



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

School of International Hotel Management
BA International Hotel Management

Module Handbook Autumn Term 2024

BMIH5001

Entrepreneurship

LEVEL 5

Module Lead:

**Charlotte
Joyner**

c.joyner@uwtsd.ac.uk

Entrepreneurship Autumn Term 2024

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

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

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

AIMS

To introduce students to the concept of entrepreneurship and provide them with the theoretical and practical knowledge to engage in the entrepreneurial process. The module will do this through critically evaluating current and emerging entrepreneurial themes, and through an investigation of a specific market with the production of a professional business plan.

LEARNING OUTCOMES

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

1. Critically evaluate their theoretical knowledge of entrepreneurship.
2. Apply the methods and techniques that they have learned to critically review, consolidate, extend, and apply their knowledge and understanding to initiate and carry out a Business Plan.

INDICATIVE CONTENT

- Defining entrepreneurship and enterprise. The importance of entrepreneurship in the economy.
- Different perspectives in understanding entrepreneurship.
- Entrepreneurial traits and motivations
- The role of the entrepreneur: Managerial versus entrepreneurial mind set. Skills attitudes and behaviors associated with entrepreneurs.
- Developing entrepreneurial skills.
- Developing new ideas, products and services
- How to develop a business model.
- The business planning process – analysis, choice and implementation – mainly as relevant to micro business and SMEs
- Business description: business ownership/legal formats, mission and objectives
- The market and competitors: analysis of the macro/micro environment using frameworks such as SWOT, PESTEL, Porter's 5 forces, frameworks and techniques to investigate competitors and understand customers including industry analysis and market research.
- The marketing plan (segmentation and targeting, product, price, promotion, business premises/distribution, service issues)
- Management and human resources plan: people/staffing issues including hiring and firing
- Operations and production plan: production facilities, IT requirements, and intellectual property rights issues such as copyright, trademarks and patents.
- Financial plan: e.g. sources of finance to start-up a business, costings, breakeven analysis, cash flow predictions, profit and loss accounts.
- Pitching the idea/plan: presentation techniques, documentation conventions

LEARNING AND TEACHING STRATEGY

This module aims to provide an overview of entrepreneurial theory and practice. It lends itself well to weekly lectures supported by a practical application of these concepts via case studies. Students will be encouraged to understand the difficulties in applying relevant theories and concepts to real business situations.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	25%
Independent learning	160	75%
Placement learning	0%	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Business Plan and Pitch	2000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Yes

Does the module contribute to ESD?

If yes please provide brief details (no more than 100 words):

The concept and application of entrepreneurship will be considered within a sustainable context. Throughout the module examples of industry sustainable “good practice” will be reviewed.

8-week Teaching Plan

Time of each session	Type of session
9.00 – 9.30	Lecturer available for student support and general discussion
9.30 – 12:30	Lecture presentation/activities (including break)
12.30 – 1.00	Session summary, feedback, and discussion

Week	Time	Lecture Theme	Supporting Material	Assessment hand out date	Assessment Submission date
1 (w/c-23/09)	09:00-13:00	➤ Introduction to the Module ➤ Overview of module ➤ Definition and interpretation of Entrepreneurship ➤ The nature and scope of entrepreneurship	Moodle and Handbook Presentation What is Entrepreneurship? <i>Interactive activities, group discussion, videos, case studies.</i>	Assessment 1 w/c – 15/04	Assignment 1: Monday 21st October 2024 23:59 Assignment 2: Monday 18th November 2024 (23:59)
2 (w/c-30/09)	09:00-13:00	➤ The characteristics, traits and motivations of an entrepreneur ➤ Introducing Trait Theory	Presentation – What makes an entrepreneur? Presentation- Trait Theory <i>Interactive activities, group discussion, videos, case studies.</i>		
3 (w/c-07/10)	09:00-13:00	➤ Entrepreneurship Theory in Practice ➤ Business Plans ➤ Assessment One Recap	Presentation – Applying Trait Theory and Case Studies Presentation – Business Plans and the Importance of Business Planning. Presentation – The Do's and Don'ts for Assessment One <i>Interactive activities, group discussion, videos, case studies.</i>		
4 (w/c-14/10)	09:00-13:00	➤ Introduction to Assessment Two ➤ Concept Creation ➤ Competitors & Value Proposition	Presentation- Finding your Business Idea Presentation - Understanding your competitors		Component 1 Essay (2000 words) Monday 21st October 2024 23:59

