



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

School of Tourism & Hospitality Management

BA International Hotel Management

Module Handbook Autumn Term 2024

BMIH6008

Hotel Placement Research Project

LEVEL 6

Module Lead:

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Hotel Placement Research Project Module - BMIH6006/ 8

Welcome to this overview handbook for the above module. This is a level 6, 30 credit module taught to IHM students in the School of International Hotel Management.

This handbook should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module lead tutor and research project supervisors.

To get the best out of this research focused module, it is vital that students engage with the module lead tutor, as well as the allocated research supervisor. As part of the module, research methods workshops will be covered by the module lead tutor, which will be further supplemented by the research project supervisor through the provision of individual tutorial sessions.

Whilst there is tutor guidance and support available, this module very much requires the student to be responsible for their learning. Over the research process, students are required to undertake significant self-directed study and investigation into their chosen 'project' area.

Module Code	BMIH6008
Title	Hotel Placement Research Project
Date	23/09/2024
Level	6
Credits	30
Pre-Requisites	BMIH6002, BMIH6003 and BMIH6004

AIM(S)

The report will enable the student to produce a substantial body of work which has been instigated, developed, and produced because of their own initiative and will allow an opportunity for independent research. The topic will arise from individual interest from the professional hotel placement period and will require the student to undertake an independent research investigation. In this context it will also aim to allow the student to apply a range of analytical skills and techniques and to develop research-based skills by undertaking structured and methodical research.

LEARNING OUTCOMES

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

- Appraise critically the literature pertaining to their research topic.
- Evaluate, select, and apply relevant research techniques in both primary and secondary fields and analyse rigorously the evidence gathered.
- Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
- Produce an organized and structured document that adheres to academic convention.

INDICATIVE CONTENT

- Defining the research question, defining research aims and objectives.
- Definitions of research methodology.
- Research Techniques: The role of theory, experimental research design, qualitative, quantitative methods, action research, software applications.
- Survey Research Design: Interview technique, selection of samples, questionnaire design, structural interviews.

- Quantitative & Qualitative Analysis: Origins and practice, case studies, written sources, text analysis packages, use of statistical packages and software.
- Achieving research rigour, understanding bias, use of appropriate analytical tools, caveats of interpretation, drawing conclusions.
- Developing a research proposal.
 - Planning and starting research; searching data and research data sources.
 - Defining research aims and objectives.
 - Defining and choosing research methodologies.
 - Undertaking survey research and design; research proposal design.
 - Evaluating applied research methods.
 - Analytical methods and techniques/data analysis.
- Synthesis of research data and cognitive reasoning.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	16%
Independent learning	152	51%
Placement learning	100	33%
TOTAL	300	100%

ASSESSMENT COMPONENT

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research report	7500 words	100%

Assessment Summary

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

Scheduled Class Programme

The module will be delivered via Microsoft Teams as follows:

Week	Time	Lecture indicative content - main themes to be covered	Assessment	Assessment submission date
1 W/C 23/09	9AM-10:30AM	Module Overview Assignment introduction: Suggested Structure and Introduction		
2 W/C 30/09	9AM-10:30AM	Assignment introduction: Literature Review, Methodology and Case Study		
3 W/C 07/10	9AM-10:30AM	Assignment introduction: Themes Exploration and Reflective Writing		
4 W/C 14/10	Flexible	Independently complete the report		Send me your Research Proposal (to check if you choose a feasible topic)
5 W/C 21/10	Flexible	Independently complete the report		Ethical Form Submission: Before 24/10/2024-Turnitin
6 W/C 28/10	Flexible	Independently complete the report	Project Report	Draft Submission: 01/11/2024
7 W/C 04/11	Flexible	Independently complete the report	Project Report	
8 W/C 11/11				Final submission: 15/11/2024-Turnitin

To support the completion of the 'Placement Research Project, students will be allocated a Research Supervisor.

Your Supervisor:

- Your supervisor is there to guide you, not to do or write your report for you.
- Your supervisor will be available to meet you at appropriate, mutually agreed times.
- Your supervisor is there to support you, but can only do so if contact is regular.
- Provide your supervisor drafts materials, at agreed stages.
- Your supervisor will keep a record of your attendance and progress.

Responsibilities of the Student:

- To engage with module material and attend set meetings with the supervisor.
- To adhere to the Project Plan timetable and inform your supervisor of any problems.
- To supply a complete final draft to the supervisor in sufficient time for reading / comment.

