to link back to the student's academic studies, prepare students for their final year's research and be of benefit for the organisation.

Students may elect with the agreement of tutors to link either their dissertation or consultancy project to their internship. If this is agreed the student will receive additional support for this module during their internship.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

6. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

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

7. 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:

8. 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:

9. 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:

10. 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:

STUDENT FEEDBACK FORM – ASSIGNMENT 2 – REPORT

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

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

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

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (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.

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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.

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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.

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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.