



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

School of International Hotel Management

BA International Hotel Management

Module Handbook Spring Term 2023

BMIH4003

Hospitality & Guest Services

LEVEL 4

Module Lead:

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Hospitality & Guest Services Spring Term 2023

Welcome to this overview handbook for the above module. This is a level 4, 20 credit module taught in term 2 to Level 4 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 the online activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To provide students with an understanding of the role and importance of hospitality and guest services practices within the Leisure and Tourism industries. Students will be introduced, where appropriate to the proven Guest Service training standards and operational practices and appreciate the importance of identifying and satisfying guest needs.

LEARNING OUTCOMES

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

- Understand the importance of Guest Services strategies and appreciate their use in understanding guest needs and the value of empowerment and guest service measurements;
- Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands and understand operational systems and resource provision required to deliver service excellence;

INDICATIVE CONTENT

- International and UK Hospitality Industry- Concepts, definitions of hospitality, guest service and customer care, historical developments, role and function of hospitality services, market analysis of different sectors (hotels, guest services, restaurant, houses F+B providers, outlets, support services), franchising structure, relationship within national economies, economic impacts, organisational trends.
- Consumers - Understanding and appreciation of guest needs, identification of market segments for hospitality products, characteristics, structure, changing customer needs and demands, lifestyle trends, patterns of work, lifecycle, fashion fads, service expectations, internal and external factors, market trends. Sustainable (greening) good practice.
- Hospitality Skill Requirements and Operational Issues- Operational systems for provision of F&B, accommodation, resource co-ordination, specific service skills. Changing industry, consumer demands, training initiatives food hygiene, requirements, menu planning,

legislation, cultural influences, performance measures, verification and grading. Social media influences (TripAdvisor) and digital management responses.

- Guest services- Nature, scope and role, guest service and training models, guest service standards, empowerment, ownership, guest service measures, quality awards, mystery shopper, guest needs, understanding and appreciation of philosophies, use of mystique case studies to include Marriott (Spirit to Serve), Disney, Ritz Carlton, West Pace Hotel Group, Solis, Capella Hotels and Bluestone.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

Week	Lecture Title	Supporting material	Assessment hand out date	Assessment submission date
WK 1 W/C 09/01/23	Introduction to Hospitality and Guest Services	Part 1: • Introduction to your Tutor • Introduction to the Module • Module Assignments and Deadlines • Useful Tools and Learning Resources Part 2: • What is Service? • Tangible/intangible assets • What is Hospitality? • Definitions of Hospitality • What is Guest Service? • The Meaning of Guest Service • The Guest Service Experience	Assignment 1: 10-minute Presentation Title: The Role & Importance of Hospitality & Guest Services within the Hotel Industry Assignment 2: 1500-word Report Title: Hotel Standards, Reputation Management, Building and Retaining Customer Loyalty	Assignment 1: Turnitin presentation to be uploaded by Friday 10th February 2023 23:59pm Presentations – individual time slots organised with your lecturer Assignment 2: Report to be submitted by Friday 24th March 2023 23:59pm
WK 2 W/C 16/01/23	The Role and Function of Guest Services	• Historical developments within guest service and customer care • The structure of the hospitality industry • Service standards • Organisational trends	The material is supported by • Activity tasks • Videos • Group discussions • Case studies	
WK 3 W/C 23/01/23	Who are Consumers?	• Types of guests • Market segments and trends • Service expectations • Understanding the appreciation of changing guest needs • Hospitality industry segmentation	The material is supported by • Activity tasks • Videos • Group discussions • Case studies	

WK 4 W/C 30/01/23	Changing Guest Services	Part 1: - Market trends - Emerging consumer and customer experience trends - Internal/external factors - Service expectations Part 2: - Assignment 1 (10-Minute Presentation) discussion	The material is supported by - Activity tasks - Videos - Group discussions - Case studies	
WK 5 W/C 06/02/23	Presentation – 10 Minutes The role and importance of quality service, hospitality, and guest services within the hotel Industry	PRESENTATION WEEK: Presentations will be held in the W/C the 6 th of February 2023 Please look at your Team's calendar for your INDIVIDUAL time slot		Assignment 1: Deadline to upload presentation on Turnitin Friday 10th February 2023 23:59pm
WK 6 W/C 13/02/23	Industry Skills – What skills are needed to be an effective guest services team member?	- Specific service skills - Hard and soft skills - Individual values and personality traits - Training purpose - Training systems - Individual personality traits - Report writing skills	The material is supported by - Activity tasks - Videos - Group discussions - Case studies	
WK 7 W/C 20/02/23	READING WEEK	NO LECTURES		

WK 8 W/C 27/02/23	Guest service expectations & developing a culture of service style	Part 1: - What is Culture? - What is a Service Culture? - Service recovery paradox - Empowerment - Differing service levels: Hotels B&B Airbnb etc. Case studies: Marriott International The Savoy Premier Inn Independent hotels Part 2: - Assignment 2 (Report) discussion	The material is supported by - Activity tasks - Videos - Group discussions - Case studies Assignment 2: What is a report and what is to be included? 1500-word Report Report entitled – Hotel standards, reputation management, building and retaining customer loyalty	
WK 9 W/C 06/03/23	Part 1: Reputation Management Part 2: Brand consistency standards, grading and corporate culture	- Social media influences - Digital management responses - TripAdvisor - Guest review management - Managing your reputation - Hotel rating - The AA Star rating, diamonds etc. - The Five Service Systems - How we behave as staff - How we behave as guests - Mystery shoppers - Examples from industry: The Ritz Carlton Group Marriott International	The material is supported by - Activity tasks - Videos - Group discussions - Case studies	
WK 10 W/C 13/03/23	Customer loyalty Case studies Report writing skills	- Increase loyalty and retention - Loyalty programmes - Assignment skills	Individual and group work – case studies/personal experiences/membership schemes What is required in the assignment?	

