



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

School of Tourism & Hospitality

MTour Tourism & Events Management (547T)

Level 7

Module Handbook: M7X02123

Managing Change within Tourism & Events Organisations

(20 credits)

October 2017
Semester 1 delivery

Module Tutor: Mike Davies
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Room AS309

Module Introduction

AIM

To enable students to develop a critical understanding of strategies for sustaining organisational effectiveness and managing change within tourism organisations.

LEARNING OUTCOMES

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

- Analyse critically theoretical perspectives and approaches to change management and demonstrate practical application of such within the tourism sector.
- Critique professional activity with regard to systems for sustaining organisational effectiveness through dimensions of culture, structure, leadership, power and politics.

INDICATIVE CONTENT

- Organisations and their changing environments – a systems perspective. Behavioural, cognitive, psychodynamic approaches to change.
- Evaluation of hard systems models and soft systems models of change; the OD process; the planned and emergent approaches to change.
- Team and organisational change. Leading change, different styles and skills for different phases of change. Human and social factors of change: the 'coping cycle'; ownership and participative action research; perspectives on the person–organisation relationship.
- Defining and evaluating the current and potential impact of the sharing economy on tourism sector organisations and their established business models
- Management roles and responsibilities in globalisation and the challenge of change: transactional and transformational leadership. Emerging themes within tourism such as change for restructuring, mergers and acquisitions, cultural and IT based change, impacts of terrorism, global warming, EU 'Brexit', devolution, political influences.
- A process orientation for sustaining organisational effectiveness: the innovative organisation culture; the learning organisation.

Class Programme

The class will consist of a weekly 3 hour session, part lecture/part tutorial, scheduled as follows:

SESSION	CLASS TOPIC (indicative only – subject to modification)
1	Module Introduction and Overview What is change? What is change management? Attitudes and obstacles to change Assignment key themes and case studies introduced: The Sharing Economy in Tourism
2	Approaches to change and critical perspectives Types of change Individual change
3	Power and politics, organisational culture and structure Planned v emergent change; hard and soft change systems
4	Resistance to change
5	Individual presentations – Assignment Part 1
6	Key change management theories
7	Globalised change in uncertain times; the organisational impact of 'Brexit'
8	Leading change The human impact of change
9	The change agent
10	The real world of change – corporate restructuring; mergers and acquisitions
11	Complex change
12	Module conclusion Personal Change Audit
13	Assignment workshop

Reading List^[RC1]

Essential

Cameron, E. & Green, M. (2015) Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, 4th edition, London: Kogan Page

Hayes, J (2014) The Theory and Practice of Change Management, 4th edition, Basingstoke: Palgrave Macmillan

Recommended

Burnes, B (2014) Managing Change, 6th edition, New York: Prentice Hall

Carnall, C (2015) Managing Change in Organisations, 6th edition, New York: Prentice Hall

Stephany, A (2015) The Business of Sharing, Basingstoke: Palgrave Macmillan

Sundararajan, A (2016) The Sharing Economy: The End of Employment and the Rise of Crowd-Funded Capitalism, Cambridge, USA: MIT Press

Background

Buchanan D. A. & Badham R.J. (2008) Power, Politics and Organisational Change, 2nd edition, London: Sage Publications

Drucker, P (2009) Innovation and Entrepreneurship, London: Butterworth-Heinemann.

Edgell D. and Swanson J (2013) Tourism Policy and Planning 2nd Ed., London: Routledge

Greenfield, A. (2008) The 5 Forces of Change: A Blueprint for Leading Successful Change, New York, Management Books

Hamlin, B et al (2001) Organisational Change and Developments, Prentice Hall

Holden A., (2013) Tourism, Poverty and Development. Routledge, Abingdon

Kotter, J. P. (2009) Leading Change, Mass: Harvard Business Essentials

Moore, G A (2004) Darwin & the Demon: Innovation Within Established Enterprises, HBR Jul/Aug 2004, Vol 82, Issue 7/8, p86

Mowforth M and Munt I. (2009) Tourism and Sustainability, Routledge, Abingdon.

