



**Academic Discipline of Hospitality and Tourism
Management**

BA (Hons) International Hotel Management

Module Handbook Spring Term 2025

BMIH5006

**Sustainable Hospitality & Tourism
Management**

LEVEL 5

Module Lead: Lisa Knight

Lecturers: Kathryn Roberts

Christopher Wilkin

Sustainable Hospitality & Tourism Management Spring Term 2025

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

Indicative content

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMIH5006	
Module Title	Sustainability for Hospitality Industry	
Classification	Reading List entry	Electronic*
Further	Inkson, C. and Minnaert, L. (2018) Tourism management : an introduction. 2nd ed. London: SAGE.	☒
Further	Cooper, C. (2021) Essentials of tourism. Third edition. London: SAGE.	☐
Further	Haski-Leventhal, D. (2018) Strategic corporate social responsibility : tools & theories for responsible management. London: SAGE.	☐
Further	Sloan, P., Legrand, W. and Chen, J.S. (2017) Sustainability in the hospitality industry : principles of sustainable operations. 3 rd edn. London: Butterworth-Heinemann.	☐
Further	Management Association. (2018). Sustainable Tourism. IGI Global.	☒
Further	Wickham, Donnelly, T., & French, L. (2021). Strategic Sustainability Management in the Event Sector. Event Management, 25(3), 279–296.	☒
Essential	Jauhari, V (2021) 'Managing Sustainability in the Hospitality and Tourism Industry: Paradigms and Directions for the Future' 9 th edn. Oakville: Apple Academic Press. Inc	☒
Essential	Costa, & Costa, C. (2022). Sustainability and competitiveness in the hospitality industry (Costa & C. Costa, Eds.). Business Science Reference.	☒
Essential	Korstanje, George, B., & Nedelea, A. (2020). Strategies for promoting sustainable hospitality and tourism services. IGI Global.	☒
Essential	Edgell. (2020). Managing sustainable tourism : a legacy for the future (Third edition). Routledge.	☒
Further	Sustainable tourism : breakthroughs in research and practice. (2019). IGI Global.	☒
Further	Batabyal. (2018). Managing Sustainable Tourism Resources. IGI Global.	☒
Further	New governance and management in touristic destinations. (2022). IGI Global.	☒
Websites	Green Globe	☒
Websites	World Trade Organization - Home page - Global trade (wto.org)	☒
Websites	TOURISM 4 SDGs UNWTO	☒
Websites	EIC Centre for Sustainability and Social Impact (eventscouncil.org)	☒

Teaching plan – Spring 2024

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 W/C Monday 13 th January	9:00am-1pm	Introduction Week ○ Welcome back ○ Learning outcomes of this module ○ Definitions, and the Hospitality impact on Sustainability ○ Overview of assignments 1 and 2	PowerPoint Video Microsoft Teams Tutorials Activity	Assignment 1 (Essay) Assignment 2 (Report)	Friday 7th February 2025 Friday 7th March 2025
2 W/C Monday 20 th January	9:00am-1pm	○ CSR	PowerPoint Video Microsoft Teams Tutorials Activity		
3 W/C Monday 27 th January	9:00am-1pm	○ Legislation	PowerPoint Video Microsoft Teams Tutorials Activity		

4 W/C Monday 3 rd February	9:00am- 1pm	○ Transport	PowerPoint Video Microsoft Teams Tutorials Activity		
5 W/C Monday 10 th February	9:00am- 1pm	○ Awareness and Change	PowerPoint Video Microsoft Teams Tutorials Activity		
6 W/C Monday 17 th February	9:00am- 1pm	○ Types of Tourism	PowerPoint Video Microsoft Teams Tutorials Activity		
7 W/C Monday 24 th February	9:00am- 1pm	○ Destination Management	PowerPoint Video Microsoft Teams Tutorial Activity		
8 W/C Monday 3 rd March	9:00am- 1pm	○ Eco Destinations	PowerPoint Video Microsoft Teams Tutorials Activity		