WK 11 W/C 20/03/23	Applying Hospitality & Guest Services	Part 1: • Anticipating guest needs • Practical examples • Placement preparation Part 2: • Module feedback	The material is supported by • Activity tasks • Videos • Group discussions • Case studies	Assignment 2: Deadline to upload presentation on Turnitin Friday 24th March 2023 23:59pm
WK 12 W/C 27/03/23	ASSESSMENT WEEK	NO LECTURES		

INDICATIVE READING LIST

Module Code	BMIH4003	
Module Title	Hospitality and Guest Services for the Hotel Industry	
Classification	Reading List entry	Electronic*
Essential	Wood, R.C., 2015. Hospitality Management: a brief introduction, Sage, London	☐
Essential	People 1 st (2017) The performance & talent management revolution, PF, Uxbridge.	☐
Essential	Tesone, V. (2014) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford	☒
Essential	Walker, J. (2013) Introduction to Hospitality Management, Pearson, London	☒
Further	O'Fallon, M.J. and Rutherford, D.G., 2010. Hotel management and operations, 5 th Ed, John Wiley & Sons.	☐
Further	Heppell, M. (2015) Five Star Service: How to deliver Exceptional Customer Service, Pearson, London	☐
Further	Johnston, R. Clark, G. & Shulver, M. (2012) Service Operations Management, Pearson, London	☐
Further	O'Gorman, K. (2010) The Origins of Hospitality and Tourism, Goodfellow, Oxford	☐
Further	Swarbrooke J & Horner S (2011) Consumer Behaviour in Tourism 2 nd Ed, Oxford, Butterworth	☐
Further	Vallen, G.K. & Vallen, Jerome J. (2014) Check-in check-out: managing hotel operations Ninth edition.; Pearson new international.,	☐
Further	WorldHost publications (People 1 st)	☒
Journals	Management Today	☒
Journals	International Journal of Hospitality Management	☒
Journals	International Journal of Contemporary Hospitality Management	☒
Journals	Journal of Hospitality Management and Tourism	☒
Journals	Hospitality (Institute of Hospitality)	☒
Websites	www.managementtoday.co.uk	☒
Websites	www.businessballs.com	☒
Websites	www.instituteofhospitality.org	☒

Level 4 Assessment Specification

Student name:		Student ID number:	
Programme:	International Hotel Management		
Module:	Hospitality and Guest Services		
Module code:	BMIH4003	Contribution to Overall Module Assessment (%):	50 %
Lecturers:	Lisa Bassler, Kathryn Flynn, Melissa John, Charlotte Joyner, Muhammad Cassamo	Internal Verifier:	Tristan Hawkins
Assignment Title:	Presentation The role and importance of quality service, hospitality, and guest services within the hotel Industry	Word count (or equivalent):	10 minutes
Hand Out Date:	W/C 9 th January 2023	Submission deadline:	10 th February 2023 23:59pm
Draft Deadline:	3 rd February 2023 4pm	Return date of provisional marks & written feedback:	10 th March 2023

Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

Module Learning Outcomes (From module syllabus)
Upon the successful completion of this module, the student should be able to demonstrate the ability to: ◦ Understand the importance of Guest Services strategies and appreciate their use in understanding guest needs and the value of empowerment and guest service measurements. ◦ Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands, understanding operational systems and resource provision required to deliver service excellence.

TASK DESCRIPTION

Task:

Your task is to develop a 10-minute presentation about the role and importance of quality service, hospitality and guest services in the hospitality industry based on a hotel brand of your choice. You are required to select **one** of the following hotel companies:

- Marriott International
- Hilton Worldwide
- IHG (InterContinental Hotels Group)

Once you selected your hotel company, choose **one** hotel brand of the brand portfolio of your chosen hotel company (e.g. Marriott International has 30 different brands). This must be a hotel brand and **not** a single hotel. Your hotel choice must be approved by your Module Tutor before the **27th of January 2023**. The use of a **luxury brand** is recommended for this assignment.

Within your presentation you will need to focus on the following aspects:

- Briefly **introduce** your chosen hotel brand
- Identify the hotel brand's **main consumers**
- Outline the **nature, scope and role of the guest services and facilities** that are provided to these guests by the hotel brand
- Explain the need to consider the **role and function of guest services** in general
- Discuss the **importance of hospitality** and how hotels **meet/exceed guest expectations**

Your presentation must fulfil the following criteria:

- Focus only on relevant slides that will allow you to complete your presentation within **10 minutes**.
- A **title page, content table** and **summary/conclusion** must also be included.
- A **reference list** with a minimum of **ten references** from a wide variety of different sources using Harvard Referencing is to be added at the end of your presentation.
- The use of **images, graphs and tables**, if relevant, is recommended. These must also be referenced.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the following page.