Senior, B & Swailes, S (2010) Organisational Change, Harlow, Prentice Hall

Journals

Benchmarking: An International Journal

Entrepreneurship and Regional Development

Harvard Business Review

Journal of Knowledge Management

Journal of Organisational Change Management

Journal of Strategic Information Systems

Leadership & Organisation Development

Websites

<http://www.oursouthwest.com/SusBus/mggchange.html>

<http://www.sdo.nihr.ac.uk/managingchange.html>

<http://www.management.about.com/cs/people/a/MngChng092302.htm>

<http://www.managingchange.com/> -work911.com/[managingchange/](http://www.managingchange.com/)

MTour DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student number:	
Programme:	Integrated Masters in Tourism & Events Management (MTour)		
Module:	Managing Change within Tourism and Events Organisations	Module Level:	7
Module code:	M7X02123	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Michael Davies	Internal Verifier:	Jayne Williams
Assignment Title:	Managing Organisational Change	Assignment No (1 of 1):	1
Hand Out Date:	October 2017	Submission deadlines: - Presentation - Report Assignment feedback:	1 November 2017 13 December 2017 8/11/16 (pres'n) 10/1/17 (report)

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	(Only where hard copies required)	Date:	

Turnitin: All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.		YES	X
Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:		
1. Analyse critically theoretical perspectives and approaches to change management and demonstrate practical application of such within the tourism/events sectors.	Component 1: <u>Presentation</u> Course work 12% Investigate and present a proposal (equivalent to 600 words) outlining the chosen case study organisation by providing the context and the change situation to be analysed. It should include a clear rationale of the key change management models to be used in constructing a full critical evaluation of the case (outcomes 1 and 2).		
2. Critique professional activity with regard to systems for sustaining organisational effectiveness through dimensions of culture, structure, leadership, power and politics.	Component 2: <u>Report</u> Course work 88% Produce a 4,400 word report critically evaluating change strategy, using appropriate academic theory and application of good practice. It should include an applied analytical discussion on a theme deriving from the subject content in order to achieve a defined change objective which allows several topic areas to be reviewed via a report on the case material (outcomes 1 and 2)		

TASK DESCRIPTION

This assignment will be made up of two parts; an individual presentation of the research proposal (equivalent to 600 words) and a 4,400 written report addressing the question and use of change management theories.

Change is inevitable and tourism organisations must be adaptable to changing environments if they wish to survive and thrive. The advent of the sharing economy and so-called 'crowd capitalism' represents new challenges to the status quo and established sector operating models. Acting as a nominated change agent, advise a tourism/events related organisation of your choice undergoing a large or incremental change owing to the impact of the sharing economy using a suitable change management framework. Be mindful of all aspects of change.

Students should:

- Give a brief introduction and background to the organisation and the reason for change
- Critically appraise the key change management models – planned and emergent change
- Outline how the models can be utilised when considering incremental (small scale) or a large scale change programme
- Consider how you would identify and deal with resistance factors to the change
- Clarify how you would know when the change programme has been completed and how you might assess its effectiveness

a) PRESENTATION OF KEY CHANGE MANAGEMENT MODELS (12% of total marks)

- Using Power Point or any other means of presentation, each student will present to the module tutor and your fellow Masters students how key change management models will be utilised to undertake an analysis of their chosen case study. All facts, figures and supporting evidence should stand-up to scrutiny.
- The presentation should ensure good use of language with logically and clearly structured conclusions. Effective use of primary data and appropriate management theory. Correct citation of literature sources using Harvard method. Bibliography reflected within assignment text.
- This activity gives an opportunity for each student to present ideas and methods, *If no presentation is given, no marks will be awarded here.* (12 minutes max. for presentation).

b) REPORT: ANALYSIS/EVALUATION/CRITIQUE (88% of total marks)

- The specific objectives of the module should be met with clear aims and objectives that are fully addressed throughout the assignment. The discursive content of the assignment should be supported by pertinent facts and figures. There should be a critical focus on analysis and evaluation based on effective critique of business practice using theoretical concepts and ideas on change management.
- Link theory with practice and present evidence to support conclusions reached. The conclusion should be informative and cogently structured. Recommendations should be relevant in relation to the information and analysis produced in the main body of the assignment.
- **The assignment content should be evaluative, analytical, have a strong business case, strategic focus and customer orientation so as to re-enforce the business case for change with a clear focus on the key drivers of the sharing economy as they affect tourism organisations.**
- **Your analysis and evaluation should make reference to theoretical models, ideas and concepts, focusing on organisational development, the socio-psychology of resistance to change and sustaining organisational effectiveness.**

- Utilise a variety of data sources, which might include primary data, to inform the reader and support your analysis, conclusions and recommendations.