		➤ Assessment One Q&A	<i>Interactive group activities, group discussion, videos, case studies.</i>		
5 (w/c-21/10)		➤ The Importance of Marketing in Business Planning ➤ Your Team – Filling the Gaps	Presentation- Market Research, Customer Profiling and the Marketing Mix Presentation – How your Network could be the key to success <i>Interactive group activities, group discussion, videos, case studies.</i>		
6 (w/c-28/10)	09:00-13:00	➤ Contents and Cash – What you need and how it's funded. ➤ SWOT Your Business Idea	Presentation – Financial Planning and Funding Presentation – Using SWOT analysis to frame your business proposal		
7 (w/c-04/11)	09:00-13:00	➤ Business Formats in the UK ➤ The Business Pitch ➤ Assessment Two Recap ➤ Module Review and Feedback	Presentation – The Legal Structures for Business in the UK, including Social Enterprise Presentation – The Need-to-Knows for Running a Business Presentation – Ingredients for a Successful Business Pitch Presentation – The Do's and Don'ts for Assessment Two <i>Interactive group activities, group discussion, videos, case studies.</i>		
8 (w/c-11/11)	09:00-13:00	➤ Business Pitch Presentations (Times to be confirmed)	Activity – Present a 10-minute business pitch for your idea, including Q&A.		Component 2 Business Plan (2000 words) Monday 18th November 2024 (23:59)

BIBLIOGRAPHY

Essential

Barringer, B. R. & Ireland, R.D. (2018) *Entrepreneurship: Successfully Launching New Ventures*, 4th Ed., Prentice Hall: New Jersey

Williams, S. (2021) *FT Guide to Business Start Up: The most comprehensive guide for entrepreneurs*, 32nd Ed., Financial Times Press: Harlow.

Recommended

Burns, P. (2022) *Entrepreneurship and Small Business*, 5th Ed., Palgrave Macmillan: Basingstoke

Nelson, O. (2013) *Enterprise development in SMEs and entrepreneurial firms dynamic processes*. IGI Global.

Rickman, C., & Roddick, D. (2013) *The Small Business Start-Up Workbook: A step-by-step guide to starting the business you've dreamed of*. London, How To Books

Background

Blackwell, E. (2011), *How to Prepare a Business Plan: Planning for Successful Start-up and Expansion*, (5th Ed) Sunday Times Business Enterprise Series, Kogan Page

Hisrich, R.D., Peters, M.P. & Shepherd, D.A. (2008) *Entrepreneurship*, 7th Ed., McGraw Hill: NY

Mariotti, S. and Glackin, C. (2012) *Entrepreneurship: Starting and Operating a Small Business* (3rd Ed), London: Prentice-Hall.

Rae, D. (2008) *Entrepreneurship: from opportunity to action*, 2nd Ed., Basingstoke: Palgrave Macmillan

Timmons, J. & Spinelli, S. (2008) *New Venture Creation: Entrepreneurship for the 21st Century*, McGraw Hill: Boston

Zimmerer, T.W. & Scarborough, N.M. (2011) *Essentials of Entrepreneurship*, 6th Ed., Prentice Hall: New Jersey

Journals

Entrepreneurship: Theory & Practice

Entrepreneurship & Regional Development

Frontiers of Entrepreneurship Research

International Small Business Journal

Journal of Business Venturing

Journal of Entrepreneurship

Journal of Small Business and Entrepreneurial Development

Journal of Small Business Management

The Journal of Product Innovation Management

Websites

<http://www.businesslink.gov.uk>

Business Link, the UK government site for business start-up advice

<http://www.bytestart.co.uk>

Bytestart: the small business portal

<http://www.startups.uk.net>

Startups.co.uk is dedicated to inspiring entrepreneurs and helping them start and grow successful businesses.