INDICATIVE READING LIST

Module Code	BMIH6008	
Module Title	Hotel Placement Research Project	
Classification	Reading List entry	Electronic*
Essential	Collis, J & Hussey, R (2014), <u>Business Research, A Practical Guide for Undergraduate and Post Graduate Students</u> , Palgrave, London	☒
Essential	Saunders, M., Lewis, P. and Thornhill, A. (2012) <u>Research Methods for Business Students</u> , FT/Prentice Hall: Harlow	☒
Essential	Cottrell, S. (2014) <i>Dissertations and project reports : a step by step guide</i> . New York: Palgrave.	☒
Essential	Veal, A J (2006), <u>Research Methods for Leisure and Tourism</u> , 3 rd Ed, Financial Times/ Prentice Hall	☐
Further	Bryman A. (2008), <u>Social Research Methods</u> , 2 nd Ed, Oxford University Press	☐
Further	Cottrell, S. (2011) <u>Critical Thinking Skills: Developing Effective Analysis and Argument</u> , Palgrave Study Guides, Palgrave Macmillan: Basingstoke	☐
Further	Cottrell, S. (2014), <u>Dissertation and Project Reports - A step by Step Guide</u> , Palgrave Macmillan: Basingstoke.	☐
Further	Denscombe, M., 2010. <i>Ground rules for social research : guidelines for good practice</i> 2 nd ed., Maidenhead: Open University Press.	☒
Further	Diamantopoulos, A. & Schlegelmilch, B. B. (2002), <u>Taking the Fear Out of Data Analysis</u> , Dryden, London	☐
Further	Greetham, B. (2014) <u>How to Write your Undergraduate Dissertation</u> , Palgrave Macmillan, Basingstoke.	☐
Further	Grbich C. (2006), <u>Qualitative Data Analysis</u> , Sage Publications Ltd	☐
Further	Marshall, C. (2015), <u>Designing Qualitative Research</u> , 6 th Ed, Sage, London.	☐
Further	McGivern, Y. (2006), <u>The Practice of Market and Social Research, an Introduction</u> , Prentice Hall, Harlow	☐
Further	Pallant, J. (2010), <u>SPSS Survival Manual</u> , Oxford University Press, Buckingham	☒
Further	Robson, C. (2016), <u>Real World Research</u> , 2 nd Ed, Blackwell: Oxford	☐
Further	Silverman, D. (2011), <u>Qualitative Research Methods</u> , 2 nd Ed, Sage: London	☐
Further	Yin, R. K. (2003), <u>Case Study Research</u> , 4 th Ed, Sage: London	☐
Journals	Appropriate journals from the compulsory subject areas and appropriate for the dissertation.	☐

Websites	Appropriate websites from the compulsory subject areas. http://www.socialresearchmethods.net/kb/contents.php	□
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LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Hotel Placement Research Project		
Module code:	BMIH6008	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Module Lead : Maggie-Lan Zhang Project Supervisors: Christopher Wilkins	Internal Verifier:	Dr Ernest Wavei
Assignment Title:	Research Project Report Student Choice of Topic/Theme	Word count (or equivalent):	7500 Words
Submission Deadline:	15 th November 2024, 23:59	Return date of provisional marks & written feedback:	13 th December 2024, 23:59
Draft Deadline:	1 st November 2024, 23:59		
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		

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
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Module Learning Outcomes (from module syllabus)
1. Develop academic writing skills: students will acquire fundamental academic writing techniques, including how to structure a report, formulate research questions, and apply methodologies appropriate for hospitality management research. 2. Gain insight into hospitality industry practices: students will deepen their understanding of practical skills essential for working in the hospitality industry, with a focus on real-world application through their placement experience. 3. Critically analyze industry challenges and departmental Focus: students will identify and critically evaluate key challenges observed during their hotel placement, conducting in-depth research on a specific department or area of interest. They will apply essential frameworks such as PESTEL and SWOT to analyze both the internal operations and external factors affecting hotel brands and market trends within the hospitality industry.

TASK DESCRIPTION

Assignment Task :

Students are to produce a **7500** word '**Placement Research Project**' – presented in **Report Format**.

What makes a good report?