Please note the following when completing your report:

1. **Writing:** Written in English in an appropriate business/academic style
2. **Focus:** Focus only on the tasks set in the assignment.
3. **Length:** 4400 words(+/-10%)
4. **Formatting:** Typed on A4 paper in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
5. **Document format:** In business report format, with a clear title, course, and name or ID number on a cover sheet and including a bibliography using Harvard referencing throughout.
6. **Research:** Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive.

The use of a range of information sources is expected – academic books, peer reviewed journal articles, professional articles, press releases and newspaper articles, reliable statistics, company annual reports and other company information.

Introductory background articles to the tourism sharing economy

Traveller's Tales - Travel agents are wrong to criticise Airbnb, the room-letting website

Leader article in The Times newspaper, p33 23 June 2016:

"Travel," wrote Mark Twain, "is fatal to prejudice, bigotry and narrow-mindedness." By any measure, the success of Airbnb is a cause for celebration. However, Mark Tanzer, chief executive of Abta, the travel association, has issued dark warnings. Barcelona, he says, is full. Florence is showing the strain. "The growth of the peer-to-peer sharing economy," he claims, "is responsible for a growing demand for tourism."

His fears are misguided. Increased tourism is encouraging, not a cause for concern. The success of Airbnb is as much a reflection of that increase as a cause of it. Florence has been feeling the strain for about 500 years. It may be that behind Mr Tanzer's comment is a fear of tourists who shun the type of package hotel holiday which has traditionally been his members' bread and butter. The solution is not to seek to curtail the activities of Airbnb with new taxes and regulations. It is for his members to raise their game.

Airbnb was founded in San Francisco in 2008 with the seductive slogan, "Belong Anywhere". Today, beds in 34,000 cities, in 191 countries, have hosted more than 60 million people. One study found that last year it had captured more than 3 per cent of the accommodation market in London, 8 per cent of that in Paris and 11 per cent in Barcelona. Three quarters of hosts in Barcelona have incomes below the national average, supporting the argument that it is expanding the economic benefits of tourism.

Mr Tanzer may grumble, but Airbnb complements hotels and B&Bs. The only establishments with something to fear are those offering accommodation that is over-priced and underwhelming. "Broad, wholesome, charitable views of men and things," Twain concluded, "cannot be acquired by vegetating in one little corner of the earth all one's lifetime." Amen to that.

Also view an interview with The Airbnb CEO <https://youtu.be/5qu50IXHR7w>

Uber is good for everyone. Unions must leave it alone

Littlewood, M (2016) The Times, 21 July, p24, London

There is so much to commend in the arrival and growth of Uber, the mobile app and transportation network - low fares, reliability and drivers who tend to be so polite that you feel as if you have your own private chauffeur. But for me, top of the list of reasons to love Uber is that its success is confusing and irritating all the right people.

The buccaneering technology of the "sharing economy" - for which Uber is the poster child - is crushing the ability of the Whitehall mandarins to direct and dictate our lives. This is infuriating for them, but great for the rest of us.

And now there is news that the GMB union is to take legal action to oblige Uber to categorise its drivers as employees rather than self-employed. This would entitle them to the whole package of entitlements, such as annual leave and enforced caps on working hours. The union seems to be motivated by a fear that Uber drivers may have the freedom to earn too much money, an odd twist on the traditional concept of defending workers' rights.

Uber and other digital technologies are transforming the nature of employment so radically that the tired concept of a class struggle between labour and the capitalists is no longer the prism through which most people understand their working lives.

Uber is simply a platform that allows drivers and customers to trade. To this extent it is no different from a trading platform such as eBay. Does the GMB think that if you spend time selling stuff through eBay, that the owners of eBay have to grant you maternity leave and holiday pay? Uber is part of a welcome boom in self-employment and flexible working. Already there are 15,000 Uber drivers. Across the economy as a whole, about 16 per cent of the workforce is self-employed. The liberating and exciting world we are entering is one where you can increasingly dip in and dip out of the labour market on an almost hourly basis and where you can build a portfolio of different, varied work.