1. Engagement with Literature Skills (15)

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: You should show a wide level of reading from a variety of sources including textbooks, academic journals, and websites. You must reference academic sources for theory. You should also reference all pictures used in your presentation.

2. Knowledge and Understanding Skills (25)

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

3. Cognitive and Intellectual Skills (15)

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Refer to the reasons for the examples used. Consider why, how, when, who, where? Link to your consumers and your hotels business and concepts.

4. Practical Skills (25)

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment: Use real examples of successful hotel guest services.

Transferable Skills for Life and Professional Practice (20)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured.

Guidance specific to this assessment: You should present in a recognised format. Slides should be clear, in bullet format and easily understood. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced. The presentation should be visual, well-rehearsed, convincing, and effective.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	20	

STUDENT FEEDBACK FORM

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

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

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	International Hotel Management		
Module:	Hospitality and Guest Services		
Module code:	BMIH4003	Contribution to Overall Module Assessment (%):	50 %
Lecturers:	Lisa Bassler, Kathryn Flynn, Melissa John, Charlotte Joyner, Muhammad Cassamo	Internal Verifier:	Tristan Hawkins
Assignment Title:	Assignment 2: Report entitled – Hotel standards, reputation management, building and retaining customer loyalty	Word count (or equivalent):	1500 words
Hand Out Date:	W/C 9 th January 2023	Submission Deadline:	24 th March 2023 23:59pm
Draft Deadline:	17 th March 2023 4pm	Return date of provisional marks & written feedback:	21 st April 2023
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable):		

	Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

Module Learning Outcomes

(From module syllabus)

TASK DESCRIPTION

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

- Understand the importance of Guest Services strategies and appreciate their use in understanding guest needs and the value of empowerment and guest service measurements.

- Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands, understanding operational systems and resource provision required to deliver service excellence.

Assessment 2 will require you to write in report format a 1500-word content entitled.

‘Hotel standards, reputation management, building and retaining customer loyalty’

Background:

The hospitality industry is very competitive, and businesses need to keep up with the latest hospitality trends to avoid being left behind. Additionally, keeping pace with the industry as a whole is a great way to ensure your business delivers the kind of customer experience people want and expect.

Task:

You are tasked with developing a **1,500-word report** (+/- 10%).

- The following **topics must be the focus** in your report:
 - Hotel Standards
 - Reputation Management
 - Customer Loyalty

- Consider the following questions:
 - What is the purpose of brand consistency standards? Do all hotels have the same standards?
 - How can hotels manage their reputation effectively? What is the importance of effective guest reviews management? What is the impact of negative reviews?
 - How can hotels build and retain customer loyalty (e.g. loyalty programmes)? What is the purpose of this?
 - What recommendations do you have for hotels regarding market trends? What are the obstacles facing certain businesses?

Ensure you are not being too descriptive. Instead, support your discussion with **examples/case studies from the hotel and hospitality industry**.

Demonstrate your knowledge and understanding by **providing analysis**, by **making comparisons between different global hotel players** (case studies) and by **proposing** realistic **recommendations** to the industry.

➤ Your report should follow the **structure** below:

- Title Page
- Executive Summary
- Content Table
- Introduction
- Main Findings (including **sub-headings**)
- Conclusion
- Recommendations
- Reference List (minimum of **15 references** is required)

➤ Additional **assessment requirements**:

- Microsoft Word settings:
Please use **Arial Font 12, 1.5 line spacing, Justify Text**
- You must include **in-text citations** (see Harvard Referencing guide) throughout your report.
- **Industry examples from the hotel/hospitality industry** should be referred to throughout your report.

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 (20)

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: You should show a wide level of reading from a variety of sources including textbooks, academic journals and websites. You must reference academic sources for theory. A minimum of 15 references is required.

2. Knowledge and Understanding Skills (20)

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. 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 assessment: Refer to relevant theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them.

3. Cognitive and Intellectual Skills (15)

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking.

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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.*

4. Practical Skills (25)

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment: *You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.*

5. Transferable Skills for Life and Professional Practice (20)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; 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: *You should your responses in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 12 point and be 1.5 or double spaced.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks
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		awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	20	

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

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	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 but with some reliance on information gained through class contact. 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 rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound 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 (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

Level 4	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%
	Inclusion of irrelevant material. Substantial inaccuracies.	Some significant inaccuracies and/or irrelevant material.	Some elements may be missing.	the field of study but lacks depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed 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 evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	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%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 individual or group work, meeting only partial obligations to others. Limited evidence of the skills for	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal	Mostly coherent, organised and accurate 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 some personal responsibility, with some areas of strength and	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Level 4	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%
		employment requiring the exercise of some personal responsibility.	responsibility, with some areas of minor weakness.	some of minor weakness.			

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		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			