An effective report presents and analyses facts and evidence that are relevant to the subject area. All sources used should be acknowledged and referenced throughout. (*See Harvard Referencing Guide*).

The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

- Understand the purpose of the report brief and adhere to its specifications;
- Gather, evaluate and analyse relevant information;
- Structure material in a logical and coherent order;
- Present your report in a consistent manner according to the instructions of the brief;
- Make appropriate conclusions that are supported by the evidence and analysis of the report;
- Forward practical recommendations for development / change / improvement.

Task Specifics :

Students are to critically investigate a “specific topic or wider theme” that directly relates to the completed hotelplacement experience.

NB: Students MUST use their placement hotel as the primary case study for this piece of work.

The Suggested Structure the “ Placement Research Report”:

Title Page: This should briefly, but explicitly describe the purpose of the report (if this is not obvious from the title of the work). Other details you must include are your name, student number, module name and number, and your project supervisor name, and finally the date.

AI Acknowledgement: You are expected to use this acknowledgement format for all allowable uses of AI.

Basic Acknowledgement **format** of AI tool use:

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]

2. [Prompt]

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Executive Summary (or Abstract): The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about **1/2 a page in length** and avoid detail or discussion; just outline the main points, which will be focused around the Placement Hotel. Remember that the summary is the first thing that is read, it should therefore provide the reader with a clear, helpful overview of the content of the report. The Executive Summary is excluded from the overall word count.

Contents (Table of Contents): *Written last, after you have completed all of your work, to get accurate numbering.* The contents page should list the different sections and/or headings together with the page numbers. Your contents page should be presented in such away that the reader can quickly scan the list of headings and locate a particular part of the report.

Introduction: The introduction 'sets the scene' for the main body of the Placement Research Report. It is suggested that this is in the region of **300** words. Within this section, the aims and objectives of the report should be explained, along with providing a brief context /background to the research project, to include an overview of the 'case study' hotel brand, location and key theme(s) to be explored.

Literature Review: a critical and systematic analysis of the existing research and scholarly literature on a particular topic chosen to provide the research context and highlight the gap. It is suggested that this is in the region of **1,000** words.

Methods: The methodology section should provide an overview of '**Case Study**' methodology, using academic sources to explain the benefits, limitations and techniques of this approach. An overview of any other key techniques or methods used, such as reflective writing and netnography, should also be discussed in this section. It is suggested that this is in the region of **500** words.

Case Study Discussion: Placement Hotel Focus: this section should provide a comprehensive and detailed guide to your placement hotel. It is suggested that this section is in the region of **2,000** words and should provide the reader with sufficient background detail to the hotel / brand / location.

Suggested content for the "Case Study Discussion" Section:

**Descriptive information such as turnover, staffing, numbers of branches and locations from a variety of sources. The use of maps, images and text to convey a sense of the location and geographical and cultural context.*

**Key analyses such as: SWOT, PEST, Competitor Analysis (Price vs Quality), Netnography*

NB: Each analysis should include an overview with academic references, your own original diagram or table of analysis, and a review the key features.

Theme Exploration: Critically analyse the placement hotel, with respect to the specific chosen *topic or wider theme*. Firstly, use academic references to explore the topic / theme from your reading. Secondly, provide examples and evidence from the placement hotel to analyse the situation and context and to present and discuss possible areas for development / improvement centred around the theme / topic. It is suggested that this section should be in the region of **2,000** words.

Conclusions and Recommendations: As a guide, this section should be **700** words in length. Use mainly bullet headers to make selected and important points from all the report so far. Remind the reader of the most central points that have been made in the report or highlight what you consider to be the most central findings. Repetition of key points already made, is allowed here.

Reflective Account: Based on the insights and experiences gained during my placement, write a personal account of your professional observations **in relation to the topic chosen**. This account should be approximately **1,000** words

References: Your references should list, in alphabetical order by author, all published sources referred to in your report. Resources should be listed in alphabetical order (See Harvard Referencing Guide). Please remember for this length of academic writing, you must include a minimum of **75** reference sources.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐	DOs: AI tools which can create summaries for you when you ask them specific questions which means you do not have to spend time skim reading etc. Don't: you cannot plagiarise using an AI tool by asking it to write all, or any part of your assessment for you.
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐	Dos: • Created a bibliography • Done the required reading • Completed all research so that you can give the AI tool the correct guidance • Thought about how you want to answer the question and the main points and arguments you want to make Don't: you cannot plagiarise using an AI tool by asking it to write all, or any part of you assessment for you.
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐	Dos: • Readability • Grammar • Syntax Don't: • Ask an AI tool to create text for you • Allow it to completely rewrite, expand, or change your own text • Rephrase text from a book, article, internet source or AI-generated text
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒	

CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒	
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒	
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒	

N/B: If you would like more details and examples on how to use AI, please refer to the 'How to Use AI' folder on Moodle.