The next time you book through Uber, remember you're contributing to an economy in which workers and customers have more power and choice than previous generations could imagine. The GMB doesn't seem to understand this new world and can't adapt to it. It is therefore doomed to look more irrelevant and out of touch with each passing day. The struggle between labour and capitalists is a tired old concept.

Book review: Management Today, July 2016 p24

From Airbnb to Uber, this book gives a comprehensive and scholarly analysis of a new way of doing business. It will become a go-to tome, says Alex Stephany.

The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capitalism

Professor Arun Sundararajan

MIT Press, £19.95

Long before the ripples of the sharing economy rolled almost daily across the pages of The New York Times and the Guardian, NYU professor Arun Sundararajan knew there was a tidal wave coming. He has become the sharing economy's most visible public intellectual. So it was with excitement that I picked up his debut book on the subject.

Sundararajan opens with a superb overview of the sharing economy's intellectual backdrop, roaming through the ideas of the likes of Yochai Benkler and Lawrence Lessig. His observations around the 'reintegration of gift economies into a system that has become inefficiently impersonal and commercial' are especially sharp. Sundararajan discusses the bottles of wine that many Airbnb hosts (including me) give guests and the more gift-like platforms like Kickstarter where people can back projects for no material reward.

While Sundararajan's background is in academia, he does not want for commercial astuteness. For example, he notes the greater stickiness of Airbnb hosts rather than Uber drivers because Airbnb sources its demand internationally rather than locally. Indeed, his focus on supply is the same as most strong marketplace entrepreneurs. When I was last in New York, I found new Uber competitor, Juno, trying to win by paying drivers more and treating them better. Whether Juno succeeds or not, it's right to focus on supply.

Like other writers, he grapples with the imprecision of the term 'sharing economy'. I opted for 'WEconomy' in *The Business of Sharing* and he drafts in a similar term in 'crowd-based capitalism'. Sometimes, he plucks a juicy anecdote of crowd-based capitalism (I wish there were more). My favourite is the tale of Californian Don Dennis who moved to a Scottish isle and funded a business producing flower essences from orchids through peer-to-peer lender Funding Circle.

When it comes to regulating the sharing economy, Sundararajan knows that current frameworks must evolve. His exposition on regulation is exemplary, walking the reader through its three variants. First, 'peer regulation', created largely by platforms' review systems. Second, 'self-regulatory organisations', comparable to the various Bar associations today, which aim to prevent bad actors discrediting their sector. Third, 'data-driven delegation' which will allow platforms to use data to prevent market failure, similar to how banks use machine learning to prevent fraud. He also devotes two chapters to the future of work and the status of sharing economy workers. This is the battleground of Uber drivers and Postmates couriers, among others, fighting to be reclassified from contractors to employees to benefit from rights such as sick pay, maternity and insurance cover. He explains how the lack of clarification can prevent platforms from providing employee-like benefits for fear of class-action lawsuits that would decree all of their workers as employees. Instead, he advocates a 'safe harbour' for platforms as a stepping stone to new labour policy.

He challenges the simplistic binary that the sharing economy means either high-fiving micro-entrepreneurship or slave labour. He wonders whether higher-skilled workers might be more threatened by platforms like HourlyNerd than lower-skilled ones are by platforms that have to source labour locally. This future will matter. He quotes research that there are three million 'on-demand workers' in the US today, a number predicted to rise to seven million by 2020.

Sundararajan is a standard-bearer for the sharing economy, as he open-heartedly admits. He advocates requiring platforms to hand data to regulators only in a digestible form akin to public companies on an audit. But he is not overly soft, suggesting forcing platforms to punish their users' discriminatory behaviour, just as employers strive to weed out workplace racism. This perspective places him well to counsel the public sector.

The sharing economy canon is reaching maturity. If *The Business of Sharing* is the entrepreneur's view on this topic, *The Sharing Economy* is the academic's. Painstakingly researched, it should become the go-to text for readers looking for academic rigour when too often sharing economy writing has suffered from a lack of it. This foundational text should serve the subject's many future economists, sociologists and regulators well, for as Sundararajan puts it: 'Crowd-based capitalism is still in its infancy'.

