



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

**Academic Discipline of Hospitality & Tourism
Management**
Global Tourism and Events Management Cert. H.E.

Marketing Essentials

BMET4003

LEVEL 4

Module Handbook Autumn Term 2023

Module Lead:

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Marketing Essentials Spring Term 2023

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught to Level 4 IHM students studying on the Global Tourism and Events Management programme as part of the Academic discipline of Hospitality and Tourism Management.

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

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

Week	Indicative Lecture Subjects
1	Induction week
2	• Introduction • Module Overview • Assessments • The nature and scope of marketing
3	• Situational analysis • The 5 C's overview • Company & Customers • SWOT Elements of the internal analysis • Identify methods used for Segmentation & Targeting
4	• Value creation and the process of Marketing Management
5	• Situational analysis • Competitors, Collaborators & Climate (macro and Micro environment)
6	• Explain the role of the marketing mix • The nature of marketing research, methodologies, and tools • The need for a marketing information system
7	• Quality, brand reputation and risk management • Assignment Draft session • Disneyland's TERRIBLE First Day Disney Declassified - YouTube
8	• The importance of Social Media Marketing and communication channels
9	• Recap; Marketing plan
10	• Action Gantt charts for scheduling • Control metrics and KPIs for measuring success
11	• Presentation week
12	• Recap and module evaluation

Module Code	BMET4003
Title	Marketing Essentials
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

To introduce the students to the discipline of contemporary marketing and its importance in competitive and dynamic business environments in the digital age.

LEARNING OUTCOMES

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

- Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice;
- Demonstrate knowledge and understanding of the process and stages of marketing planning, including the role of the marketing environment in the digital age, marketing research and the marketing mix

INDICATIVE CONTENT

- The nature and scope of marketing
- Identify the different strategy of the marketing plan and how they are produced
- Explain the role of the marketing mix
- Understand the implication of a macro analysis
- Overview the macro environment
- Elements of the internal analysis. Identify the methods used for segmenting, targeting and positioning within markets.
- The need for a marketing information system
- The role of databases in information management
- Digital marketing; role of social media technology
- The nature of marketing research, methodologies and tools
- The importance of stakeholders for marketing
- Sustainable marketing
- Communication Mix activities including Social Media

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Marketing Plan	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMET4003	
Module Title	Marketing Essentials	
Classification	Reading List entry	Electronic*
Essential	Kotler, P., Armstrong, G. & Opresnik, M.O., (2021) Principles of marketing Seventeenth, global., Pearson, London.	☒
Essential	Jobber D & Fahy J (2019), Foundations of Marketing, McGraw Hill, London	☒
Essential	Jobber D & Ellis-Chadwick F (2019) Principles and Practice of Marketing, McGraw Hill 7ed, London	☒
Further	Lee. (2018). Diverse methods in customer relationship marketing and management (Lee, Ed.). IGI Global.	☒
Further	Egan, J, (2011) Relationship Marketing: Exploring Relational Strategies in Marketing. Financial Times/ Prentice Hall: Harlow	☒
Further	Santos, & Silva, O. L. (2020). Digital marketing strategies for tourism, hospitality, and airline industries. IGI Global.	☒
Further	Birdir, Birdir, S., Dalgic, A., & Toksoz, D. (2020). Impact of ICTs on Event Management and Marketing. IGI Global.	☒
Further	Hashim, Mohd Hanafiah, M. H., & Jamaluddin, M. R. (2019). Positioning and Branding Tourism Destinations for Global Competitiveness. IGI Global.	☒
Further	Augusto Costa, Brandão, F., Breda, Z., & Costa, C. (2021). Planning and Managing the Experience Economy in Tourism. IGI Global.	☒
Further	Ramos, Almeida, C. R. de, & Fernandes, P. O. (2019). Handbook of Research on Social Media Applications for the Tourism and Hospitality Sector. IGI Global.	☒
Further	Nedelea, Korstanje, M., & George, B. P. (2016). Strategic tools and methods for promoting hospitality and tourism services (Nedelea, M. Korstanje, & B. P. George, Eds.). Business Science Reference.	☒
Further	Campos, & Almeida, S. (2022). Global perspectives on strategic storytelling in destination marketing (Campos & S. Almeida, Eds.). Business Science Reference.	☒
Journals	Journal of travel & tourism marketing	☒
Journals	Journal of Marketing	☒
Journals	Journal of Marketing Management	☒
Journals	Journal of Marketing Research	☒
Journals	Journal of Strategic Marketing	☒

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		StudentID number:	
Programme:	Cert. HE Global Tourism and Events Management		
Module:	Marketing Essentials		
Module code:	BMET4003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Helen Evans	Internal Verifier:	Deborah Jenkins
Assignment Title:	Presentation : <i>A comparison of the marketing methods of two brands.</i>	Word count (or equivalent):	10 minutes
Submission deadline:	7 th December 2023	Return date of provisional marks & written feedback:	30 January 2024
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the lecturer (<i>please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.</i>) 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			
- Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice; - Demonstrate knowledge and understanding of the process and stages of marketing planning, including the role of the marketing environment in the digital age, marketing research and the marketing mix			

Assessment Component 1 –

Individual presentation -10 Minutes, (50%)
Submission Date

TASK

An analysis of the marketing used to create value for customers .