<http://www.j4b.co.uk>

Site for funding and grants information

<http://www.smallbusiness.co.uk/>

<https://www.gov.uk/government/organisations/department-for-business-innovation-skills>

[Supporting businesses in Wales | Business Wales \(gov.wales\)](#)

<http://wales.gov.uk/topics/businessandeconomy/help/?lang=en>

Media

Entrepreneurship: Theory & Practice

Entrepreneurship & Regional Development

Frontiers of Entrepreneurship Research

International Small Business Journal

Journal of Business Venturing



BA DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student P number:	
Programmes:	BA International Hotel Management		
Module:	Entrepreneurship	Module Level (4, 5, 6):	5
Module code:	BMIH5001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Charlotte Joyner, Chris Wilkins	Internal Verifier:	Tristan Hawkins
Assignment Title:	Critically evaluate a range of traits and motivations across a variety of different types of entrepreneurs	Word count (or equivalent):	2000 Words
Submission deadlines:	Monday 21 st October 2024 (23:59)	Return date of provisional marks & written feedback:	18 th November 2024

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.) 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.

Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**

NO	X
----	---

Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
- Critically evaluate the student's theoretical knowledge of entre/intrapreneurship - Evaluate the student's ability to recognise their personal key entrepreneurial attributes	- An understanding of theories relating to entrepreneurship. - Linkage between entrepreneurial theory and their chosen entrepreneur. - Referencing skills.

TASK DESCRIPTION:

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 ☐
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 ☒
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 ☐
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 ☒

Assessment 1 – 2000 word Essay

Title – *Critically evaluate a range of entrepreneurial traits, motivations and characteristics using appropriate academic models and theories, further supported by examples of proven and successful entrepreneurs*

Guidance:

- You must investigate at least 4 different traits/motivations, supported by relevant theory, research and analysis
- Each trait/motivation identified should also be further supported by reference to an entrepreneur in practice, evidencing how that entrepreneur supports the theory (at least 4 different entrepreneurs)
- Entrepreneurs must be from within the hospitality industry and cover a wide demographic
- Compare and contrast the different traits/motivations *e.g. one trait could be evident within more than one entrepreneur*
- Conduct in-depth research from reputable literature and peer reviewed sources
- Include a minimum of 20 credible references

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

- Title of the essay
- Your name
- Your Student ID number
- Module Title – BMIH5001 Entrepreneurship
- Your lecturer's name

Important: Students are expected to keep drafts of their work, including notes, etc., before and after the use of any AI tool. Students will be expected to produce these drafts and materials as necessary.

You are expected to include an acknowledgement for all allowable uses of AI.

You are expected to include this acknowledgement in a separate page at the beginning of your submission. Please refer to the guidance on Moodle for more information and from the link below.

https://hwb.uwtsd.ac.uk/pages/academic-support/deallusrwyddartiffisial_artificialintelligence

PLEASE NOTE:

As this is written as an essay, it must follow the approved academic essay format with:
Introduction (5-10% of word count) – Usually short and introduces the context and reason for writing the essay- ‘This is what this essay is about’.

Main body (80% of word count) – Develops key themes and topics around the writer’s position, which link together to produce logical and coherent progression ideas, with each paragraph linking to the title of the essay “The golden thread of essay writing”.

And conclusion (10-15% of word count). - Summarises the content of the essay and presents concluding arguments and implications for the future ‘Here’s what this essay has shown’.