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) International Hotel Management		
Module:	Sustainable Hospitality & Tourism Management		
Module code:	BMIH5006	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Knight, Kathryn Roberts, Christopher Wilkin	Internal Verifier:	Daniel Payne
Assignment Title:	Essay	Word count (or equivalent):	2000 (+/-10%)
Submission deadline:	23.59pm Friday 7th February 2025	Return date of provisional marks & written feedback:	23.59pm Friday 7th March 2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes

(from module syllabus)

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

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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

Essay - 2000 words (+/- 10%)

More and more hotel & hospitality providers are becoming aware of green issues and are acting more responsibly in their business. Some of the benefits of making hotels more eco-friendly include conservation of resources, reduced pollution, and improved operational efficiency. However, there are still gaps in the Green Practices at the hotels and room for initiatives to be applied. You are required to identify a 'Green Practice' initiative and apply it to a hotel of your choice. Identify a gap in their sustainable practices and apply a suitable solution. It is imperative that you focus on a credible solution, not a green practice that is currently implemented.

In the essay, include the following;

- An introduction to what Greener Practices are
- What are the benefits and challenges associated with integrating sustainability into their daily operations?
- How might this solution benefit the hotel and the environment?

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

- Your name and student number
- The module title and module code
- Your lecturer's name
- AI Acknowledgement

Please ensure the correct essay format is submitted, no headings, no subheadings, no graphics, no contents list. You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

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

Essay Guidance

It is imperative that this assignment is written in the correct format – **ESSAY**.

- An **essay** does not contain any headings and subheadings.
- An **essay** does not contain graphics.
- An **essay** should consist of structured paragraphs that flow one to the next.

Focus Points for the Essay

The essay is focusing on the GAPS in the sustainable practices at the chosen hotel. Therefore, an introduction to what green/sustainable practices are is required, introduce the reader to the concept. In the introduction you may also briefly introduce the chosen hotel – **200 words**.

This section is where the main discussion will take place. The essay is required to identify a gap in the green practices at the chosen hotel and what the suggestion is to overcome and respond to the shortfall in that particular sustainable practice. You are required to inform the reader of the Greener Practice initiative you have identified – What does it entail? What other hotels/businesses have implemented this initiative? How might this initiative benefit the hotel with regards to sustainability? What challenges might the initiative pose for the hotel? Is it cost effective? Is it realistic? How will the initiative benefit the environment? The Main Findings are the bulk of the essay and will usually take around 80% of the word count - **1600 words**.

Conclusion/Summary – You are required to briefly summarise the key findings from the essay, key factors the essay has identified. This again should be focused and concise, the reader should by now have an understanding of the afore written discussion, therefore, this is a recap of the significant factors. The essay has identified that.....This should take around 10% of the word count – **200 words**.

Please ensure the essay is referenced throughout and written in the third person.

20 Harvard Style References are required in a full reference list, that should be included at the end of the essay.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

Specific to this assignment: *The work should contain at least 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.*

2. Knowledge and Understanding of Subject /20

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

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

3. Analysis /25

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

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

4. Practical application and deployment /20

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

Specific to this assignment: The essay should include critical evaluation of a hotel's CSR strategy, and how they include circular thinking. Including examples of targets set that align with pillars of sustainability.

5. Skills for professional practice /20

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

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

Essential Resources:

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

MARKING CRITERIA AND STUDENT FEEDBACK

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

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

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

Level 5

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (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	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	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or	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	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.

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%
	incoherently or largely absent.	weak use of referencing.	accurately or consistently.	inconsistencies.	inaccuracies or inconsistencies.		
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 concepts and principles; argument and judgement; the limits of their	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 towards description.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive,

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%
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.	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.	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.	describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	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.	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	Limited or no use of established methods, materials, tools and/or techniques.	Rudimentary application of established methods, materials, tools and/or techniques but without	An adequate awareness and mostly appropriate application of established methods, materials, tools	A good and appropriate application of established methods, materials, tools	A very good application of a range of established methods, materials, tools	An advanced application of a range of established methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate

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%
range of established techniques; propose solutions to problems arising from analysis.)	Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		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			