Choosing an organisation, introduce the subject of marketing and the marketing methods and strategy of your chosen Tourism, Events or Hospitality Brand.

Use situational analysis tools, **PESTLE and SWOT** to identify and discuss the brand's marketing strategies.

Use the **Marketing Mix** to examine the ways in which the organisations markets their products and services and discuss the use of segmentation targeting, positioning and marketing communications with their target audiences. This must be done using current industry and organisational examples.

Your presentation should include but not be limited to:

- A brief overview of the subject of marketing
- Include relevant marketing methods and communications used for your chosen brand
- Include SWOT and PESTLE
- A clear explanation of your market segmentation
- Students should demonstrate the application of academic theory and relevant business models within the presentation
- Use the Harvard referencing system throughout. The presentation and supporting notes are to be uploaded on to Turnitin.

Assessment format and weighting

This is an individual presentation of 10 minutes and is worth (50%) of the available marks for the module

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

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 incorporate credible information about your chosen organisation, from credible sources, this can be from the organisations own website or industry/professional websites but must also include text-based information from industry journals and academic text books.

You must include a minimum of 15 reference sources, and these must be accurately cited within presentation.

2. Knowledge and Understanding Skills

At level 4, 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:

You should show an understanding of the principles of marketing in this context, specific to marketing approach. This should also be supported by your ability to demonstrate an understanding of the information that you have learned about the specific organisations also. Show the understanding of the marketing mix and the various elements by supporting with industry examples.

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: *You should be able to show an appreciation for the decisions that the organisation have made, and the way in which they may have changed over time. Who the target markets are? How are they receiving the marketing messages? What has changed because of differences in the industry?*

4. Practical Skills

At level 4, 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 be able to analyse your chosen organisation and provide examples of why they have decided to market in a certain way.

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 should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *This will be achieved through successful completion of your presentation and your ability to display your understanding of the marketing plan you have written, and the benefits that you hope to achieve. This will also show your understanding of how this could be used within a professional context, especially within the context of hospitality and tourism management.*

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	15	
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	15	

LEVEL 4 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	Cert. HE Global Tourism and Events Management		
Module:	Marketing Essentials		
Module code:	BMET4003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Helen Evans	Internal Verifier:	Deborah Jenkins
Assignment Title:	Assessment 2 Marketing Plan	Word count (or equivalent):	1,500
Submission deadline:	10 th January 2024	Return date of provisional marks & written feedback:	7 th February 2024
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): Not 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

- Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice;
- Demonstrate knowledge and understanding of the process and stages of marketing planning, including the role of the marketing environment in the digital age, marketing research and the marketing mix

TASK DESCRIPTION

Marketing Plan 1500 words

Select a National or Global Tourism or Events Organisation and write a Marketing Plan. (Your choice must be approved by your Module Lecturer)

Reflect on the current climate, and identify an issue or marketing opportunity that can be used to create a marketing communications strategy for your chosen organisation.

This marketing plan is to be used in the present-day, so consider contemporary issues such as brand reputation, industry trends, or introducing new ideas based on industry research.

Analyse the micro and macro environment to provide supporting evidence for the recommended new direction for the organisation.

Use case study examples to support your case as well as industry research and evidence.

Please ensure that the marketing template has been used.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF INDIVIDUAL TASK

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

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: *At least 15 references showing evidence of a range of sources used to research the topic area.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You need to show your understanding and application of how the Marketing Mix, SWOT, PESTEL and Stakeholder analysis tools can be used in the context of the task.*

2. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Collate and evaluate data through research of the company in question and form judgements based on analysis of the company's external and internal environment. Are there internal effects on the organisations operation and marketing strategy? Is there flexibility for them to change their individual approach or has this got to be company led?*

3. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Demonstrate how the Marketing Mix, SWOT, PESTEL can be used with the hotel in question to reveal problems and how solutions can be sought, based on examples and cases from other sources. Compare and contrast with other global industry brands.*

4. 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 some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: By compiling this marketing plan, you should be able to demonstrate an understanding of marketing essentials, how this works in the practical sense.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / misinterpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles-based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