It is completed by a reference list (Using the Harvard referencing system) this is an essential part of your essay but is **not included** within the word count and should make 1% of your total word count so for 2000 words a minimum of 20 reference sources accurately cited within the essay.

In addition to this structure there must be NO inclusion of sub-headings, font changes, diagrams, illustrations, photographs, or such like within the essay.

Wordcount: 2000 words + - 10%. **You must display your wordcount on your cover page.**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

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

Specific to this assignment:

You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference academic sources for theory.

2. Knowledge and Understanding of Subject

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

Specific to this assignment:

Make reference to relevant entrepreneurial theories/models. Variety and suitability of theory is key.

3. Analysis

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

Specific to this assignment:

Through further discussion, you should critically analyse relevant theory and principles. Demonstrating your ability to compare and contrast theory and academic writing is key.

4. Practical application and deployment

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

Specific to this assignment: You should be able to show an understanding of the factors important to your entrepreneur. A wide variety of real-world examples of specific entrepreneurs should be included to support your essay.

5. Skills for professional practice

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

Specific to this assignment:

By compiling this essay you should be able to demonstrate an understanding of entrepreneurship. You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific.

ASSIGNMENT 1 MARKING CRITERIA AND FEEDBACK

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

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

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		100%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

Level 5	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and	Limited attempt at critical evaluation and analysis of concepts and principles, tending	Some critical evaluation and analysis of concepts and principles, though	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence	Excellent critical evaluation and analysis of concepts and principles leading	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence

Level 5	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%
(Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (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%
	links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Weak problem-solving skills outside the context in which they were first studied.	understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Level 5	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%
	responsibility and decision-making.	responsibility and decision-making.	basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	just occasional minor weakness.	employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL				PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP			
Student's Name				Date			
Student's Signature							



BA DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student P number:	
Programme:	International Hotel Management		
Module:	Entrepreneurship	Module Level (4, 5, 6):	5
Module code:	BMIH5001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Charlotte Joyner, Chris Wilkins	Internal Verifier:	Tristan Hawkins
Assignment Title:	Create a written Business Plan	Assignment No:	2 of 2
Submission deadline:	Monday 18 th November 2024 (23:59)	date provisional marks & written feedback:	13 th December 2024

Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. <i>(Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</i> 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.

Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**

NO	X
----	---

Learning Outcomes tested (from module syllabus)	Assessment Criteria to achieve each outcome a student must demonstrate the ability to:
Understand the processes and stages of Business planning including market research, micro/ macro analysis, marketing, risk and financial management.	Produce a Business plan; Demonstrate the ability to research a market and show understanding of the financial side of business planning. Demonstrate your understanding of available resources, including your ability to plan, coordinate and execute a convincing Business plan to investors.

TASK DESCRIPTION

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 ☒
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 ☒
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 ☐
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 ☒

TASK DESCRIPTION

Assignment 2 will be a 2000-/+10% word Group Business Plan and 10 min group Presentation/Business Pitch

In groups you will write and present your Business Plan of a small, viable hospitality related business using the template provided

Your group will be required to:

- Write and present a viable and realistic hospitality based business Business Plan.
- Develop a persuasive hospitality business and identify realistic and accurate funding sources.
- Explore the opportunities and support available to you to undertake this venture.
- Evaluate the market potential and outline the business decisions to minimise the risk of failure and boost early success.
- Include accurate financial information relating to 'start-up' funding and/or support.
- Show evidence that you have researched your concept and present it in a persuasive and professional report. Potential stakeholders and investors will need to be convinced that your proposal offers a return on their investment (financial or otherwise).
- Present your business plan in a 10 min Business Pitch with a reference list and in-text citations.

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

- The title of the report:

A Business Plan for [INSERT NAME OF BUSINESS IDEA]

- Your names
- Your group student ID numbers
- The module title: Entrepreneurship
- The Module code: BMIH5001
- Your lecturer's name.

