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

School of Hospitality and Tourism Management

BA International Hotel Management

Module Handbook Winter Term 2025

BMIH5004

Management and Organisational Behaviour

LEVEL 5

Module Lead:

Daniel Payne

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January 2025

Introduction to Management and Organisational Behaviour 2024-25

Welcome to this generic overview handbook. This is a level 5, 20 credit module for BA International Hotel Management students.

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

In order 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 cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work.
- To enable students to gain insight into, and comprehend, concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.

LEARNING OUTCOMES

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

- Coherently and critically analyse the relationship between structure, culture, people and organisational performance;
- Critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership;
- Critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

INDICATIVE CONTENT

- Theoretical perspectives on organisation and management with a particular focus on the paradigm shift from transition, stability, predictability and order towards flexibility, contingency and flux
- An assessment of the general principles of organisation design, structure and culture, illustrated through practical examples and applications.
- A focus on managerial behaviour and action, with an analysis of the elements that constitute effective managerial behaviour. Management accountability.
- Theories of leadership, within an emphasis on the pivotal importance of leadership ability within times of organisational change and transition
- An introduction and overview of the behavioural science approach to the management of people within organisations

- Psychological theories and explanatory frameworks of individual behaviour, pertaining to:
  - Personality
  - Perception
  - Learning
  - Attitudinal dispositions, namely motivation, satisfaction and commitment
- The nature of work groups and teams

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	24%
Independent learning	160	76%
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%**

Scheduled Class Programme

The module will be delivered via Microsoft Teams (specific MOB Team channel) as follows:

Week	Time	Lecture indicative content – main themes to be covered	Supporting material (Subject to modification)	Assessment	Assessment submission date
1 **W/C** **13/01**	**9AM - 1PM**	Module Overview Assignment introduction Introduction into the concept of management and organisations	Presentation Introductions Assessment introductions	**Assessment 1 Hand out WC 13/01**	
2 **W/C** **20/01**	**9AM - 1PM**	Factors affecting organisations Role of a manager Start of leadership theories	Presentation Videos Group Discussion Group Activities		
3 **W/C** **27/01**	**9AM - 1PM**	Managerial Behaviour & Effectiveness Leadership theories	Presentation Videos Group Discussion Group Activities		
4 **W/C** **03/02**	**9AM - 1PM**	Organisation Structure and Design	Presentation Videos Group Discussion Group Activities	**Assignment 1 Due** **Essay**	**Friday 7th February 2025 by 23:59**
5 **W/C** **10/02**	**9AM - 1PM**	Organisational Culture	Presentation Videos Group Discussion Group Activity	**Assessment 2 Hand out WC 10/02**	
6 **W/C** **17/02**	**9AM - 1PM**	Strategic and Change Management Preparing the report	Presentation Videos Group Discussion Group Activities		
7 **W/C** **24/02**	**9AM - 1PM**	Strategy continued Finalising the report	Presentation Videos Group Discussion Group Activities		
8 **W/C** **03/03**	**9AM - 1PM**	Working in Groups and Teams Module Evaluation	Presentation Group Discussion Group Activities	**Assignment 2 Due** Report	**Friday 7th March 2025 by 23:59**

BIBLIOGRAPHY

Essential

Mullins, L & Dosser, P. (2013) Hospitality Management and Organisational Behaviour (5th Ed) Harlow, Pearson.

Mullins, L (2019) Organisational Behaviour in the Workplace (12th edition) Harlow: Pearson

Mullins, L. (2023) Management and Organisational Behaviour *(*13th edition) Harlow: Pearson

Boddy, D. (2017) Management: An Introduction (7th Ed), Harlow, Pearson

Recommended

Adair, J. (2009) The Inspirational Leader (2nd Ed), London: Kogan Page

Armstrong, M. (2012) Armstrong's Handbook of Management and Leadership (3rd Ed), London: Kogan Page.

Armstong, M. (2021) Armstrong's handbook of performance management (7th Ed), London: Kogan Page

Arnold, J. (2020) Work Psychology (7th edition) Harlow: Pearson Education Limited.