Alex Stephany is the author of *The Business of Sharing* and a board adviser at JustPark. Follow him on Twitter: @AlexStephany

<https://youtu.be/nOVjP59NS0o>

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf and specifically aligned to the “exceptional” outcome category to which we anticipate students aspire.

1. Research-informed Literature

Your work must embed and be informed and supported by relevant and credible scholarly material that is accessible in the learned journals listed on the module schedule. You should refer to at least 25 such sources. Additionally, you should refer to text books, current news items and benchmark your organisation against other organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. This means that within your work, you should provide evidence of your growing mastery in critical awareness of current challenges, new insights and the constant need for innovation within the field. Furthermore, a critical awareness of the ambiguities and limitations of knowledge and even understanding, should be considered and examples of such, illustrated within your work.

3. Analysis

To be considered masters worthy, your work must contain evidence of analysis, evaluation and synthesis. This means not just describing “What!” but also justifying: Why? How? When? Who? Where? And at what cost! At all times, you must provide justification of your arguments and judgements. Evidence that you have reflected upon the ideas of others on matters occurring in the real world of business is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments in the absence of complete data, since within the real world of work, we rarely have access to, or know all the information! Persuasive conclusions are especially necessary and must be derived from the content of your work – there should be no new information presented within your conclusion. Your work should aspire to resemble work which is of journal publishable quality.

4. Practical Application and Deployment

It is essential that you rationalise how you decided upon certain methods, materials, tools and techniques to inform and complete your work. You must demonstrate what informed your decision(s) to apply certain concepts that enabled you to formulate innovative and creative solutions to the challenges presented to you or that you identified for yourself. Plausible, costed and justifiable recommendations are demanded and where these are absent, your work is undermined. Your work should provide evidence that you are growing in mastery in developing cutting edge processes and techniques within the subject area.

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. Regarding the presentation of your work, you must demonstrate your ability to select and deploy the appropriate media that is “fit for purpose. Additionally, you must exhibit your ability to: communicate with an exceptionally high level of professionalism; work professionally, autonomously and within a team; develop leadership skills; and produce/present work that is coherent, cogent and specifically addresses the challenges set for you or you have set yourself. Importantly, your work should be easily understood by specialists and non-specialists in the field.

REPORT (88%): 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		
	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	25	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	10	
TOTAL	100	

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	50% Max	
	Over 1 week late	0%	

INDIVIDUAL PRESENTATION (12%): 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.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	15	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	15	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	30	
5. Presentation– professional skills Presentation skills: Communication skills, level of preparedness, fluency of delivery, eye-contact, interaction with audience, use of audio-visual materials		
	30	
TOTAL	100	

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	50% Max	
	Over 1 week late	0%	

PG COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Referencing conventions not always applied consistently.	Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied
2. Knowledge and Understanding of Subject Extent of systematic knowledge, understanding and critical awareness of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Some evidence of knowledge and understanding of current and relevant concepts and underlying principles but with gaps or errors.	Knowledge is generally accurate with a satisfactory understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established and contemporary views.	Excellent mastery of a complex and specialised area of knowledge and skills, with an excellent critical awareness of current problems and/or new insights at the forefront of the field. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field. A critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, But not always well linked to other material.	Evidence of some logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Some conclusions and recommendations, where relevant	Evaluates methodologies, current research and ideas critically and, where appropriate, proposes new hypotheses/ideas. Evaluates and synthesises complex issues both systematically and creatively. Makes sound judgements and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommendations.	Excellent critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues systematically and creatively. Makes excellent judgements and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusions, justifiable recommendations. Work is of conference publishable quality.	Exceptional critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues at a high level of mastery. Makes outstanding judgements and proposes highly convincing arguments in the absence of complete data. Highly persuasive conclusions. Work is of journal publishable quality.

4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactory appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear . Limited independent work and limited involvement in group activities. Work lacks coherence in places and in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactory appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear . Limited independent work and limited involvement in group activities. Work lacks coherence in places and in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

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.

[illegible]

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