A template for your business plan will be provided and should be followed (*the use of any other template will receive a failing grade*)

Presentation/ Business Pitch – Week commencing 11th November 2024

In your teams will be provided a time slot where you will have 10 minutes to present the key concepts and justifications of your business plan. This is an opportunity for you to pitch your idea and show how viable your business could be. It will be expected that all members of the group will show an equal contribution to the business pitch.

Failure to attend and contribute during the business pitch will result in a failing grade for this assignment

Font settings:

Please use:

- Arial or Times New Roman font, size 12
- 1.5 line spacing
- Justify Text

Reference List (Not included in word count)

This is a 2,000 word report and so you need to **include 20 sources** as a minimum. These must also be inserted as in text citations, to support your writing.

Wordcount: 2000 words + - 10%. **You must display your wordcount on your cover page.**

Group working requirements

Teams will be assigned by your lecturer (you will not be permitted to form your own groups)

In the world of professional hospitality work you will often be faced with working in teams in a distanced capacity (online) or with people you have not worked with before and with those that do not share a common first language/culture/beliefs etc and as such group changes will not be permitted and you will be expected to perform to the best of your abilities towards the group task.

It is the responsibility of each student to ensure their contribution to the task and not up to any other member to chase you so please be respectful to you team and classmates and contribute

All group members must contribute equally to the business plan and pitch, failing to contribute or engage in the assessment may lead to being removed from your teams and failure of the module.

Important: Students are expected to keep drafts of their work, including notes, etc., before and after the use of any AI tool. Students will be expected to produce these drafts and materials as necessary.

You are expected to include an acknowledgement for all allowable uses of AI.

You are expected to include this acknowledgement in a separate page at the beginning of your submission. Please refer to the guidance on Moodle for more information and from the link below.

https://hwb.uwtsd.ac.uk/pages/academic-support/deallusrwyddartiffisial_artificialintelligence

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Research-informed Literature

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

Specific to this assignment:

Show evidence of a range of credible sources used to research this topic area. You must include a minimum of 20 reference sources, and these must be accurately cited within the report text.

2. Knowledge and Understanding of Subject

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

Specific to this assignment:

Demonstrate your knowledge of business planning by incorporating the required sections and making them applicable to your business idea. All information shown within your report should be relevant and useful to the reader to help them understand your proposal.

3. Cognitive and intellectual skills

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

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

Specific to this assignment:

Utilise relevant business planning tools (SWOT, PESTEL, Five Forces) and effectively present the findings of your analysis. Formulate strong, reasoned statements and conclusions to highlight the potential of your business.

4. Practical Application and Deployment

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

Specific to this assignment:

Show evidence to help support your ideas and offers comparisons and/or examples to validate the potential of your concept. Highlight areas that solves problems and offer creative and innovative solutions to the market. Demonstrate your awareness of risks and your consideration of the practical requirements of the business.

5. Skills for Professional Practice

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

Specific to this assignment:

Your report should be clear, concise, and persuasive. Your work should be professional in presentation with an attractive layout and visuals. Overall, your plan should offer the reader an interesting, attractive and profitable business proposition.

ASSIGNMENT 2 MARKING CRITERIA AND FEEDBACK

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

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Cognitive and intellectual skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	15	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	30	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	25	

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)		100%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

N.B Students will be advised of the detailed marking scheme for this assignment.

Level 5	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak	Limited attempt at critical evaluation and analysis of concepts and principles, tending	Some critical evaluation and analysis of concepts and principles, though	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises	Excellent critical evaluation and analysis of concepts and principles leading to logical,	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to

Level 5	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%
concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite

Level 5	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%
	links between the two. Very weak problem-solving skills outside the context in which they were first studied.	skills outside the context in which they were first studied.	applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Level 5	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%
			requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	responsibility and decision-making, with some areas of strength and some of minor weakness.		exercise of personal responsibility and decision-making and an appetite for further development.	

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL				PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP			
Student's Name				Date			
Student's Signature							