Important: Students are expected to keep drafts of their work, including notes, etc., before and after the use of any AI tool. You are also expected to include this **acknowledgement** in a **separate page at the beginning of your submission**.

AI Acknowledgement:

You are expected to use this **acknowledgement format** for all allowable uses of AI.

Basic Acknowledgement format of AI tool use:

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

- 1. [Prompt]*
- 2. [Prompt]*
- 3. [Prompt]*

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 1:

I acknowledge the use of Grammarly (<https://www.grammarly.com/>) on 10 February 2024 to check my work using the prompt(s):

- 1. Please check the following text for readability, grammar and syntax.*

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 2:

I acknowledge the use of SciSpace (<https://typeset.io/>) on 7 March 2024 to support my research using the prompt(s):

- 1. Please provide me with materials on the biology of the liver.*
- 2. Please provide me with materials on liver cells.*

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 3:

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 13 April 2024 to write my notes into submission format using the prompt(s):

- 1. Please write up these bullet points as an essay paragraph at university level.*

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Acknowledgement of the use of multiple AI tools

If you have used multiple AI tools, then you need to include an acknowledgement for each tool you used.

Example 4:

I acknowledge the use of SciSpace (<https://typeset.io/>) on 28 June 2024 to support my research using the prompt(s):

- 1. Please provide me with materials on the American Civil War.*
- 2. Please provide me with materials on the reception of Gone with the Wind.*

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of Adobe Express (<https://www.adobe.com/express/>) on 24 June 2024 to edit photographic material:

- 1. Remove background from Figure 1.*

I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

If you have not used AI tools

If you have not used AI tools, whether because it is not allowed or because you have chosen not to use AI tools at all, you need to include the following acknowledgement.

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is relevant to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *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: *The goal here is to engage with, analyse and apply credible and relevant literature. You should be able to demonstrate a wide level of reading from sources such as textbooks, academic journals and academic-based websites. A minimum of 75 references is required. Please use Harvard referencing style. Use evidence – never make unsubstantiated claims, but back everything up with argument and data. Avoid too many quotes and always give references for any quotation.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate: sound knowledge and critical understanding of the well established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. 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.

Guidance specific to this assignment: *This assignment requires you to answer the question – the one that is set, not your own version of it. Question the question; break it down into smaller parts. Brainstorm ideas, use pattern notes or mind maps (Cottrell, 2008) and ensure that you understand:*

- *What are you being asked to do*
- *What are the links to the module's learning outcomes as listed in the module handbook*
- *What should you ask yourself*
- *How much do you know*
- *What do you need to know*
- *How is this topic connected to other topics on the module*

Clear guidance will be provided during lectures and tutorials. The report will test your understanding of relevant industry issues.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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: *Your report should provide specific information and evidence, presented, analysed and applied to the task description. The information should be presented in a clear, structured format making use of sections and headings so that the information is easy to locate and follow. Your report brief should outline the purpose and problem that your report addresses.*

4. Practical Skills

At level 6, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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: *Your report should be concise with a formal structure. The report is to be used to communicate the results of your findings guided by the task description. You must present a well-structured report that demonstrates that you understand the relevant issues and theories centred around your chosen topic/theme. A report structure must be followed.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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: Your final report must be logical, accurate, coherent, fluent and presented well. It should be written in a formal style in the third person using Times New Roman or Arial font 12 with at least 2.5 cm space at each edge, double spaced and page numbers entered. The report should be in business format (see advice above on structure). Please ensure you present a structured and organised report. Ensure to review and proofread the full report ahead of submission.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The module handbook & reading list
- UWTSD References Guide
https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf
- The below assessment criteria.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with 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. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

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

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

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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.
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	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	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

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				judgements . Some tendency to assert/state opinion rather than argue on the basis of reason and evidence .		grasp of the broader field and wider concepts .	ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts .
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.