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) International Hotel Management		
Module:			
Module code:	BMIH5006	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Knight, Kathryn Roberts, Christopher Wilkin	Internal Verifier:	Daniel Payne
Assignment Title:	Report	Word count (or equivalent):	2000 (+/-10%)
Submission deadline:	23.59pm Friday 7th March 2025	Return date of provisional marks & written feedback:	23:59pm Friday 4th April 2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes

(from module syllabus)

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

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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

As we have discussed in class and wider reading will inform – there are multiple factors that contribute to the damage inflicted on the planet, in connection to hospitality. Therefore, Assignment number 2 is focusing on Transport, as this is a key area in the discussion. You are required to identify a mode of transport utilised by the hospitality industry – only one, you will lose marks if you choose more than one. You are required to identify any damage this mode of transport causes and provide possible solutions to this problem. Use industry examples to focus on plausible solutions that have been utilised in the hospitality sector.

In the report, include the following;

- An introduction to what Hospitality Transport is
- What mode of transport have you chosen to focus the discussion on?
- What damage is this mode of transport causing?
- What are the possible solutions to remedy and respond to the damage caused?

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

- Your name and student number
- The module title and module code
- Your lecturer's name
- AI Acknowledgement

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

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

Report Guidance

It is imperative that the Report is written in the correct format.

You may include images, graphs, pictures, bullet points and graphs.

The Report should **follow this structure**, including the Headings:

Executive Summary

This provides an overall summary of the report. It allows the reader an insight into the report without reading the whole document. This does not have to be a lengthy discussion, it should be a concise overview of what has been written in the report. The Executive Summary will need to be added when the report is complete. An executive summary is not included in the word count. For this Report the Executive Summary should be around **200 words**.

Introduction

Time to introduce the concepts to the reader. This is the opportunity to introduce what Hospitality Transport is, define the term, an example, or more would assist. You may also introduce the mode of transport you will be discussing. You don't need to discuss what solutions you have identified, that will follow. The Introduction is included in the overall word count and should be around 10% - **200 words**.

Main Findings

This section is where the main discussion will take place. You are required to inform the reader of the mode of transport initiative you have identified – What does it entail? What impact is it having on the environment/landscape/community? How might this mode of transport be improved? It is cost effective? Is it realistic? How will the improvements benefit the environment? Please include industry examples when providing plausible solutions. You may use the discussion points as subheadings. The Main Findings are the bulk of the Report and will usually take around 80% of the word count – **1600 words**.

Conclusion/Recommendations

This section will provide a brief and concise summary of what has been written in the report. No new information should be included here. Key factors only. You may include recommendations in line with the discussion in the Main Findings. This section should take around 10% of the overall word count – **200 words**.

Reference List

You are required to provide a full Reference List including a minimum of 20 references. There should be a variety of sources including books and journals, in addition to online resources. Ensure your research is current and relevant, utilising information from the last 3-5 years where possible. You are required to use the Harvard Style referencing format. Your work should also include in text citations throughout.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

Specific to this assignment: *The work should contain at least 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.*

2. Knowledge and Understanding of Subject /20

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

Specific to this assignment: *You should demonstrate knowledge and understanding of the theories/models associated with sustainability, for example, Green Key Initiative. You should demonstrate a sound understanding of Corporate Social Responsibility, with clear rationale for your choice.*

3. Analysis /25

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

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

4. Practical application and deployment /20

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

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

5. Skills for professional practice /20

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

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

Essential Resources:

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

ASSIGNMENT 2 MARKING CRITERIA AND FEEDBACK

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

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

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

GENERIC ASSESSMENT CRITERIA

Level 5

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (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	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	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible	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.

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%
	and non-authoritative. Referencing conventions used incoherently or largely absent.	class contact. Inconsistent and weak use of referencing.	accurately or consistently.	Referencing may show minor inaccuracies or inconsistencies.	sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

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

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%
				logical judgements.			
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills	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 skills outside the context in which	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in	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 sophisticated, creative solutions outside the context in which they were first studied.

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%
	outside the context in which they were first studied.	they were first studied.		mostly appropriate solutions outside the context in which they were first studied.	outside the context in which they were first studied. Evidence of some creativity.	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	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	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	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	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.	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,	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

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%
	employment requiring the exercise of personal responsibility and decision-making.	group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	an appetite for further development.

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		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			