



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

School of International Hotel Management **BA International Hotel Management**

Module Handbook Summer Term 2020 **M4X01915**

Hospitality and Guest Services

LEVEL 4

Module tutor:

Olubukola Adegbite

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Hospitality and Guest Services Summer Term 2020

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught in semester 2 to Level 4 IHM students in the School of International Hotel Management. It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with 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.

MODULE AIM

This module aims to:

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- International and UK Hospitality Industry- Concepts, definitions of hospitality, guest service and customer care, historical developments, role and function of hospitality services, market analysis of different sectors (hotels, guest services, restaurant, houses F+B providers, outlets, support services), franchising structure, relationship within national economies, economic impacts, organisational trends.
- Consumers - Understanding and appreciation of guest needs, identification of market segments for hospitality products, characteristics, structure, changing customer needs and demands, lifestyle trends, patterns of work, lifecycle, fashion fads, service expectations, internal and external factors, market trends. Sustainable (greening) good practice.
- Hospitality Skill Requirements and Operational Issues- Operational systems for provision of F&B, accommodation, resource co-ordination, specific service skills. Changing industry, consumer demands, training initiatives food hygiene, requirements, menu planning, legislation, cultural influences, performance measures, verification and grading. Social media influences (TripAdvisor) and digital management responses.
- Guest services- Nature, scope and role, guest service and training models, guest service standards, empowerment, ownership, guest service measures, quality awards, mystery shopper, guest needs, understanding and appreciation of philosophies, use of mystique case studies to include Marriott (Spirit to Serve), Disney, Ritz Carlton, West Pace Hotel Group, Solis, Capella Hotels and Bluestone.

LEARNING AND TEACHING STRATEGY

This module involves theoretical understanding that needs to be practically applied, for this reason, key note

lectures will be supported by practical and interactional seminars, tutorials and workshops. This will be reinforced by field trips and guest speakers.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Description of each assessment component and its weighting, together with an example for new forms of assessment:

Assessment Component 1 – 50%

Guest Service Appraisal and Seminar Presentation

Exemplar:

Assessment 1 will require students to undertake an appraisal of a guest service experience to demonstrate their understanding and appreciation of cutting-edge guest service strategies and their application in practice. The assignment may take the form of a group in class assessment (but students will receive individual marks). The exercise will provide students with an understanding of the importance of guest service strategies and appreciate their use in identifying guest needs – and the importance of empowerment and guest service measurements within the hotel/hospitality industry.

Assessment Component 2 – 50%

Hotel/Hospitality Audit Report (2000 words)

Exemplar:

Assessment 2 will require students to produce an evaluative report on a hotel or hospitality organisation (but establishment must provide accommodation) of their choice, subject to agreement with the module tutor. The report will essentially be an audit to assess the extent of service provision following set guidelines. The assessment will provide students with an understanding of the market environment together with a knowledge of changing consumer preferences – and their impact upon guest service management. Quality management systems employed within the establishment will also require investigation.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words):	
Sustainable development within UK and international hotel/hospitality developments will form part of the curriculum, with industry good practice appraised. Appropriate case studies will be used, together with guest speakers, which will focus upon sustainable development themes.	

READING

- Essential texts will be provided to students:
- Brotherton, B. & Wood, R. (2008) Hospitality Management, Sage, London
- People 1st (2013) State of the Nation Report; An analysis of labour market trends, skills, training within the UK hospitality and tourism industries, PF, Uxbridge.
- Tesone, V. (2014) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford
- Walker, J. (2013) Introduction to Hospitality, Pearson, London.
- WG (VisitWales) 2013 Partnership for Growth – Tourism Strategy for Wales 2013-2020

SUGGESTED FURTHER READINGS

- Fallon, M. & Rutherford, D. (2010) Hotel management and Operations, Wiley, London
- Heppell, M. (2010) Five Star Service: How to deliver Exceptional Customer Service, Prentice Hall, London
- Johnston, R. Clark, G. & Shulver, M. (2012) Service Operations Management, Pearson, London
- O'Gorman, K. (2010) The Origins of Hospitality and Tourism, Goodfellow, Oxford
- Schulz, H (2000) Putting on the Ritz – Series of Articles by Ritz Carlton
- Swarbrooke J & Horner S (2011) Consumer Behaviour in Tourism 2nd Ed, Oxford, Butterworth
- Vallen, G. & Vallen, J. (2012) Managing Hotel Operations, Pearson, London.
- Visit Wales (2006) Achieving our Potential, Cardiff: WAG
- WorldHost publications (People 1st)

Journals

Caterer and Housekeeper.
Management Today
Journal of Hospitality Management
Leisure Management
Hospitality (Institute of Hospitality)



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Websites

www.managementtoday.co.uk

www.businessballs.com

www.instituteofhospitality.org

www.visitwales.com

www.visitbritain.com

10 week Teaching Plan

Week	Time	Lecture Theme	Supporting Material	Assessment hand out date	Assessment Submission date
1 (11/05)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Learning outcomes of this module. ➤ Overview of assignments 1 & 2 ➤ Working via Moodle and Microsoft 'Teams' ➤ Scheme of work ➤ Definition of hospitality/guest services ➤ Overview of the hospitality industry	Direct student to Moodle copy of module handbook Copy of each assignment pro forma within Moodle page Presentation of working with Microsoft 'Teams' Presentation 'The definition of hospitality/guest services. Overview of hospitality industry. Class activity	11/05	Assignment 1 due on 12/06 (Group presentation on 15/06) Assignment 2 due on 17/07 (paper)
2 (18/05)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Guestology - (<i>understanding the importance of guest service strategies and appreciation of their use in identifying guest needs</i>) ➤ The nature of Guest needs and experiences ➤	Presentation- Guestology Presentation – Guest services strategies. Presentation- Disney Service Model. Activity – Case study scenarios- what are the various guest strategies deployed? Who are the stakeholders involved?		
3 (25/05)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Historical Development in Tourism and Hospitality Industry ➤ Different sectors of the Tourism and Hospitality Industry	Lectures Class Activities		
4 (01/06)	09.00 10.10 11.30 12.00	➤ Analysis of Different Sectors in the Hospitality	Lectures Class Activities Student in their		