Bloisi, W. et al (2007) Management and Organisational Behaviour*, (*2nd edition) Maidenhead: McGraw-Hill.

Buchanan, D. And Huczynski, A. (2007) Organisational Behaviour: An Introductory Text (6th edition), Harlow: Prentice Hall.

Huczynski, A. & Buchanan, D. (2019) Organisational Behaviour (10th Ed), Harlow: Pearson

Robbins, S. & J u d g e (2017) Organizational Behaviour (17th edition) Harlow: Pearson Education Limited.

Rollinson, D. et al (2008) Organisational Behaviour and Analysis *(*4th edition) Harlow: Addison-Wesley Longman.

Journals

Human Relations
Human Resource Management Journal
Journal of Organizational Behaviour
Management Today
People Management
Learning Organisation
Organization Studies

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LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA International Hotel Management**		
Module:	**Management & Organisational Behaviour**		
Module code:	**BMIH5004**	**Contribution to Overall Module Assessment (%):**	**50% (1 of 2)**
Lecturer:	**Antoinette Milne, Ben Chong and Daniel Payne**	**Internal Verifier:**	**Jaliya Da Silva**
Assignment Title:	**Academic Essay**	**Word count (or equivalent):**	**2,000**
Submission deadline: **Draft work Deadline :**	**7th February 2025, 23:59** **29th January 2025, 23:59**	**Return date of provisional marks & written feedback:**	**04th March 2025, 23:59**
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)
1. To coherently and critically analyse the relationship between structure, culture, people and organisational performance; 2. To critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership; 3. To critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

TASK DESCRIPTION:

Title: Leadership Styles in Hospitality: Their Role in Team Effectiveness and Employee Morale, with a Focus on [Selected Leadership Style – Autocratic, Democratic or Laissez-faire]

Guidance:

- Provide an overview of various leadership theories and styles, including those discussed in lectures and ones you find through your own research.
- Select **One** of the following leadership styles – Autocratic, Democratic or Laissez-faire. Compare and contrast the positives and negatives of your selected leadership style. Complete this in the context of team effectiveness and employee morale.
- Discuss the application of this style within hotel management, using specific examples or case studies.
- Analyse how your chosen leadership style can enhance or hinder team effectiveness and employee morale.
- Conduct thorough research using reputable literature and peer-reviewed sources.
- Ensure examples are relevant to the hotel and hospitality industry.
- Include a minimum of 20 credible references.

Essay Format:

- Font 12, Arial, Calibri or Times New Romans
- 1.5 line spaced
- Justified text
- There should be NO graphs, subheadings or content table.

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 ☒

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

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

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

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS – ASSIGNMENT 1

NOTE: The guidance offered below is linked to the five generic assessment criteria given below.

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

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

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

The models/theories required have been specified in each of the tasks. Ensure models are relevant and linked to the hospitality industry.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 what cost? At all times, you must provide justification/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Make sure to analyse the effectiveness of different models and approaches, ensuring they are linked to the hospitality industry. Show a comparison between the theories you have researched.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should deploy your chosen techniques, models and/or theories, to the case study. Use material from a variety of examples and wider reading to illustrate the points you make. Where possible you should show awareness of the limitations of the model used when applied to the case itself.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work shouldbe coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial, Calibri or Times New Romans in 12 point and be 1.5 spaced and justified.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	10	

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

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LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA International Hotel Management**		
Module:	**Management & Organisational Behaviour**		
Module code:	**BMIH5004**	**Contribution to Overall Module Assessment (%):**	**50% (2 of 2)**
Lecturer:	**Antoinette Milne, Ben Chong and Daniel Payne**	**Internal Verifier:**	**Jaliya Da Silva**
Assignment Title:	**Written report**	**Word count (or equivalent):**	**2,000**
Submission deadline: **Draft work Deadline :**	**7th March 2025 , 23:59** **26th February 2025, 23:59**	**Return date of provisional marks & written feedback:**	**4th April 2025, 23:59**
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)
To coherently and critically analyse the relationship between structure, culture, people and organisational performance; To critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership; To critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

TASK DESCRIPTION

Produce a report of 2000 words.

Select and research one of the following hotel groups as a case study:

Hilton Hotels & Resorts	Marriott International

With reference to relevant theories, assess, analyse and critically evaluate your chosen organisation, at both corporate and individual hotel level.

Report Structure and Content:

Introduction:

- Provide an overview of your chosen hotel group.
- State the aim of your report and the key topics you will cover.

Organisation Structure, Culture, and Goals:

- Assess and analyse the organisation's structure.
- Evaluate the corporate culture and how it influences operations.
- Discuss the goals of the organisation at both corporate and individual unit levels.

Recent Change Initiatives:

- Identify recent change initiatives undertaken by the organisation.
- Analyse the impact of these initiatives on the organisation.
- Evaluate how well these changes were managed.

Strategic Direction:

- Examine the strategic direction of the organisation.
- Analyse the strategies implemented to achieve their long-term objectives.

Points for Consideration:

- **Evidence-Based Analysis:** Use evidence from your research to support your analysis. Ensure your sources are up-to-date and relevant.

- **Theoretical Frameworks:** Reference relevant management and organisational behaviour theories throughout your report.

- **Topic Order:** You may choose the order in which you discuss the key topics. However, be mindful that not all lectures or tutorials may have covered every topic when you begin. Refer to the module outline for guidance and plan accordingly.

- **Recommendations:** Conclude your findings with recommendations of how you feel your chosen hotel chain could improve their standing within the hotel and hospitality industry. Consider how these recommendations would be implemented in your chosen organisation. Include the who, when, where, why and how and examples of best practice from your research.

You should write in report format and include the following.

- Title/ Cover page
- Executive Summary (not included in word count)
- Content table (not included in word count)
- Introduction
- Main body (with all the individual subheadings)
- Conclusion
- Recommendations
- Reference list (not included in word count)

All writing should be academic style, formal, focused,concise and subject specific. It should use a font of Arial, Calibri or Times New Romans at 12 point, 1.5 spaced and justified. A minimum of 20 references are required. All graphs, charts, and figures in the main body must be clearly referenced.

Students should remember that when writing a professional standard business report, you should look to make direct and relevant comparisons with competitors within the market and include recommendations.

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 ☒

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

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

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

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS – ASSIGNMENT 2

NOTE: The guidance offered below is linked to the five generic assessment criteria given below.

1. **Engagement with Literature Skills**

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

Guidance specific to this assessment:

You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and academic based websites. You may cite company information and newspaper/magazine articles but take care with issues of reliability and validity.

2. **Knowledge and Understanding Skills**

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

Use a selection of the models/theories discussed in the course relating to each topic to provide a framework for your work. You do not need to explain these in depth, but introduce them briefly before analysing and applying them.

3. **Cognitive and Intellectual Skills**

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 what cost? At all times, you must provide justification/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

The tasks themselves specify what is required of you. Take care to answer each question fully, and answer only the question set. You may find it helpful to keep the tasks to hand when writing to remain focused on them. Make sure you draw conclusions from the content of your work and highlight any key recommendations.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should deploy your chosen techniques, models and/or theories to your chosen organisation. Use material from your research and wider reading to illustrate the points you make. Where possible you should show awareness of the limitations of the models used when applied to the case itself.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work shouldbe coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should write a report in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial, Calibri or Times New Romans, 12 point,1.5 spaced and justified.

All graphs, charts, and figures in the main body must be clearly referenced beside or underneath. Where possible they should not be on separate pages but should be incorporated within the text.

STUDENT FEEDBACK FORM – Written report

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	10	

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

GENERIC ASSESSMENT CRITERIA – BOTH ASSESSMENTS

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 (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
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.

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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 logical judgements.	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.

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
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 outside the context in which they were first studied.	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 they were first studied.	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 mostly appropriate solutions outside the context in which they were first studied.	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 outside the context in which they were first studied. Evidence of some creativity.	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 which they were first studied.	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.

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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 skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	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.