	12.30 13.00	and Tourism Industry ➤ Revision Part 1	groups have a 10-minute session with their tutor to discuss their assignment		
5 (08/06)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Revision Week. ➤ Revision part 2	Student in their groups have a 15-minute session & formative feedback with their group assignment		Submission due date for the first assignment 12/06/2020
6 (15/06)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Class Presentation – Assignment 1	Presentation of the submitted group work. Each group will be given 20 minutes to present their work via Microsoft Teams.		
7 (22/06)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Hospitality Skills ➤ Operational issues in the Hospitality Industry ➤	Lecture Case studies Videos Activity – Can you identify key hospitality skills from the case study. How would you acquire them? etc.		
8 (29/06)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Changing hospitality industry & Social Media influence ➤	Lecture Case study Videos. Activity – what are the quality issues in the hospitality industry and in hotel sector in particular		
9 (06/07)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Quality Management and continuous improvement issues in hotel sector ➤	Lecture Case study Activity		
10 (13/07)	09.00 10.10 11.30 12.00 12.30 13.00	➤ Module recap ➤ Revision	Module recap Final 10-minute one-to-one session with the tutor. Opportunity for academic guidance		Submission of Assignment due 17/07/2020. 2 on

			and formative feedback.		
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Lectures are on Mondays (May Term, BA IHM Cohort, 5) starting on Monday May 11th, 2020

Time of each session	Type of session
09.00 – 10.30	Lecturer available for student drop in, either via 'Teams' or email
10.30 – 11.00	Lecture presentation
10-minute break	
11.10 – 11.30	Activity /group discussion
11.30 – 12.00	Lecture presentation
20-minute break	
12.00 – 12.20	Activity / Group discussion
12.20 – 12.45	Session summary / Group discussion
12. 45 – 13.00	Availability of tutor for individual discussion

LEVEL 4 ASSESSMENT SPECIFICATION			
Student name:		Student number:	ID
Programme:	BA. International Hotel Management		
Module:	Hospitality and Guest Services		
Module code:	M4X01915	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Olubukola Adegbite	Internal Verifier:	John Howells
Assignment Title:	Group Presentation: You are required to carry out an evaluation of a guest service experience to demonstrate your understanding and appreciation of cutting-edge guest service strategies and their application in practice.	Word count (or equivalent):	PPT submission and presentation
Submission deadline:	Friday 12 June 2020 (3:00pm)	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
Over the course of Term 1, students are required to undertake an appraisal of a quest			



service experience to demonstrate their understanding and appreciation of cutting-edge guest service strategies and their application in practice. The assignment takes the form of a group in class assessment (however, students will receive individual marks). The exercise will provide students with an understanding of the importance of guest service strategies and appreciate their use in identifying guest needs – and the importance of empowerment and guest service measurements within the hotel/hospitality industry.

TASK DESCRIPTION

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL

PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name	Date
Student's Signature	

LEVEL 4 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	BA. International Hotel Management		
Module:	Hospitality and Guest Services		
Module code:	M4X01915	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Olubukola Adegbite	Internal Verifier:	John Howells
Assignment Title:	A Report: <i>You are required to select an hotel of your choice, prepare and submit a 2,000 words evaluative report. In your report, discuss the service provided in the chosen hotel, quality management (Continuous improvement) practices including how the hotel is adapting to evolving consumer preference and how the evolution is impacting guest service management.</i>	Word count (or equivalent):	2000 Words
Submission deadline:	Friday 17 July 2020 (3:00pm)	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating		

	Circumstances Panel may approve a change to submission dates.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.
Module Learning Outcomes (from module syllabus)	
<i>The assessment of students understanding of the market environment together with a knowledge of changing consumer preferences – and their impact upon guest service management. Quality management systems employed within the establishment will also require investigation.</i> <i>Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands and understand operational systems and resource provision required to deliver service excellence.</i>	

Please remember that, in addition to your presentation for submission (assignment 1), and written work (assignment 2), you are expected to read, research, engage with learning materials and study in your own time. You are advised to make good use of class interactions and study skill sessions with your tutor. Best of luck!

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria. There are no specific percentages allocated to different sections of the report. All grading criteria will be marked across the report as a whole.

Research-informed Literature

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

Knowledge and Understanding of Subject

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

Analysis

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

Practical Application and Deployment

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

Skills for Professional Practice

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

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- Programme of Study Handbook.

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.		
	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the topics discussed in class. Content and its relevance to the assignment brief.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence.		
	20	
4. Practical Application Application of concepts, deployment of methods, materials, tools and theories, formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Written and presentational quality of the report, deployment of correct layout conventions, style, structure, grammar, spelling, etc.		
	20	
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 one-week late	40 Max	
	Over one week late	Fail	

COMMON ASSESSMENT AND GRADING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	REFER (equivalent to 0-29%)	REFER (equivalent to 30-39%*)	PASS (equivalent to 40-49%)	PASS (equivalent to 50-59%)	MERIT (equivalent to 60-69%)	DISTINCTION (equivalent to 70-79%)	DISTINCTION (equivalent to 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. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. 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 knowledge and understanding 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.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and 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, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and valued evidence. Very high quality analysis, Developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
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 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.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good 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 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. Innovation and 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	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to 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 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 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 within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Research-informed literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
Knowledge and understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
Practical Application and employment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
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			